

Name: Jennifer McCarthy

Institutional Outcome: 1. Communication

Program Outcome: 4: PO4 Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.

Courses: FRCH&121;#247487;#FRCH&122;#247488

Course Outcome:

What problem are you attempting to address? Why did you do this assessment?

I had my students reflect upon the benefit to themselves of spending a semester in France living and studying. I had them respond to this prompt in order to gauge how much they think about the wider context of their study of French.

What tools/measures did you use? What did you do?

I gave my class an assignment in which they were to write a letter to their family or friends explaining that they had the opportunity to study in France for a semester. They were to explain why the opportunity is a good one and what they expect to gain from going.

Please write a personal letter to your own people here at home (parents, grandparents, friends) explaining the reasons why you want to spend a semester living in France. Think about what you may be able to experience by living with a French family and studying in France and write about it in the letter. Reflect on the importance of study/living abroad to expand your horizons and to gain life experience. Demonstrate that you can reflect on how learning about a different language and culture is of value to you personally.

What were the results?

10 / 13 students completed the assessment and demonstrated mastery.

What now? How will this impact the future of how you teach the course?

I am offering more opportunities for my students to reflect upon the subject of cultural exchange in the form of continued discussion and exposure to French culture.

Other changes or recommendations at the program or institutional level?

Name: Dustin M. Regul

Institutional Outcome: 4. None

Program Outcome: 5: Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.

Courses: ART101;#247141

Course Outcome: [CO3]: The successful student will be able to demonstrate critical analysis applied to their own work and the work of other students in the class.

What problem are you attempting to address? Why did you do this assessment?

In the Fall quarter of 2022, I was assessing PO5 in ART101 Design I. Class critiques at the end of each project is one of the primary ways students learn how their application of the Elements and Principles of Art + Design is and how to implement suggestions for future projects. Getting students to talk in a critique can be like pulling teeth. So, I decided to look closely at the critique process and come up with a strategy for students to be able to gather, interpret, and apply peer, instructor, and self-critiquing information.

What tools/measures did you use? What did you do?

I used a combination of a guided critique sheet and rubrics. The critique sheet was an anagram; A.R.T.I.S.T.I.C. a=affirmation, r=reflection, t=technique, i=inquiry, s=suggestion, t=translation, i=illation, c=create. And with the rubrics, I specifically assessed individual growth of students understanding of the Elements and Principles of Art + Design and their implementation of previous projects' critiques.

What were the results?

Though this is my first time teach a 2D Design course here at BBCC, it's not my first time teaching this subject. By utilizing a guided critique where students were able to gather in-depth feedback from instructor and peers on successes and short comings in their work, take time to interpret and self-analyze, and apply it to their own work, I was able to assess the growth of each students ability to solve visual problems within their growth of understanding an applying the Elements and Principles of Art + Design. I found this was one of my strongest classes, in relation to individual growth, of gathering and applying critique feedback into their following projects.

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, I am going to continue to implement this new critique style while also developing it further. This confirms my understanding of the importance of peer and self-critiquing and how students interpret and apply this feedback. This assessment has and will change the way I teach as I continue to get the most out of students while keeping them engaged. That is my one critique of myself with this process, as students were assigned a different letter of the critique anagram, the students not presently participating had some issues staying engaged. I plan to adjust it were we have continuous engagement.

Other changes or recommendations at the program or institutional level?

Peer and self-analysis are great tools to build confidence within students.

Name: Jim Lin

Institutional Outcome: 2. Quantitative Reasoning

Program Outcome: 1: N/A

Courses: PHYS&221;#247564

Course Outcome: 3. Solve various problems using the problem-solving strategy of drawing a suitable diagram, listing the knowns and unknowns, deriving a proper equation, substituting for the given values, and obtaining a numerical value for the unknown.

What problem are you attempting to address? Why did you do this assessment?

The most recent IO2 assessment for this course occurred in Fall 2017. The instructor used the first midterm and final exam to assess students. This is the first unit in Engineering Physics, which is basically about describing a motion. This is the material that will be applied throughout the year and throughout subsequent courses in engineering for some of the students. Much of the time in the first unit is to learn how to reason mathematically and physically and solving these types of problems in class, on homework assignments, and in exams.

What tools/measures did you use? What did you do?

The instructor compared the scores between the first midterm and the final exam. On the first midterm, the scores are often very spread out. While some students will always score above 90%, there will also be several students who score less than 60%. In Fall 2017, one-third of the students (8) scored below 60%. There are many reasons for this, but it isn't because the students are not intelligent (Calculus is the co-requisite for the class). One main reason is that many students took physics for the 1st time, and mathematical reasoning takes time to develop. The instructor always allowed a makeup assignment on the first test to let students make up as many as half the points they missed. By the time students took the final, they were better at solving these types of problems. This was the result in Fall 2017. Scores on the final were significantly better than those on the first midterm; only two students scored below 60% on the final.

What were the results?

I attempted to improve the learning outcome in a reformed, flipped-classroom setting in Fall 2022. Lecture videos were assigned online, and weekly discussion sessions were crafted for students to work in a group, put a solution on a group whiteboard, and present their work in class. Students felt comfortable engaging and learning in each group. Next, the instructor compared the scores between the first midterm and the final exam. As a result, the average and standard deviation are 84.88% and 14.81%. Although the stats from Fall 2017 are missing, the current stats show that the scores are relatively less spread out. One-third of students (5) scored above 90%, and only one student scored below 60%. The high average indicates that the flipped classroom setting helps students improve effectively. The final exam scores and performance are consistent, with average and standard deviation of 85.87% and 14.47%, respectively. The student who scored below 60% on the 1st midterm earned 71% on the final. No one scored below 60%, indicating the success of the implemented flipped classroom. One notable and disheartening result: The group who scored the worst is female, instead of Hispanic/Latino. Exam results show that they could not grasp the physical modeling and equation-applying techniques well, while most males could.

What now? How will this impact the future of how you teach the course?

The test result improves overall, but the achievement gap still exists. I plan to close the assessment loop in two aspects: For the online lecture portion, I will modify the teaching video by breaking them into several small parts with more

interactive elements. This plan will ensure students do not watch videos and take notes passively. On the other hand, I will observe the in-class discussion & presentation sections more to make sure the underperformed groups (e.g. Hispanics, females, etc.) have enough opportunities to present and learn effectively. I will also invite this group to my Student Hour more often to find out why they struggle more than other groups.

Other changes or recommendations at the program or institutional level?

While helping the Hispanics/Latinos in college, focus more on the women in STEM. Interact with them more often in class or in-person to identify any factor that puts them at risk of underperforming. Meanwhile, keep developing a sense of belonging for these groups.

Name: Michele Reeves

Institutional Outcome: 4. None

Program Outcome: 5: Explain how equitable and supportive relationships with children along with positive learning environments and trauma informed practices ensure the health, growth and safety of children ages birth to eight in the following domains: physical, cognitive, a

Courses: EDUC&202;#247366

Course Outcome: Course Outcome CO 6: Explain how teaching and learning are influenced by individual experiences, abilities, culture, and prior learning

What problem are you attempting to address? Why did you do this assessment?

Students have a difficult time identifying Childhood Trauma as a leading concern and social issue in our schools today. After informal discussions with students, I observed a general lack of understanding surrounding the newest research/best practices in the field of childhood trauma and its impact on learning. So, in week 3 of Fall quarter 2022, I formally polled students about their perception of their level of preparedness surrounding trauma informed practice. Because the survey results were as I expected, I will add lessons to later modules in the quarter and then use a low stakes quiz to gain a new measure of student learning from the improved/added lessons.

What tools/measures did you use? What did you do?

Using a low stakes survey monkey survey to collect data

What were the results?

I found that ONLY 24 % of students were able to identify Trauma as one of the leading concerns in education today. In addition to identifying the issue of trauma, only 24 % of students polled feel prepared to address this issue in their future classroom.

41% identified trauma as a topic they feel is among the most important for them to learn about

What now? How will this impact the future of how you teach the course?

During weeks 4, 9 and 10 of Fall 2022, several lessons will be taught to help my students gain an understanding of the current research surrounding childhood trauma and its impact on learning, the role of teachers and childhood brain development

After presenting the lessons in weeks 4, 9 and 10 a second survey of students was conducted. This was a no points survey so students had no motivation to inflate their answers. In this second survey, students had very different responses than in the first survey. In the questions about trauma being a leading concern and important topic for them to study – 53% chose VERY important and 47% chose EXTREMELY important. In the area of feeling prepared to implement trauma informed practices in their future work with children, students reported feeling extremely prepared =13%. Very Prepared =33% and Somewhat prepared =53%

Other changes or recommendations at the program or institutional level?

Based on the results of the assessment, I am going to keep the additional trauma lessons I added to weeks 4, 9 and 10, but it appears I also need to add more practical information to help my students not only understand Trauma but ALSO to feel prepared to implement best practices and current research surrounding trauma informed care methods.

Name: Kaja Englund

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 6: Students will be able to explain professionalism as it relates to criminal justice in all aspects of the field.

Courses: CJ210;#247236

Course Outcome: CO6: Students will be able to discuss the role and responsibilities of discretion, ethics, accountability, code of conduct, corruption, professionalism, police culture, sub-culture, and integrity and how these impact the field of law enforcement.

What problem are you attempting to address? Why did you do this assessment?

In the Fall Quarter of 2022, I was assessing IO3 and PO6 in CJ& 210 Intro to American Policing online. I had my students reflect upon the content they were absorbing by having them respond to a prompt to gauge what they would do in the context of being in the professional position as a police officer.

What tools/measures did you use? What did you do?

Throughout the quarter I gave my students assignments in which they decided on what avenue or path they would choose in differing ethical situations where they, as police officers, would need to use discretion, while keeping the code of conduct and their integrity in mind.

What were the results?

Generally, throughout the quarter, the average for students grades on these assignments dropped as the quarter progressed. Although all students received a passing grade on each 'You Decide' assignment, at the start of the quarter, students average grades on this assignment were particularly strong. Week five and prior, students average grade was an 86% or higher. This shows me that generally speaking, my students had a basic understanding and were able to respond regarding how police officers are responsible for using discretion, ethics, professionalism, etc. while keeping the code of conduct and their integrity in mind.

What now? How will this impact the future of how you teach the course?

Based on the results of this assessment, I am going to start implementing more discussion based exercises in order to aid in students understanding of the role of police discretion, ethics, code of conduct, professionalism, and integrity. By doing so, I have hopes that these 'You Decide' assignment grades will increase. It is important for me to be aware of this so I can aid in student learning as well as their ability to discuss these particular roles in policing. Moving forward I can also have Moses Lake PD provide a presentation on such factors and share the importance of these first hand.

Other changes or recommendations at the program or institutional level?

Adding and implementing discussion based exercises as well as a talk presented by Moses Lake PD will allow students to better understand and discuss real-life scenarios when police discretion, ethics, code of conduct, professionalism, integrity, etc. are in mind.

Name: Reza Sharifi (IST 152)

Institutional Outcome: 2. Quantitative Reasoning

Program Outcome: 6: Ref attached report'

Students will be able to access controls automation logic equipment for monitoring and troubleshooting purposes

Courses: IST150;#247147

Course Outcome: Ref attached report

Recognizing Hardware

Understanding the Input/Output section a) I/O section b) Discrete I/O modules

Processor Units a) Memory types, size, and structure b) Peripherals

Programming devices

Memory organization a) Memory words and word locations b) A-B SLC500 File Structure

Numbering systems

Understanding and using Ladder Logic

Relay type instruction

Understanding & applying basic MS-DOS commands

Basic PLC programming

What problem are you attempting to address? Why did you do this assessment?

Ref attached report

1. Using more group assignment
2. Combining lab and lecture

What tools/measures did you use? What did you do?

Ref attached report

1. Canvas statistical research tools
2. Canvas tools to measure student feedback
3. Surveys

What were the results?

Ref attached report

Group assignments, Combining lectures and lab, Continuous monitoring, and feedback measurement are tools that significantly increase performance.

What now? How will this impact the future of how you teach the course?

Ref attached report

I will apply the assessment outcomes to more courses where applicable.

Other changes or recommendations at the program or institutional level?

- 1- More group assignment
- 2- Combining lecture and lab
- 2- Continuous monitoring and feedback measurement.

Name: Reza Sharifi (IST207)

Institutional Outcome: 2. Quantitative Reasoning

Program Outcome: 5: Students will be able to install electrical/electronic apparatus using appropriate techniques

Courses: IST207;#247146

Course Outcome: 1. Demonstrate a practical knowledge of electrical theory & control logic applied to machinery control

2. Reading & comprehension of industrial electrical schematics
3. Understand electrical control systems & the mechanics of their respective components
4. Demonstrate the use of control logic and apply theories to troubleshooting practices
5. Exhibit basic knowledge of safe wiring practices as prescribed by the National Electric Code.

What problem are you attempting to address? Why did you do this assessment?

Ref attached report

Based on the boot camp and some other training and my previous experience:

1. Using more group assignment
2. Combining lab and lecture

What tools/measures did you use? What did you do?

Ref attached report

1. Canvas statistical research tools
2. Canvas tools to measure student feedback
3. Surveys

What were the results?

Ref attached report

Group assignments, Combining lectures and lab, Continuous monitoring, and feedback measurement are tools that significantly increase performance.

What now? How will this impact the future of how you teach the course?

Ref attached report

I will apply the assessment outcomes to more courses where applicable.

Other changes or recommendations at the program or institutional level?

- 1- More group assignment
- 2- Combining lecture and lab
- 2- Continuous monitoring and feedback measurement.

Name: Hannah Leaf (W23)

Institutional Outcome: 4. None

Program Outcome: 5: PO5: Plan, initiate, and evaluate patient teaching including assessment of current knowledge, use of appropriate materials and techniques.

Courses: NUR120;#247451

Course Outcome: 4. Apply pathophysiology, pharmacology, and therapeutic communication skills to the nursing care of clients with common conditions.

What problem are you attempting to address? Why did you do this assessment?

Going back to faculty comments made in 120 (Winter 2022), students struggled with major concepts specific to fluids and electrolytes on their associated exam. Winter 2022 test results included a low of 68% with five students not meeting the exam benchmark of 78%. Having this knowledge, during the Fluid and Electrolytes unit 2023, the instructor utilized the second lecture day to incorporate a communication-based assessment focusing on integration of major pathophysiology, and pharmacology within a group setting. Here, students worked in small groups to craft patient education statements regarding specific electrolyte abnormalities and fluid states incorporating essential “need to know” information. The instructor was available for questions and informally quizzed/asked critical thinking questions throughout group work. Questions were based on PO5/CO4 and integrated their competency of patient teaching, integration of appropriate knowledge, therapeutic communication, and integration of pharmacology.

What tools/measures did you use? What did you do?

Exam scores on the 2023 F/E exam compared to 2022 exam scores.

What were the results?

2023 F/E exam scores included an average of 85% with only 2 students not meeting the 78% benchmark.

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, we are going to keep this small-group activity. These results confirm group work and ongoing peer-peer collaboration in conjunction with instructor facilitation did impact exam scores in a meaningful and positive way specific to both program and course outcomes. This activity not only helped to improve peer-based collaboration, but utilize patient teaching to improve pathophysiology/pharmacology concepts specific to the F/E unit. Next year, we also plan on integrating group work into both days to help solidify major concepts.

Other changes or recommendations at the program or institutional level?

Addressed above.

Name: Hannah Leaf (W23)

Institutional Outcome: 4. None

Program Outcome: 7: PO7: Assume responsibility and accountability in the practice of registered nursing as defined by the professional standards and codes of nursing.

Courses:

Course Outcome: 1. Evaluate the legal concepts relevant to healthcare provider practice: standards of care, civil and criminal action, information privacy, informed consent, advance healthcare directives.

What problem are you attempting to address? Why did you do this assessment?

At the end of January, students have a new assignment specific to responsibility and accountability within nursing. They are tasked to "find a case where there has been legal action against a nurse related to breach or lack of following one of the highlighted topics of; standards of care, information privacy, informed consent or advance healthcare directives." Then, they briefly summarized the case-including the outcome through identifying the breach/omission while elaborating on what could have been done within their practice to avoid civil or criminal action. Then, the student was evaluated on the associated course outcome. Seeing as this was my first time teaching this course, I chose to re-structure the previous assignment specific to this learning outcome. Thus, any data on this assignment and associated outcome will be helpful going forward.

What tools/measures did you use? What did you do?

What were the results?

All students met expectations (mastery at 4) with a total of 8/16 exceeding expectations.

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, I am going to keep this activity, however, due to the asynchronous aspect of this course, students did not get to collaborate with one another. Next year I plan on implementing a discussion board to enhance student's communication and collaboration while focusing on both the program and course outcome. This activity allowed each individual student to discuss accountability and responsibility within nursing specific to legal components seen within our profession. More group-based communication could be facilitated from an instructor perspective.

Other changes or recommendations at the program or institutional level?

There is not a specific nursing-based PHIL/PSYC course for us to utilize. To ensure appropriate assessment and documentation, could we add this option into the "courses tied to this assessment" component at the top of this section?

Name: Terry Pyle

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 4: Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts

Courses: ECON&202;#247500

Course Outcome: 3 -Reason accurately better ways to solve economic dilemmas that face the global society

What problem are you attempting to address? Why did you do this assessment?

I looked at students' understanding of inflation and how they experience inflation

What tools/measures did you use? What did you do?

I used a group discussion which included a situational prompt and test questions

What were the results?

Students were able to define and calculate inflation rates but had difficulty correctly identifying the application in situational analysis

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, I am going to add situational analysis practice to the course materials.

Will these results change the way you teach? Why or why not? I do not anticipate a large change but an addition of practical experience to the course.

Do the results confirm some aspect of your teaching? Yes, the understand the basic principle of inflation and that it needs to be controlled in the economy.

Other changes or recommendations at the program or institutional level?

Based on the results of the assessment, I am going to add situational analysis practice to the course materials.

Name: Suzanne Reilly

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 1: Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills

Courses: ANTH&100;#247142

Course Outcome: Students will improve their academic and research skills, including learning how to think critically, analyze data, and communicate findings.

What problem are you attempting to address? Why did you do this assessment?

In Winter 2023, students conducted a mini primate observation study meant to replicate some of the difficulties primatologists face when conducting research, to teach them one method of collecting behavioral data using timed intervals and to teach them coding and interpretive skills. The assignment involved watching a short video of *Cebus capucinus* (capuchin monkeys) in the wild and observing individual and group behaviors. Students were asked to read an ethogram for the species prior to the observation so that they had an understanding of capuchin monkey behavior. After collecting data, students were asked to code data and to categorize behaviors using the ethogram as a reference. Students were then asked to create a time budget, in other words to determine what proportion of intervals individuals spent in each behavioral category. and to draw conclusions.

The ability to work with data, to create meaningful categories, to code data, to interpret data, whether it is quantitative or qualitative, and then communicate results is an important workplace skill.

What tools/measures did you use? What did you do?

An ethogram for *Cebus capucinus* (capuchin monkeys), a video of *Cebus capucinus* (capuchin monkeys) in the wild, a table, their cell phone or stop watch.

What were the results?

Seventy-nine percent of students completed this assignment with a 80 percent or higher score. I am pleased with the results and their feedback on this assignment and based on their performance I will keep this assignment, tweaking it in future quarters to maximize learning potential.

What now? How will this impact the future of how you teach the course?

If I teach Anthropology next year I plan to offer students more choice to either create more than one data set by choosing two or more observation methods, for example focal animal sampling, or scan sampling or to do more interpretation with one data set. If I teach this as a classroom based course, we could also compare data sheets as a class to discuss behaviors.

I could also do a pre-assessment activity where I measure their skills with coding data prior to the activity.

Other changes or recommendations at the program or institutional level?

Name: Christopher Riley

Institutional Outcome: 1. Communication

Program Outcome: 5: Students will be able to solve problems by gathering, interpreting, combining, and/or applying information from multiple sources.

Courses: HIST&137;#247530

Course Outcome: Demonstrate communication skills, both written and oral, by employing primary evidence in support of carefully formed conclusions regarding the historical record of the American past.

What problem are you attempting to address? Why did you do this assessment?

Winter, 2023 Two sections of this course were taught—one asynchronously online and the other in a hybrid format. Both sections completed the same writing assignments and quizzes using the same rubrics, recorded lectures, and e-textbook. The only difference between the two was that the hybrid students had the opportunity to visit with the instructor in a live classroom for two hours each week. In the classroom, I honestly told the students I had no idea how to approach the class given I had never taught it in a hybrid format before. I said we would be “winging it.” What developed was a free-flowing discussion each day in which I came to class with a vague sense of what I wanted to say or where I wanted to end up and then I allowed the students' questions and comments to largely dictate where we went and how we got there. Meanwhile, I worked my thoughts into the narrative as the opportunities arose. Class meetings included roleplay, online discovery using their cellphones for quick image, video, and sound file research, and discussions linking movements and events of the last 160 years to the present. Little was actually said which directly tied to the online writing assignments.

What tools/measures did you use? What did you do?

A series of written assignments which utilized a variety of primary documents and asked students to analyze said documents online with the course narrative or learning outcomes. Instructor generated rubrics seeking to assess the students' ability to properly communicate, analyze, and document the use of source materials.

What were the results?

Both classes were successful in their ability to communicate effectively while using primary evidence in support of their arguments. With 24 students submitting written work for evaluation, the online class averaged 76% on their assignments, while the hybrid class—with 19 students—averaged 84% on the same assignments. As said above, no additional attention was paid to the assignments in the hybrid classroom. Rather discussions tended to place the overarching theme of the unit into some kind of historical perspective while providing context in relation to current events. It appears, however, that receiving that extra information and having the opportunity to discuss with their peers may have assisted students in constructing their thoughts and analyzing the required documents. To know for certain will require further study. As an aside, the same course was also taught at a different college in a fully-grounded classroom using the same lectures delivered in person and the same assignments provided online. Student demographics were different and may have played a role in their responses, however, when compared with the two classes being studied, the results were a 79% average score. A major difference was that more students in the fully face-to-face class chose not to submit their assignments than in the hybrid or online classes. The face-to-face class also tended to score higher in terms of their technical writing ability than the hybrid or online class, and somewhat lower in terms of their ability to effectively use examples from the required primary documents.

What now? How will this impact the future of how you teach the course?

Based on the results of this assessment, I'm going to consider whether to provide further information as a part of the assignment for online students related to context and relevance. I remain unsure whether this was the deciding factor in the differences between the two classes. Questions I continue to have relate to whether the students who sign up for the hybrid/ground classes are generally better students than those who enroll online, and whether the additional information provided in class was considered relevant by the students taking the class. Online classes generally have lower success rates than the on-campus and hybrid classes for a variety of reasons. Was this a one-time fluke? Or is it demonstrative of a larger issue involving personal attentiveness to one's studies? These are continuing questions. A survey of students taking the class in future quarters will be employed to try and gain more information related to study habits, course completions, and levels of achievement as understood by the students themselves.

Other changes or recommendations at the program or institutional level?

Name: Christopher Riley

Institutional Outcome: 4. None

Program Outcome: 5: Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.

Courses: POLS&202;#247532

Course Outcome: Illustrate the role of law upon society and the need for government.

What problem are you attempting to address? Why did you do this assessment?

Winter, 2023 This was a repeat of an assessment performed in 2017-2018, and again in 2021-2022. In the first iteration the students were in a large theatre being team-taught and working together in a face-to-face environment. The project being assessed was a mock Supreme Court hearing involving a fictional case. Students were expected to research, argue, and decide the case with little interference from instructors. Results were favorable to continue the project without large-scale modification. With the onset of the pandemic, the course was moved into a synchronous online format in which the two instructors worked in separate sections. Although the other instructor of the class decided not to attempt the roleplay, I did out of a desire to push the online learning experience and keep it as close to the original class as possible. It didn't work. Students found it daunting to interact with one another and the dynamics seen in the classroom were missing. Students reported that they believed the project was better suited for a live classroom. Fair enough. As the course remained online for an additional quarter, I decided to try again in an asynchronous environment. The case was edited and presented as an individual research project. Students could decide for themselves whether to represent the plaintiff or defense. Preparatory materials included a real decision from the US District court and a discussion-board exercise where students could work together to discover the federal questions hidden within that decision which might vault the case to the US Supreme Court. This was intended to provide them with practice at creating a federal question and the legal arguments to support it using the Bill of Rights and precedent. For the final part of the assignment, students were provided with a fictional supreme court case—the same case used in the original assessment—and asked to create and argue their own federal question. Again, the attempt was a failure. The average score was just 67% with students demonstrating a lack of research and analytical skills. This year the course is being taught as a hybrid course with two hours of face-to-face time each week. I've decided to present the same assignment again to see how students fare in an environment in which there is face-time available, but many of the individual research responsibilities remain as they originally were. In previous quarters when the course was offered in a fully face-to-face format, students had limited in-class time with which to work on the project. Instead, the instructors focused classes on related discussions which simply restated information found in the general textbook. A single day was provided for the groups to perform research during class time, and another was provided for them to meet and prepare their oral arguments. In the hybrid format, the students will still follow the same timelines as in the fully face-to-face course but without the intervening instructor-led discussions and lectures. In other words, their class time will be more focused upon the fictional case. One change will be that I will bring the discussion related to the real district case and discovering federal questions into the classroom to ensure they have an opportunity to practice before crafting their own arguments.

What tools/measures did you use? What did you do?

SCOTUS research and analysis Students were provided with the outline of a fictional Supreme Court case and asked to research and argue the case. Assessments were conducted for both written and oral arguments for the "attorneys" and the opinion of the court for the "justices." The rubric used for the written argument and opinion focused on the use of precedent, constitutional protections, and the social impacts of the case. The oral arguments were assessed simply upon direct participation since they are a reflection of the written materials previously submitted.

What were the results?

Results were mixed. Although the students performed well in the delivery of their oral arguments, fewer than half the students took part in the federal questions discussion using the district court decision. As this was the only time

dedicated in class to instructor-assisted preparation for the fictional court case, it may have had an impact on the group dynamics in terms of the research performed. The written portion of the assignment demonstrated a lack of understanding related to the application of the Constitution, and that research into the case was lightly performed. Whereas previous classes presented arguments grounded in researched precedent and an understanding of constitutional protections, this class was unable to provide the most basic discussion into either area of the assignment. Neither group of attorneys scored a passing score for the written portion of the assignment. Justices likewise completed an extremely short written decision which was completely devoid of any constitutional or legal discussion demonstrating a lack of understanding and research performed. During the oral arguments the justices were active in their questioning of the attorneys but did not appear to have a foundation in law for their lines of inquiry. They also appeared to have created their own backstory to the case which was not supported by the facts presented.

What now? How will this impact the future of how you teach the course?

Generally, this class is taught in a team-taught environment with a larger mix of students. This quarter was taught by a single instructor with a smaller sampling of students. Surprisingly, the students generally did not perform at the same caliber as previous classes taught both in fully face-to-face and hybrid modalities in both a team-taught and single-instructor classroom. Given that previous in-class performance levels for this type of project have been much more impressive, the end results may be an outlier or the result of changes in student abilities and expectations resulting from the COVID educational lockdown. Changes planned for this assignment include: A more vigorous discussion related to the connections between the Constitution and the work of the US Supreme Court Greater stress being placed upon the need for precedent as a foundation for argument A graded research bibliography to be submitted along with the written arguments and decisions A more stringent rubric which highlights the requirement for a legal argument as the basis for both the briefs and opinions of the Court Reminders that the facts of the case as presented are sufficient to the scope of the project and cannot be augmented or altered to suit the desires of individuals taking the class.

Other changes or recommendations at the program or institutional level?

Name: David Holliway

Institutional Outcome: 4. None

Program Outcome: 5: PO5 Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.

Courses: PSYC&100;#247125

What problem are you attempting to address? Why did you do this assessment?

In psych 100 we study ethics in psychological research and one of the big issues is animal research used in psychology and other disciplines. We discuss and clarify the APA (American Anthropological Association) Ethics in research several times in our quarter. I created an assessment that would allow students to use a very familiar summary structure we use for other writings but this assessment requires a little different application of that summary structure. They are asked to review ethics and animal research that we have already covered and then they are to find their own sources that contribute to the discussion on ethics in psychology.

What tools/measures did you use? What did you do?

Connect to our Course:

Animal experimentation: Is it justified? Why should we care?

Consider the evidence, What do you think?

PURPOSE: This weekly Connect to the Reading assignment is a little different than prior assignments.

This assignment will challenge you to read back and reconsider Ethics in Psychology in our opening chapter. Your goal is to come up with a clear "solution" for the differences in thinking about Animal Experimentation by gathering, interpreting, counting and or applying information from multiple sources. I will provide you with some resources and you will find some of your own resources. Your challenge is to integrate different forms of information into your understanding of animal experimentation.

PROCESS: Here are the steps you need to take to complete this assignment;

1) Revisit and reread the section in Chapter 2 of our textbook that discusses Conducting Ethical Research. Read both sections on Ethical research with humans and the Ethical guidelines for research with Animals.

2) Watch and listen to this video about the benefits of animal experimentation:<https://www.youtube.com/watch?v=Wvbk88ralg>

3) Watch and Listen to this video about the danger of animal experimentation:<https://www.youtube.com/watch?v=sx6ITvCOLeM>

4) Go to apa.org (A site you already visited earlier this quarter). In the search window, type Animal experimentation. What do you find? scroll through, read, see what are some of the issues ... you will see there are many papers, articles, grants, public discussion, stories and other media on the pros and cons of animal experimentation.

5) Do your own internet research on Animal Experimentation. What do you find? Organizations the support/oppose? news stories? Recorded lectures? Examples?

PRODUCT: Compose a summary on what you learned about Animal Experimentation. Based on your reading, watching, researching and reflecting on Animal Experimentation, compose a summary detailing your thinking about Animal Experimentation structured with our familiar weekly summary format:

Your summary of Animal Experimentation must include four parts:

1) What is Animal experimentation? What are 3 BIG ideas in support and 3 BIG ideas in opposition to Animal experimentation? In your own words, compose a detailed paragraph of 6 or 8 sentences that clarifies reasons to support and reasons to oppose Animal experimentation. Include reference to the sources you found on the APA site and your own research. You do NOT need to use APA citation, just be clear what material you found and how it helped you think through the issues in Animal Experimentation. (15 Points)

2) What are 5 to 7 Key terms we need to know to understand Animal Experimentation. Like our weekly summaries, compose your own definition of your key terms in Animal experimentation. (10 Points)

3) What are (at least) three critical questions you have about Animal Experimentation? Compose three questions that you have about any aspect of the chapter. You do not need to answer your question. The purpose here is to raise questions you might have about the Animal Experimentation. (10 Points)

4) What personal connections do you have with Animal experimentation? Write your personal thoughts, emotions, stories, concerns, beliefs and any other personal links you might make from your thinking through on Animal Experimentation. (15 Points)

5) In your summary, include reference to the sources you found on the APA site and your own research. You do NOT need to use APA citation, just be clear what material you found and how it helped you think through the issues in Animal Experimentation.

What were the results?

Of the total of 38 students across 2 (one face to face, the other, online) classes completed and submitted their assessment work. Of the 38 students, 30 students were successful in completing and addressing the assignment in full. Although students varied in the amount of material they cited, some included up to seven different sources whereas a few used as few as 3 different sources.

What now? How will this impact the future of how you teach the course?

What now? I will keep moving on ... Animal experimentation and ethics is only a small, but important, topic in psych so I don't plan to increase or decrease on the issue but will clarify in written and verbal forms, the importance of finding a variety of different sources one can use not only in thinking through Ethics in Animal experimentation, but as a general academic frame of mind to be used across different disciplines. There were about equal numbers of students who were successful in both the online and face to face courses (13 students in the face to face and 17 students in the Online course) Taken together, the success was 43% and 63% respectively.

Other changes or recommendations at the program or institutional level?

In the future I can say and write something like "Explicitly cite no fewer than 5 additional sources you used in your assessment thinking." I can be more intentional in explicitly discussing forms of evidence and what we can use to support or claim and beliefs. Many times in the introductory courses content specific to the course (i.e., Psych 100, Anth 100, Soc 101) is a primary focus, many students are still learning the nuances and differences in research methods and the general nature of science as a thought process.

Name: Michele Reeves

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 3: Program Outcome PO3 (IO3) Workplace Skills: Evaluate and analyze an early care and education setting while serving families in a professional manner.

Courses: EDUC190;#247364

Course Outcome: none

What problem are you attempting to address? Why did you do this assessment?

This course was missing measurable items for students to use when evaluating their own practices as well as the teaching they observed during the course of their practicum. During fall quarter I began implementing new tools as described below, by spring quarter they were being used well.

What tools/measures did you use? What did you do?

Responses in student writings regarding their observations and own teaching skills from previous quarters were lacking detail and measurable criteria to indicate quality teaching and learning experiences for children – In order to improve this process I created rubrics and observation forms for students to use while in the field. Students were given one dimension from the CLASS OBSERVATION™ tools each week and were allowed to focus their observations and teaching in one that specific dimension. For example in week 3, students focused on “Regard for student perspective.” I provided videos and readings to explain and provide examples of quality “regard for student perspective” practices and then students went to their practicums prepared to analyze what they saw or did.

What were the results?

The new rubrics, forms and focused dimensions resulted in MUCH better observation reports from students. They commented on how much they learned by focusing on ONE practice each week and were very much able to communicate when they saw or carried out the best practices. BCC student interaction with the children in their practicum locations was much improved

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, I am going to keep the new method for observation reports from our students. I will also continue to add more information, examples, etc. of each dimension in the weekly modules.

Other changes or recommendations at the program or institutional level?

none

Name: John Owens

Institutional Outcome: 4. None

Program Outcome: 4: PO4: Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.

Courses: MUSC&105;#247136;#MUSC170;#247446;#MUSC174;#247447;#MUSC175;#247138

Course Outcome: N/A

What problem are you attempting to address? Why did you do this assessment?

Students took a pre and posttest that examined the idea of music as a “universal language.” The primary questions focused on the student’s ability to articulate their response derived from their prior knowledge and course discussions. Through discussion and analysis, students looked at cultural, social, and political context to appraise and defend their conclusions. Throughout the course, additional questions and discussions were added to address the topic of music as a “universal language” in various contexts. This assessment was given at the beginning and end of the course for Music Appreciation, History of Jazz, and History of Rock & Roll. For Music of the World, the assessment was given at the beginning and middle of the course.

What tools/measures did you use? What did you do?

The tools used were a pretest and posttest, which was evaluated using a rubric designed to look at student’s recognition, articulation, and defense of key points and connections. In a variety of class discussions, arguments regarding musical context served as a core element in the content.

What were the results?

Overall, students’ ability to recognize, articulate, and defend their responses improved throughout the course. Initial responses were limited in nature, though a few outliers existed that had a more robust musical understanding (only one or two students per class), but even these students critique became more in-depth by the posttest. Specifically, nearly all students showed improvement in their ability to articulate, criticize, and illustrate their assertions. There were a few students in two of the face-to-face classes and three online students that did not exhibit much growth on the topic and provided incomplete and/or inarticulate responses to defend their claims. In the end, students demonstrated growth in their understanding of music its connection to cultural, social and political context. It appears that discussing the topic in related to a variety of musical sceneries furnished articulate and well defended responses on the subject.

What now? How will this impact the future of how you teach the course?

While students’ ability to articulate these ideas and the connections to music undoubtedly improved, there is still room for additional depth in their responses. Many students did refer to points discussed in the class and their lived experiences; however, the ability to refer to or recall key sources to support these claims could have been better. Students that provided inarticulate and unsupported arguments need further guidance. Looking forward, these results illustrate that students gain sight regarding the topic, which is linked to course discussions, lectures, activities, and other strategies used throughout the course. Since the frequency of discussions on the subject fostered in depth responses from students, this approach would be good to implement when discussing a variety of musical topics.

Other changes or recommendations at the program or institutional level?

The only recommendation is to look for ways to engage those few students that were unable to provide articulate responses related to musical connectedness.

Name: Hannah Leaf (S23)

Institutional Outcome: 4. None

Program Outcome: 6: PO6: 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.

Courses: NUR130;#247452

Course Outcome: NUR 130 (PO6) course outcome: Utilize multidisciplinary concepts (pathophysiology, pharmacology and psychology) to plan appropriate nursing care for patients with selected common conditions.

What problem are you attempting to address? Why did you do this assessment?

Coming into Spring Quarter, one consistently “heavy” unit as reported by students in Level I is Renal. While no specific problem existed, the instructor teaching this course has only presented this unit once before. Therefore, this assessment was largely centered around quality improvement specific to “Hot Topic” content areas. This year, the instructor had two days to lecture. The first day centered around group-work including 4 hot topic areas utilizing the whiteboards. Groups rotated and answered varying questions about one another's assigned diagnosis. Following this, a flow sheet assignment was implemented for students to work through the multidisciplinary concepts relevant to healthcare provider practices discussed during day one.

What tools/measures did you use? What did you do?

For the flowsheet assignment, I allowed students to resubmit if they missed major multidisciplinary concepts relevant to their chosen Hot Topic. More specifically, if they scored anything below Meets Expectations, they had the opportunity to revise that specific area (rubric listed below).

What were the results?

Of 17 students, 3 had the opportunity to revise → of those 3, 2 took advantage of this.

What now? How will this impact the future of how you teach the course?

Based on the results of this assessment, the instructor will keep this lecture/assignment combination and integrate assessment of Hot Topic-based exam questions.

Other changes or recommendations at the program or institutional level?

No college-based recommendations at this time.

Name: PHIL 340 Professional Ethics-- Dennis Knepp and Anne Ghinazzi

Institutional Outcome: 4. None

Program Outcome: 7: Students will demonstrate integrity through ethical behavior and socially responsible decision-making.

Courses:

Course Outcome:

What problem are you attempting to address? Why did you do this assessment?

This course was offered for the first time in Fall 2022. In a Discussion Board, students were asked whether business ethics includes duties to people who are not a direct part of our business.

What tools/measures did you use? What did you do?

Discussion Board 07 : Social Responsibility had the following instructions:

The readings for this week have presented a wide variety of theories about the social responsibility of business -- what I've described in the title of our module as our duties to other people. Does business ethics include duties to people who are not a direct part of our business?

for this assignment please do the following five things: Make an original post that does the following: (10 points) Briefly summarize what you thought was the most plausible theory of social responsibility. (10 points) Briefly summarize what you thought was the least plausible theory of social responsibility. (10 points) Briefly state and try to justify your thoughts about whether business ethics includes duties to people who are not a direct part of our business. Remember that the question isn't whether or not businesses actually do this now. The question is philosophical: if we are to be good people, then should our business ethics include duties to others? Reply to two other students (for 10 points each) and give your opinion about their posts. Try to start a dialogue!

What were the results?

All students participated in this discussion board. However, the first two questions did not provide relevant information for this assessment. Only the first question asked directly about this issue. All students responded positively but there should really be some follow-up questions to clarify their positions.

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, I am going to change the grading rubric for this discussion board so that it more explicitly connects with Program Outcome 07. I will also adjust the discussion board questions so that they provide additional guidance towards PO 07. These changes will be made for Fall 2023 when the course is delivered to Cohort 2. Change and impact will be monitored.

Other changes or recommendations at the program or institutional level?

Please add PHIL 340 and all other BAS-AM upper-division courses to the list of courses in the assessment submission form.

Name: MGMT 370 Organizational Leadership- Dr. Kevin Mahoney and Anne Ghinazzi

Institutional Outcome: 4. None

Program Outcome: 8: PO8: Students will apply organizational behavior principles and human resource management practices to effectively develop, hire, and retain a skilled workforce.

Courses:

Course Outcome: PO8: Students will apply organizational behavior principles and human resource management practices to effectively develop, hire, and retain a skilled workforce.

What problem are you attempting to address? Why did you do this assessment?

The MGMT 370 Organizational Leadership Assessment was completed in Winter Quarter 2023. This was the first time that the course was taught. It also was Dr. Kevin Mahoney's first quarter teaching at BBCC. With that in mind, our strategy was to deliver the course as designed by the Subject Matter Expert and Instructional Designer and identify an area to assess for next year to better achieve PO8. We also cross-referenced where leadership theories are covered in other BAS-AM core courses.

What tools/measures did you use? What did you do?

The MGMT 370 assessment mainly focuses on an extensive 5-part Leadership Analysis project. This project is a competency demonstration at the end of each Module in MGMT 370. This is an outline of the assignment as delivered in Winter 23. A rubric was used to evaluate each project part with components on content, leadership theory understanding, and clerical.

Part 1: Select 5 leaders and methods students will use to analyze them

Part 2: Begin analysis and build a spreadsheet that will be utilized in upcoming parts. Answer several guiding questions.

Part 3: Analyze your leaders with respect to the theories we are studying in this module. Do they appear to follow more situational, contingency, path-goal, or leader-member theories? How do you know?

Part 4: Which leadership style would you guess your leaders practice? Servant? Transformational? Authentic? How do they demonstrate the influences of culture? Continue to use your spreadsheet or another method to document your analysis.

Part 5: The final assignment for this class is a 3-4 page written paper. This paper requires a) you compare each of your leaders to several leadership theories, that you write about the leadership theories you found interesting, and what you have learned about your own leadership approach.

- The BAS Coordinator also cross-referenced CMST 330 Organizational Communication to identify leadership theories covered in that course

What were the results?

Anne Ghinazzi and Jeni Richline participated in a reflection discussion with Dr. Mahoney after grades were submitted for the course. In reference to PO8, Dr. Mahoney indicated that the leadership analysis project's broad scope inhibited mastery of PO8. He suggested 3 specific changes related to PO8.

- Narrow the focus of the course on the most important theories (it is not necessary to include lesser known theories that have not been well researched). By narrowing the scope, he suggested adding modules on motivation. Motivation in leadership directly ties to human resource management and organization behavior application and aligns well with PO8.

- Narrow the Leadership Analysis Project scope from 5 leaders to 1 leader. Adjust the analysis guiding questions to include the motivation section and PO8 application. Include evaluation metrics in the adjusted rubric.

What now? How will this impact the future of how you teach the course?

•These adjustments will be made by Ghinazzi and Richline prior to the course being taught in Fall 23 with Terry Pyle. The course will be re-assessed to close the loop and measure the impact of the changes. OER's will be used for the added motivation section and the leadership analysis project and rubric will be adjusted as specified above.

Other changes or recommendations at the program or institutional level?

There are no recommendations to the college based on the MGMT 370 assessment. This is basically an assessment plan that will be implemented when the course is taught in Fall 23.

Please add MGMT 370 to the course list in Assessment Form.

Name: MGMT 380 Human Resource Management- Alma Dalnay (instructor) and Anne Ghinazzi (BAS Coordinator)

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 3: IO3: Human Relations/Workplace Skills: Demonstrate effective leadership, critical thinking, teamwork, and technical and information literacy competencies needed to make business-critical decisions to resolve interpersonal and organizational challenges th

Courses:

Course Outcome: IO3: Human Relations/Workplace Skills: Demonstrate effective leadership, critical thinking, teamwork, and technical and information literacy competencies needed to make business-critical decisions to resolve interpersonal and organizational challenges that most often occur in the modern workplace.

What problem are you attempting to address? Why did you do this assessment?

This assessment was completed for MGMT 380 which was piloted in Fall Quarter 2023.

BAS-AM students identify and utilize their natural leadership strengths, working individually and with teams, to make business-critical decisions to resolve real-world organizational challenges.

What tools/measures did you use? What did you do?

Explain the details of your assessment plan here. In MGMT 380, students were asked to refer back to the Clifton Strengths for Managers Assessment that was completed in SOC 320 Organizational Behavior and connect these strengths with HR competencies covered in Chapter 1: Based on the HR Competencies covered in Chapter 1, reflect on the human resources management competencies that are important. Of those competencies, which ones are already strengths of yours? Which would you like to develop?

Please answer in 2 or 3 well-developed paragraphs. Tip: To answer this question, you may also refer to the Clifton Strengths Finder report you received in SOC 320.

- NEXT, Students reflected on how they synthesized their leadership qualities in a final reflection essay at the end of the quarter: Now look back at the reflection that you wrote for the first quiz in this course: Week 1, HRM Competencies. As a result of this course, how are you better prepared to demonstrate HR leadership with your personal strengths? Please address 1-3 competencies listed below and explain which learning activities in this course contributed to your growth.

- Growth was assessed in the final competency demonstration through the rubric, which assessed: Content Reflection: Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments.

What were the results?

Based on the points received in the Content Reflection section, 92% of the students fell in the High Degree of Critical Thinking category. They demonstrated their ability to synthesize their leadership qualities with their personal strengths and identify those activities that contributed to their leadership growth.

What now? How will this impact the future of how you teach the course?

Based on the results as noted above, the course program will not be changed as it has delivered on its purpose. The writing assignments and case studies promulgated the students to analyze the scenarios from a leadership stance and provide solutions. Paired with the curriculum development was the instructor's commitment to continually provide substantive feedback to help reinforce the HRM learning. The partnership with Anne Ghinazzi proved to be valuable particularly as the instructor sought guidance from her in dealing with a students' life events.

Other changes or recommendations at the program or institutional level?

The quality of writing posed a challenge for my students. There is an element of the course that focuses on human relationships and it required the students to provide additional information to back-up the sources they cited. The Writing Center was a resource provided to them, instructor feedback and also exemplary student writing samples for them to reference. In due time, the quality of the writing submissions improved. I am unsure if a basic writing course is one of the prerequisites for the program. If not, perhaps it is something to consider.

NOTE-- ENGL& 101 is an entry requirement for BAS-AM. Students must complete either ENGL& 102 or ENGL& 235.

Moving forward, students who have completed ENGL& 102 in previous college coursework will be strongly encouraged to complete ENGL& 235 as an elective course in the first quarter of the BAS-AM program.

Name: MGMT 410 Financial Management

Institutional Outcome: 4. None

Program Outcome: 5: PO5 Identify the significance of key decisions in the operations management function and quality management/quality control methods.

Courses:

Course Outcome: PO5 Identify the significance of key decisions in the operations management function and quality management/quality control methods.

What problem are you attempting to address? Why did you do this assessment?

I looked at students' ability to understand key elements of financial ratio analysis as those ratios considered as part of management decisions.

What tools/measures did you use? What did you do?

I used a case study in which the students were given financial and scenario data then asked a series of questions.

What were the results?

Students were able to perform the correct calculations for the required financial ratios, but they did not exhibit an understanding of the implications of the management decisions that led to those ratios. While they could define the ratio, they lacked the deeper understanding of what they actually meant for the business.

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, I am going to create a video to help the students see how the ratios don't answer all of the questions of the analysis, but should create additional questions that will lead to an understanding of how the company arrived at their current financial position, and how they impact the direction the company can or should go.

Other changes or recommendations at the program or institutional level?

This confirms to me that we should have all business students receive training in Excel. When they focus all their attention on the calculations, it inhibits the deeper understanding of the process of analysis. Ratio analysis should be a process, but it is generally taught as a target. By learning to use the functions in Excel, the students will have more time/focus to spend on asking the important "why" questions instead of just "what" ratios tell us.

Name: AGR 272 - Food Sustainability and Safety -Aaron Mahoney

Institutional Outcome: 4. None

Program Outcome: 1: Agriculture Program Outcomes

PO4 - Students will demonstrate critical-thinking and problem-solving skills as they make decisions in agricultural management situations.

Courses: AGR272;#247117

Course Outcome: 9. Think critically as exemplified by written and oral responses to questions pertaining to class readings

10. Develop critical thinking skills and an ability to analyze and compare agricultural systems from economic, social, and environmental perspectives.

What problem are you attempting to address? Why did you do this assessment?

For this assessment students were asked to read, analyze, and critically discuss 15 questions that were asked and debated on from the 2018 USDA farm bill and the 2021 United Nations' (UN) Sustainable Development Goals project. These questions were previously debated on by industry, lobbyists, politicians, and stakeholders. Their aims were to address management of agricultural subsidies, crop sustainability, and ways that governments and industry can leverage outcomes to improve food security and economic development in agriculture.

What tools/measures did you use? What did you do?

Winter 2023

Students in the AG program often struggle with critical thinking and providing referenced or supported data to answer AG related questions. Therefore, to better address the deficiencies of critical thinking I organized the students into random groups and provided a reduced (distilled) version of these selected questions.

In each group, they had to answer the selected questions by analyzing data from multiple specific referenced (peer-reviewed literature, govt. data or surveys, etc.) sources. Their answer, therefore, had to be backed by some form of data and provide some context to support their answer. The groups then came together to discuss their answers and provide reasoning and reference material to their selected questions.

We then discussed to why their answer seemed reasonable or did not. As certain groups had the same question it was interesting to see how their answer varied based on different reference material. The students then had the chance to read the answers from these hearing and UN summit and see how differed from their own responses.

Students then had to compare how different or similar their answers were to what was discussed and critically think about why their answer could have been the same or often why their answers were different. Students were graded via a rubric on how they responded, what types of referenced material they used, and the objectivity of their answers to the whole.

What were the results?

Overall, student answers were significantly different from what was suggested from the questions answered from the major stakeholders. This was not too surprising as students are often not familiar with global or even national issues and they tended to focus more on local and or regional issues. This was often even evidenced by how or what types of verbiage they used to search and find "referenced" material. It was also interesting to see how their answer varied based on different referenced material or searches terms.

This assessment provided a nice method to engage students to critical think about issues on a more global or national level, but also provide empirical evidence to base their responses. Many students have not had any formal education on

how to effectively search literature or answers questions objectively and this assessment seemed to help facilitate that outcome.

What now? How will this impact the future of how you teach the course?

This assessment seemed to help students answer their questions without subjectivity and provided a foundation for later assignments in the course that required evidence-based data. The students seemed to enjoy the process and enjoyed debating their answers. I was able to see more in-depth critical thinking of questions later on the course. In summary, this assessment would be easy to integrate into the course assignments and fine-tune the rubric to grade the assignment. Overall, my plans are to continue this assessment as a future assignment and track the progression of how it translates to other AG courses in the program series in relation to critical thinking skills and objective reasoning.

Other changes or recommendations at the program or institutional level?

Recommendation of incorporating more assignments to help foster foundational critical thinking and increase familiarity of evidence-based data or outcomes.

Name: Preston Wilks

Institutional Outcome: 4. None

Program Outcome: 4: PO4: Record business transactions in traditional accounting journals by using common accounting practices (GAAP-Generally Accepted Accounting Principles)

Courses: ACCT&203;#247392;#ACCT233;#247389

Course Outcome: ACCT&203 = CO#2: Understand and work with job order and process cost accounting systems

ACCT233 = CO#4: Provide practice in the preparation of payroll registers, record accounting entries involving payroll, and prepare payroll tax returns required of businesses

What problem are you attempting to address? Why did you do this assessment?

ACCT&203: In analyzing how I teach the ACCT&203 class, I realized that we have very few Assignments that focus on the required journal entries for tracking manufacturing costs for a manufacturing entity. An important aspect is knowing how to dispose of FOH at year-end. I have a T/F question on Exam#1, but no questions seeking their understanding of the required journal entry.

My goal was to build into my class an opportunity to measure their understanding of the required journal entry per GAAP (PO4). I realized I could possibly accomplish this with creating a separate Assignment, giving students an additional opportunity to learn the proper treatment of FOH.

ACCT233: An important concept we ask students to know throughout their 90 credits in the ACCT TECH degree program is this: can they make the required journal entries per GAAP (PO4) related to payroll.

Our goal was to create an Assignment that reviewed this content and then to specifically ask them to generate the required journal entries. This Assignment gives the students an additional opportunity to learn the proper payroll journal entries.

What tools/measures did you use? What did you do?

ACCT&203: I gave a pre-test in Spring 2023 in week 8 of the quarter to assess their retention of the material taught to the students from weeks 2-3. I gave them a pre-test to assess retention. Then I had them read/review material previously taught. Then I gave them a post-test later in week 8. I used scores on the pre- & post-tests to measure potential for improved understanding of this GAAP concept.

ACCT233: We gave a pre-test in Spring 2023 in week 8 of the quarter to assess their current understanding of GAAP related to the required journal entries for payroll. Then we had them read/review related materials for the remainder of week 8. Then we gave them a post-test later in week 8. We used scores on the pre- & post-tests to measure potential for improved understanding of this GAAP concept.

What were the results?

ACCT&203: 21% of the students taking the pre-test produced the correct journal entry. After completing the learning part of this Assignment, 52% of the students taking the post-test produced the correct journal entry. The number of students producing the correct journal entry improved by 150% from pre- to post-test.

ACCT233: 67% of the students taking the pre-test produced the correct journal entry. After completing the learning part of this Assignment, 100% of the students taking the post-test produced the correct journal entry. The number of students producing the correct journal entry improved by 50% from pre- to post-test.

What now? How will this impact the future of how you teach the course?

ACCT&203 and ACCT233:

From the data that was collected, I believe it can be determined that adding these additional Assignments definitely helps students comprehend and retain the content related to required GAAP journal entries.

Overall I'm happy that we changed the courses and added additional opportunities for the students to learn & retain key concepts that are critically connected to our Program Outcomes, specifically PO4. Going forward, we will be utilizing these Assignments in future sections of these 2 courses! And specifically in ACCT&203, we will move the Assignment from week 8 to week 5, so it is closer to when they first learn the content regarding FOH.

Other changes or recommendations at the program or institutional level?

As I mentioned earlier, we plan to incorporate these additional opportunities & assignments in these 2 classes in future sections.

And I will look to expand on utilizing a similar approach of giving students in my other classes that I teach, additional opportunities where there is content & concepts connected to our Program Outcome #4.

Name: Math

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 1: Human Relations/Workplace Skills: Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.

Courses: MATH&146;#247426;#MATH&254;#247560

Course Outcome: Students will be able to demonstrate teamwork

What problem are you attempting to address? Why did you do this assessment?

During the Fall Quarter 2022, all MATH& 146, MATH& 131, and MATH& 254 sections will do one or more group activities. These activities will be tracked and correlated with average exam/project scores to determine if the group work is related to individual understanding of the course outcomes. In the Winter Quarter 2023, the MATH& 132 section also did the same correlation study. We chose to do this due to the school-wide student engagement issue. We intend to address student engagement by the use of group work in our courses.

What tools/measures did you use? What did you do?

Student grades and/or a record of student participation on group activities will serve as the independent variable. Student average score on exams/projects will serve as the dependent variable. The two variables will be correlated to search for any possible relationships.

What were the results?

MATH& 131: One online class had 6 students finish the course. The Person correlation coefficient between student score on group work and final course grade was 0.14451, which is a very weak correlation.

MATH& 132: One online class had 8 students finish the course. The Person correlation coefficient between student score on group work and final course grade was 0.97, which is an extremely strong correlation.

MATH& 146: Two online classes had 47 total students. The Person correlation coefficient between student score on group work and final course grade was 0.7655975, which is a strong correlation.

MATH& 254: The class had 6 students. Five students participated in collaborative learning opportunities in close relation to the final exam. Three of those students took the final exam and all three showed improved understanding. Students expressed appreciation for the opportunities to work collaboratively.

What now? How will this impact the future of how you teach the course?

MATH& 131: The group work seemed to not correlate well with exam scores, but the sample size was small. With MTH 132 having such a higher success rate, the plan is to try group activities more similar to the MTH 132 activities in the future.

MATH& 132: The group work seemed to correlate well with final course grades, suggesting the group work may have been helpful in preparing students for exams. As the correlation was much higher than MATH 131, the plan is to make these group activities permanent in the course.

MATH& 146: The group work seemed to correlate well with exam scores, suggesting the group work may have been helpful in preparing students for exams. The plan is to make these group activities permanent in the course.

MATH& 254: While the sample size was small, which makes a correlation more difficult to find, but the correlation was very strong. It was difficult to differentiate the integral effect of the group work strategies implemented in this course due to the small sample size. The plan is to try varying kinds of group activities to determine which kinds of group activities are most effective.

Other changes or recommendations at the program or institutional level?

We have seen the benefit of the budget being used to purchase whiteboard tables that encourage students to work together in a low-stakes environment. We recommend offering more in person courses to take advantage of this new resource. This will help our students learn to work with others and develop more interpersonal skills that will be a lifelong benefit to them.

Name: Steve Close, Octaviano Gutierrez

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 1:

Courses: HUM214;#247154

Course Outcome: 2. Comprehend individual characteristics which contribute to culture, including ethnicity, gender, socioeconomic status, disability, and sexual orientation.

4. Compare local cultural groups to cultures represented in the readings for the class.

5. Transorm negative concptions about other cultures.

What problem are you attempting to address? Why did you do this assessment?

Winter and Spring of 2023:

Humanities 214 uses "experiential learning" to allow students to interact with others who have different social and cultural experiences than their own. The course culminates in a group project which involves multiple students assessing a particular cultural issue. In the past, these groups have not "congealed" as successfully as we had hoped, and the students often worked independently. This year, we will be placing the students in groups (either instructor-selected or self-selected) at the beginning of the term, with a view toward encouraging better interaction between students.

What tools/measures did you use? What did you do?

We monitored student interaction on discussion boards. While these were not graded and did not contribute tot he overall score, we felt that students would make us of the discussion forums to plant their projects throughout the term, rather than leaving the work until the end of the term.

What were the results?

Due to changes in student population and teaching modality, we couldn't come up with any conclusive data regarding whether starting out with the group topics early-on had any effect on student success. Our hypothesis about the use of the discussion boards did not pan out. Students did the assigned discussion boards, but still left the work on the group project for the end of the term. However, we found that this strategy changed how we taught, encouraging us to focus on the specific group topics while we were doing the readings, instead of asking students to bring it all together at the very end of the term. We are both considering incorporating this tactic into future courses

What now? How will this impact the future of how you teach the course?

Since the attempt to get students involved in the discussions voluntarily was not a success, we may incorporate additional mandatory assignments that focus on the specific topics for the group project. As noted above, we will be introducing the group project topics early in the term.

Other changes or recommendations at the program or institutional level?

Name: Benjamin Altrogge

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 6: 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.

Courses: AVF252;#247378;#AVF253;#247379;#AVF271;#247615

Course Outcome: AVF 252: #3 Troubleshoot simulated in-flight mechanical malfunctions and execute the appropriate procedures needed in a high performance /complex aircraft.AVF 253: #2 Demonstrate aircraft control with the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards.AVF 271: #1 Verbally explain and teach while physically demonstrating aircraft control by reference to instruments in the three primary phases of flight: departure, enroute, and approach.

What problem are you attempting to address? Why did you do this assessment?

The program level of assessment in the aviation flight program this year revolved around assessing PO6: "The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated pilot." The assessment of this outcomes was specifically chosen in order to support the college wide assessment plan related to IO3: Human Relations/Workplace Skills. In order to achieve this assessment goal, three courses were chosen from the aviation program to be evaluated at the course level. In addition, these three classes were assessed for the last two consecutive years to allow for better assessment loop closing that will be used to demonstrate the use of assessment for improvement. Below you will find the three courses that were chosen with a short description of how they support the appropriate IO and PO assessment, along with the quarter and year each was assessed in.

AVF 252: Commercial Pilot Stage (5)

This course was taught and assessed from the fall 2022 quarter through the spring 2023 quarter. We assessed this course through the lens of course level outcome #1 "Execute short field and soft field takeoffs and landings in a high performance/complex aircraft." By changing the outcome assessed this year in this course we were able to diversify our assessment results to gain insights into areas of needed improvement on a course that in our previous assessment did not show any deficiencies. This outcome assessment also supported the IO3 assessment work with regard to "work place specific skill" and "safety awareness."

AVF 253: Commercial Pilot Stage (7)

This course was taught and assessed from the fall 2022 quarter through the spring 2023 quarter. The assessment of AVF 253 was based on the fundamental skill of program outcome #2 "Demonstrate aircraft control with the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards." This assessment was a repeat assessment from the previous year in attempt to provide assessment for improvement. The specific item of interest in this assessment is the commercial maneuver known as the power off 180-degree landing. The assessment of this outcome also supports the IO3 assessment and will be assessed in this class as a "work place specific skill."

AVF 271: Flight Instructor Instrument Airplane

This course was taught and assessed from the fall 2022 quarter through the spring 2023 quarter. Our AVF 271 assessment revolved around course level outcome #3 "Correlate and discuss effective Aeronautical Decision Making (ADM) with the Air Traffic Control (ATC) procedures in the three primary phases of flight: departure, enroute, and approach." This outcome was chosen to be assessed because it allowed us to use a different assessment tool than was

used in our previous year's assessment (which failed to yield conclusive results). The assessment of this outcome will also support our assessment of IO3 as it contains "work place specific skills."

What tools/measures did you use? What did you do?

AVF 252: Commercial Pilot Stage (5)

A comprehensive stage check (flight) was used to evaluate short field and soft field takeoffs and landings in a high performance/complex aircraft. Pass/fail results on the elements related to short field and soft field takeoffs and landings were tabulated to correlate trends in student performance and instruction received. In addition, institutional data from "Overall Success Rates" for this course along with departmental data on the numbers of days required to complete a course were reviewed.

AVF 253: Commercial Pilot Stage (7)

A comprehensive stage check (flight) was used to evaluate the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards. Pass/fail results on the elements related to various takeoffs and landings at the Commercial Pilot certificate level were tabulated to correlate trends in student performance and instruction received. In addition, institutional data from "Overall Success Rates" for this course along with departmental data on the numbers of days required to complete a course were reviewed.

AVF 271: Flight Instructor Instrument Airplane

Each student in this class was required to take a comprehensive standardized FAA written test regarding instrument flight instructing. The results of these test were reviewed and filtered for missed questions that dealt with Aeronautical Decision Making and tabulated to show trends related to course level outcome #3 as well as IO3.

What were the results?

AVF 252: Commercial Pilot Stage (5)

Initial review of the comprehensive stage check assessment tool yielded a 100% pass with no deficiencies noted with regard to commercial takeoffs and landings. Further loop closing revealed similar AVF 252 results from the 2021-2022 school year with a 100% pass rate and no deficiencies noted in the area of assessment emphasis.

This led to a re-evaluation of our assessment tool. Following this evaluation, we decided to modify our assessment tool to include the number of days it took for a student to successfully complete AVF 252. Since students are not allowed to take the comprehensive stage check and pass the class until proficiency on all required maneuvers is demonstrated, a time required to reach proficiency assessment tool better evaluates the effectiveness and quality of instruction given. The following reflects a strategic three year look back that includes the two most recent post COVID years and one prior COVID year student completion times for AVF 252.

Average numbers of days a student needed to complete AVF 252 Stage (5)

Academic year 2015-2016: 113 Days

Academic year 2021-2022: 134 Days

Academic year 2022-2023: 153 Days

From these results the program can see that students are still reaching their desired learning outcome successfully but at the cost of adding over a 35% increase in the average days it takes to complete this course. Institutional data from the course "Overall Success Rates" also reflects similar trends with the 2019-2020 school year having a 92% successful completion rate with a drop to a 66% successful completion rate by 2021-2022.

AVF 253: Commercial Pilot Stage (7)

The Stage 7 flight assessment tool yielded very similar results (91% pass rate) this year compared to the 2021-2022 school year (90%). The sole area of weakness still remains landings and the associated un-stabilized approaches. Because results did not change much between the two years, we decided to include an average number of days a student needed to complete AVF 235 stage 7 assessment tool. Once again, the following reflects a strategic three year look back that includes the two most recent post COVID years and one prior COVID year for the AVF 252 student completion times.

Average numbers of days a student needed to complete AVF 253 Stage (7)

Academic year 2015-2016: 77 Days

Academic year 2021-2022: 92.7 Days

Academic year 2022-2023: 105 Days

While the program continues to have a high pass rate on this assessment tool, post COVID cohorts of students are taking 36% greater number of days to reach the required level of proficiency.

AVF 271: Flight Instructor Instrument Airplane

Assessment results were very limited for this class with only one student completing this class during our assessment period. However, the results were positive with our only students taking this class passing the comprehensive standardized FAA written with a 98%. In addition, there were no deficiencies on the test related to Aeronautical Decision Making for course level outcome #3 and IO3 assessment.

What now? How will this impact the future of how you teach the course?

AVF 252: Commercial Pilot Stage (5)

At this time the program is shifting as many students as possible in this class to our full-time faculty Instructors. The COVID era left the program short staffed on Senior Faculty Flight Instructors and much of the training in stage 5 was turned over to Intern/Junior Flight Instructors. In addition, the program is stepping up the use of the FAA approved training course outline mandatory progress gates to help students stay on track with the required solo flight work in this stage of training.

AVF 253: Commercial Pilot Stage (7)

While we are pleased with the high pass rate (91%) on the stage 7 comprehensive check, it was still bothersome to see that for two years in a row our only failures continued to be in the learning outcomes related to landings and stabilized approaches. Further analysis of the corrective action taken this year with making stabilization of approaches a "special area of emphasis from the chief instructor during instructor 141 annual checks," revealed that a number of 141 annual checks have yet to be completed. With this in mind, one additional year of assessment will be needed to clarify whether our corrective action has been effective.

The average number of days to complete this class has gone from 77 days in the 2015-2016 school year to nearly 105 days in the 2022-2023 school year. In addition, Institutional data from the course "Overall Success Rates" correlate with indications of course success rates declining as students take more time to complete this course. From the 2019-2020 school year to the 2021-2022 school year, course success rates dropped from 91% to 79%.

With this in mind, we see at least two corrective actions needed. First, the students need to be held accountable for completing the solo requirements in this stage in a timely manner. This will be accomplished with the use of FAA

approved progress gates. Second, we will be strategizing how to provide better availability of Senior Flight Instructors for checkrides and the aircraft needed for the required long solo cross-country flights.

AVF 271: Flight Instructor Instrument Airplane

Since only one student took this course during our assessment period and there were no deficiencies related to our outcomes being assessed, it was decided that this assessment should be repeated again when we have a year with 3 or more students enrolled in this class.

Other changes or recommendations at the program or institutional level?

The college administration needs to analyze what factors are limiting the availability of aircraft during peak waves of training. Institutional data from 2019 through 2022 indicates that with higher summer completion rates of the program comes overall lower student success rates. Summer completions closely correlates with peak aircraft demand and limited availability.

Name: Dennis Knepp

Institutional Outcome: 4. None

Program Outcome: 4: PO4 Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.

Courses: HUM110;#247320

Course Outcome:

What problem are you attempting to address? Why did you do this assessment?

I plan on rewriting the questions for Essay 2 Homer because this is their chance to recognize and articulate connections with the very different cultural, social, and political contexts presented in Homer's poems. Here are the numbers for how many students chose which question from the 23 essays submitted during the Summer 2022 quarter:

The Hector Problem: 2 students
The Gods as Metaphors: 3 students
The Wrath of Achilles: 6 students
Wiley Odysseus: 3 students
Hospitality to Strangers: 14 students
Unreliable Narrator: 0 students

Clearly the culture of Homeric hospitality to strangers is what's most interesting to students. (The Wrath of Achilles is a repeat of a short essay question from a previous quiz which may explain its second place in popularity.) I think this uneven distribution of essay choices shows that some of the questions are not engaging enough for students to write about Homeric culture. Therefore, I plan on rewriting the unpopular questions to see if I can find topics that give the students more opportunities to recognize and articulate these cultural differences. Can I write essay questions that result in a more even distribution?

What tools/measures did you use? What did you do?

Homer Essay

What were the results?

Students in the Spring 2023 course were asked to write a Homer Essay that was explicitly about interesting similarities and differences between our world and Homer's on at least one of the following topics. I forgot to add "hospitality" to the list of topics and so this isn't the best comparison. Nonetheless, students picked the following topics for their essays: Beauty – 4 students
Duty – 1 student
Family – 1 student
Friendship – 0 students
Heroism – 14 students
Honesty – 2 students
Honor – 4 students
Leadership – 3 students
Loss – 4 students
Worship – 3 students

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, I am going to rewrite the essay instructions for the Summer quarter to include "hospitality" to see if there is still this lopsided choice of one topic over another. These results do show that there can be a better diversity of topics discussed when the more philosophical questions are removed. I will continue to focus more on culture than philosophy in the essay questions and will remember to include "hospitality" in the list to see how it competes with "heroism."

Other changes or recommendations at the program or institutional level?

I do not have any recommendations for the college at this point.

Name: Dennis Knepp

Institutional Outcome: 4. None

Program Outcome: 4: PO4 Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.

Courses: REL211;#247471

Course Outcome:

What problem are you attempting to address? Why did you do this assessment?

REL211 has not been taught since Spring 2016 and so I am basically creating the course from scratch. This is my on-campus course this quarter and so I wanted to create a course that would make it worth it for the students to come to class and experience something that cannot be reproduced online. To do that we had seven guest speakers come and talk about religion in America. Students were asked to fill out a Visit Reaction Summary that asked about the personal / interpersonal aspects of, or connections between, diverse cultural, social, or political contexts of this topic to other topics.

What tools/measures did you use? What did you do?

Visit Reaction Summary that asked about the personal / interpersonal aspects of, or connections between, diverse cultural, social, or political contexts of this topic to other topics.

What were the results?

Students were confused at first about what the question was asking and so they had difficulties responding to that question after our first guest speaker. In an effort to improve responses, I rewrote the question like this:
(10 points) Please use this space to describe the personal / interpersonal aspects of, or connections between, diverse cultural, social, or political contexts of this topic to other topics. In other words, please compare / contrast this guest speaker or field trip to other religious traditions that we've studied or that you have experienced.
By the end of the quarter, students were routinely filling the page with responses.

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, I am going to continue to use better language for asking this question. Guest speakers were a good idea that I will continue to do in the future.

Other changes or recommendations at the program or institutional level?

I do not have any recommendations for the college at this time.

Name: Guillermo Garza

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 3: Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills

Courses: CDL100;#247395

Course Outcome: CDL students should successfully and adequately perform a pre-trip inspection and pass a required course Pre-Trip Inspection evaluation.

What problem are you attempting to address? Why did you do this assessment?

Students are given a Commercial Driver's Guide by the State, where there is a section (section 11) in the manual, covering the Pre-Trip Inspection procedure. Students must study and practice the Pre-Trip Inspection they are given in this manual to prepare them for a pre-trip inspection evaluation during the third week of the CDL course.

What tools/measures did you use? What did you do?

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

What were the results?

With just 50% of the students successfully and adequately performing a pre-trip inspection during their evaluations, this will need to be addressed to bring this number up.

What now? How will this impact the future of how you teach the course?

I plan on writing a Pre-Trip Inspection manual that will better help students understand what parts need to be explained and in an order that is not too confusing like the State Commercial Driver's Guide has it in section 11 of their manual. In that way students will have a better understanding of what key words the State is looking for during the pre-trip inspection and it should bring up the percentage scores during their pre-trip evaluations.

Other changes or recommendations at the program or institutional level?

I have written a Pre-Trip inspection booklet that I give the students to study. It is easier to understand and in an order that keeps the student focused. I have seen a considerable amount of success with the booklet I wrote, and the percentages have gone up from 50% to 80%. I will continue to use this booklet as well as see how I can make it even better.

Name: LIB 101 Rhonda Kitchens

Institutional Outcome: 1. Communication

Program Outcome: 1:

Courses:

Course Outcome:

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills. Introduction to libraries and information resources Discuss academic integrity and plagiarism Formulate a research question Create search strategies and broaden keywords Discuss information formats and evaluation Overview of Internet research Demonstration and evaluation of databases Select, locate, and retrieve resources Create an annotated bibliography that incorporates academic-level research methodology

What problem are you attempting to address? Why did you do this assessment?

Continuing to work on ways to increase awareness of plagiarism issues and decrease their incidence in Final Project.

What tools/measures did you use? What did you do?

From Fall 2021 to Spring 2022, I used a pre and post-test on TurnItIn to test if there were changes in TurnItIn definitions of plagiarism throughout the course. While my sample sizes are small, it seems that many students come into the course with a 10% and exit around 12. 13 is a perfect score. In the Fall of 2022, I sought to tie it more to the outcomes of similarity reports in the Final Project. I added TurnItIn to each week's assignments rather than the later ones. I added a Plagiarism video with an essay assignment in the introduction. I stumbled a bit as I didn't keep the pre and post-tests in each course. I also added Extra Credit TurnItIn Project where students turned in copy-pasted items so they understood how to access their TurnItIn reports to use it as a tool.

What were the results?

Spring 2023 results showed improvement in TurnItIn similarity reports for the Final Project. Out of twelve results, only two were over the assignment's stated 8% goal. Only one of those had a serious issue. The annotations on these Final Projects were substantive and reflected consistent use of evaluation skills.

What now? How will this impact the future of how you teach the course?

I feel like this is currently a standard I should follow to address plagiarism and the use of TurnItIn throughout the course as a tool and measure

- 1) Pre and Post-Test on TurnItIn Plagiarism Definitions
- 2) Video on BBCC Plagiarism Consequences and General Overview, requiring reflective essay
- 3) Extra Credit on the actual use of TurnItIn requiring a brief essay

Other changes or recommendations at the program or institutional level?

In 2023, I was able to turn the video content into a tutorial that delivers a completion certificate. I am going to use that piece instead of the video for the upcoming academic year. The video is a copy of a quarterly webinar I have been doing for over a year. The live webinar has been adopted as part of the process for dealing with academic dishonesty in BAS-AM and some other courses. So essentially, lessons learned in LIB 101 are acting as a larger campus support.

Name: Jody Quitadamo

Institutional Outcome: 4. None

Program Outcome: 4: Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.

Courses: HIST110;#247415

Course Outcome: Course Outcome 3:Examine how and why the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

What problem are you attempting to address? Why did you do this assessment?

The stated goal for this assessment was as follows: During weeks 4 and 5 of Spring quarter 2023, each student in HIST 110 who completes both assessments within the assessment cycle (Hearing on Immigration and Essay: Immigration in America) will improve his/her/their ability to develop a thesis and analyze the American immigrant experience as indicated by a one-level increase (Beginning, Developing, Proficient, Accomplished, Exemplary) for Criterion "Analyze and Reason" on the rubric used for evaluation. Interim measures will include two formative assessments to track student achievement.

What tools/measures did you use? What did you do?

The assessment cycle began with a lesson about immigration myths (e.g. immigrants take jobs from Americans) and why/how these myths perpetuate negative stereotypes about immigration. Students completed a "pop" quiz as part of the formative process to determine their level of comprehension of course readings and lectures related to immigrant assimilation. Of the students who completed the quiz, 92% of them received a rating of "Exemplary" (80% of higher). While this phase did not require students to gather, interpret, or combine resources, it provided the foundational knowledge needed to progress to the next step in the assessment cycle.

The next phase in the cycle required students to identify what it means to be an American, and how definitions of American citizenship have changed over time. Students demonstrated their abilities to apply and analyze (Bloom's level 3 and 4) by reading and evaluating relevant primary and credible secondary sources in order to participate in a mock hearing about U.S. immigration policy, historically and in contemporary times. Of the students who participated in the activity, 33% of the them received a rating of Exemplary, 50% Accomplished, and 17% Developing.

The final stage of the assessment cycle required students to write an analytical paper on the American immigrant experience, using historical evidence in support of a claim. The assignment required students to synthesize their content knowledge and acquired research skills by gathering, interpreting, combining and/or applying information from relevant sources related to the prompt – specifically, how different immigrant groups in American history have adapted to and assimilated into American society and how much of their own identity remained intact.

What were the results?

The results of the final assessment were as follows: 50% Exemplary, 17% Accomplished, 33% No Evidence.

In analyzing the data, the results are as follows: 67% of the students achieved the learning objective at the highest level (exemplary).The percentage of students who dropped in score was 17%. They demonstrating no growth, owing to the fact that this group did not submit the final assessment.Students who increased their performance between both assessments increased from 50% to 67%. For me, I consider a growth rate of 17% or higher to be successful. It can therefore be concluded that the combination of scaffolding, interim formative assessments, and the final assessment allowed for reflection and growth over time, which helped lead to student growth.

What now? How will this impact the future of how you teach the course?

There were a number of students who either did not show growth, or who failed to submit the second assessment. While the majority of the class demonstrated growth over time, in the future I will reach out to struggling students during the formative process and spend targeted class time on the concepts they are not grasping. Targeted activities could include small group discussions and more frequent real-time formative assessments.

Other changes or recommendations at the program or institutional level?

Name: Jody Quitadamo

Institutional Outcome: 4. None

Program Outcome: 4: Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.

Courses: HIST&137;#247530

Course Outcome: Course Outcome 6: Explain the causes of migration to the United States, and analyze immigration's effects on society.

What problem are you attempting to address? Why did you do this assessment?

The stated goal for this assessment was as follows: During weeks 3 and 4 of Spring quarter 2023, each student in HIST&137 who completes both assessments within the assessment cycle (Socratic Seminar and Essay: The Jungle) will improve his/her/their ability to develop a thesis and analyze the American immigrant experience as indicated by a one-level increase (Beginning, Developing, Proficient, Accomplished, Exemplary) for Criterion "Analyze and Reason" on the rubric used for evaluation. Interim measures will include two formative assessments to track student achievement.

What tools/measures did you use? What did you do?

The assessment cycle began with a lesson about immigration during the Gilded Age (late 1800s) and how different immigrant experiences compared and contrasted. Students completed a "pop" quiz as part of the formative process to determine their level of comprehension of course readings and lectures related to immigrant assimilation. Of the students who completed the quiz, 88% of them received a rating of "Exemplary" (80% of higher). While this phase did not require students to gather, interpret, or combine resources, it provided the foundational knowledge needed to progress to the next step in the assessment cycle.

The next phase in the cycle required students to participate in a Socratic Seminar to analyze immigration themes in the book *The Jungle*. Students demonstrated their abilities to apply and analyze (Bloom's level 3 and 4) by engaging in a comprehensive discussion about the book. Of the students who participated in the activity, 25% of the them received a rating of Exemplary, 40% Accomplished, and 35% Developing.

The final stage of the assessment cycle required students to write an analytical paper on the American immigrant experience, synthesizing historical evidence and evidence from *The Jungle* in support of a claim. The results of the final assessment were as follows: 62% Exemplary, 21% Accomplished, 17% Emerging.

What were the results?

In analyzing the data, the results are as follows: 62% of the students achieved the learning objective at the highest level (Exemplary). No students dropped in performance. Instead, 18% of students who failed in the first assessment increased their performance in the second assessment. Both ratings of Exemplary and Accomplished are considered achievement of the learning outcomes in my course. In the first assessment, 65% of students achieved mastery. The increased to 83% in the second assessment. For me, I consider a growth rate of 18% to be successful. It can therefore be concluded that the combination of scaffolding, interim formative assessments, and the final assessment allowed for reflection and growth over time, which helped lead to student growth.

What now? How will this impact the future of how you teach the course?

While the majority of the class demonstrated growth over time, in the future I will reach out to struggling students during the formative process and spend targeted class time on the concepts they are not grasping. Targeted activities could include small group discussions and more frequent real-time formative assessments.

Other changes or recommendations at the program or institutional level?

Name: Theresa Calip

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 5: Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.

Courses: BIOL&241;#247551

Course Outcome: Course Outcome 2: Use the concept of homeostasis to evaluate cause and effect relationships between and within the regulatory mechanisms of multiple body systems.

What problem are you attempting to address? Why did you do this assessment?

Beginning Fall 2022, I introduced the concept of teaching homeostasis through pattern recognition, whereby homeostatic mechanisms are introduced and reinforced throughout the 241 and 242 series. This is based on a study (Adv.Physiol Educ 45: 812-828. 2021)

What tools/measures did you use? What did you do?

Beginning Fall 2022, I introduced the concept of teaching homeostasis through pattern recognition, whereby homeostatic mechanisms are introduced and reinforced throughout the 241 and 242 series. This is based on a study (Adv.Physiol Educ 45: 812-828. 2021)

What were the results?

What were your results: There were two sections of BIOL&241 for Fall 22. Each class was introduced to and provided with identical diagrams and concept information during the same week. The information was covered in face-to-face labs as well as in pre-recorded lectures. Both classes were shown the Basic homeostasis loop and one for the nervous system and one for the endocrine system. It was explained that for Exam 1, only the Basic loop, what it meant, and how it applied to general biological systems would be assessed. The second would be brought in at the end of the term (Exam 4) when the Nervous System was covered. The third would make an appearance in BIOL&242, when the endocrine system was covered. Assessment of their understanding of the first loop was tested in the first Laboratory Exam which, since it also covers identification of microscopic tissue slides, is in a PowerPoint format. In the question, they had to fill in the parts of the loop and explain the concept of negative feedback and give an example. By Exam 4, the second homeostasis feedback loop, with the same colors and shapes, only pertaining to the stimulus and response of a neuron was assessed. This was introduced at the very beginning of the unit on the Nervous System. Assessment of this material, along with the one for Exam 1 (since this has a small comprehensive component) was the same: two questions on PowerPoint asking them to fill in the pertinent information as well as provide an example. The results were as follows: For both sections, for Exam 1, the percentage who answered the question about the Basic Loop was 72%, and 73% respectively. For Exam 4, the percentage who answered the same question about the Basic Loop was 84%, and 80%. The question concerning the Nervous System was 82% and 79%.

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, I am going to continue to elaborate, refine, and add to this exercise. I did continue with the format of these loops throughout the Winter and Spring with BIOL% 242. While there was an improvement with scores in BIOL&241, and students told me in class they found this means of repetition and reinforcement (there were several in-class exercises) helpful, I know there is more I can do with this format. For example, although the Endocrine system is not covered until BIOL&242, I went ahead and demonstrated how this feedback loop format would look as a means of understanding what controls bone deposition and break-down, although

I did not test them on that loop. I plan on introducing that in addition to the Basic Loop in my Fall sections for 2023. My sense is it will give them another bit of scaffolding building up to the next course.

Other changes or recommendations at the program or institutional level?

I have no recommendation for the college as a result of this assessment.

Name: Zach Olson

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 1: "Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills"

This course serves multiple programs in prof/tech, so outcome number and verbiage might vary--I did not check every program in all de

Courses: ENGL109;#247522

Course Outcome: 5. Write clear, accurate and concise technical documents

What problem are you attempting to address? Why did you do this assessment?

Winter of 2023 we assessed whether peer review was seen as a teamwork activity by students.

What tools/measures did you use? What did you do?

During winter of 2023, we used a student teamwork self-assessment tool for students to reflect on the team process of peer review and explain how they both contributed to and benefited from the team, and any changes they'd like to see for the future.

What were the results?

Students reflections indicated that they found peer review helpful and they were able to recognize their contributions as well as the contributions of group members. They saw this as a team activity. Not all students found all peer reviews equally valuable, which is to be expected. As 109 did not run in spring, we have only the winter reflections to draw from, which makes for a limited sample. Most likely we should continue gathering data on this process.

What now? How will this impact the future of how you teach the course?

One thing we might do in the future is begin peer review activities with a student-driven discussion about the expectation of peers during reviews and the roles that each should play in the process. This kind of meta-activity regarding teamwork could improve the value of the exercise for all students.

Other changes or recommendations at the program or institutional level?

Students learning to critique and give meaningful feedback is a valuable workplace skill that should be practiced across the disciplines.

Name: Jaime Garza, Heidi Gephart, and MariAnne Zavala-Lopez

Institutional Outcome: 1. Communication

Program Outcome: 4: Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.

Courses:

Course Outcome: 2 & 3 Engage in campus resources, seek support when obstacles appear, and learn how to advocate for academic success. Create my educational plan (understand what classes I need to earn my certificate or degree and determine my graduation target date)

What problem are you attempting to address? Why did you do this assessment?

Counselors identified a cohort of first-year students/advises who were on academic probation (GPA less than 2.0) after their first quarter (fall quarter 2022). These students were selected to participate in an enhanced advising program, which included one workshop presentation and follow up information regarding student success. The information and support students received was designed to improve academic performance and inform students of the diversity requirement for the Associate in Arts and Science degree. The plan provided a specialized approach to assisting students enrolled in their second quarter who were struggling academically. This assessment activity aligns with Institutional/Program Outcomes 1 & 4. This assessment was an expansion of last year's assessment.

This assessment occurred during winter quarter (enhanced advising) and spring quarter 2023 (assessment).

This project assessed how an enhanced advising program impacts student academic performance. Students selected to participate in the enhanced advising program during winter quarter received student success information through a group presentation and follow up information regarding academic success. This project was designed to increase students knowledge of academic and support resources, build college success skills, and improve academic performance. Students were provided information regarding the diversity requirement for the Associate in Arts and Science degree. End of the quarter grades were reviewed as part of this assessment.

What tools/measures did you use? What did you do?

Students were identified based on their fall quarter 2022 GPA (on academic probation/GPA less than 2.0). Winter quarter 2023 GPAs were reviewed of those students selected for the enhanced advising program. Student engagement in GPS activities was also reviewed.

What were the results?

In this assessment, 25 first-year students were identified, using the counselors advising lists, as having a GPA of less than a 2.0 at the end of their first quarter (fall quarter 2022). These students were enrolled winter quarter. Students were provided information about an enhanced advising program titled Goals, Persistence, and Success (GPS). Students were informed of the GPS program via email December 2022 following the posting of fall quarter grades. Students were offered one GPS student success workshop and could select from three different dates (two in-person and one via Zoom). The GPS program consisted of eight Signal Vine messages, which included welcome back, workshop, campus support, and advising and enrollment reminders. Additionally, three emails that included academic support information and videos were sent to all students. All students were required to meet with an advisor prior to enrolling in spring quarter classes.

Fifteen of the 25 students (60%) in GPS demonstrated an increase in their winter quarter GPA. More than half of the students who participated in GPS improved their GPA. Additionally, 12 (80%) of the 15 students increased their GPA in winter quarter above a 2.0. Overall, 20 (80%) of all GPS students persisted and enrolled spring quarter. Eleven of the 25 students in GPS attended the student success workshop. Of those 11 students, seven increased their GPA in winter quarter. All students were sent Signal Vine messages. Thirteen of the 25 students corresponded via Signal Vine. Eight students who corresponded via Signal Vine demonstrated an increase in GPA winter quarter.

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, we continue to identify the importance of the advisor taking a proactive approach to contacting students early in the quarter when low academic performance is demonstrated following their first quarter. Counselors will continue to explore alternative ways to connect and provide advisees who demonstrated low academic performance in their first quarter with information and resources regarding academic success. Counselors will continue to explore diverse and efficient approaches to connecting with students.

Other changes or recommendations at the program or institutional level?

The college should explore ways to support advisors in being more efficient in connecting with students

Name: Michell Valdivia

Institutional Outcome: 4. None

Program Outcome: 4: Demonstrate the ability to build, upgrade, and repair computer hardware

Courses: CS104;#247568

Course Outcome: 2. Identify the basic components of a computer.

3. Replace or upgrade motherboards.
4. Replace or upgrade memory modules.
5. Replace or upgrade video boards.
6. Replace or upgrade central processing units.
7. Install and configure optical drives.
8. Install or replace and configure hard drives.
9. Install and configure expansion cards and peripherals.
10. Install CD, DVD, or other drives.
12. Identify and describe commonly used computer ports.
13. Assemble a computer from parts available.

What problem are you attempting to address? Why did you do this assessment?

In Winter 2023 during the first week of class many students stated their discomfort in working with computer hardware. Most of the students had never opened a computer or done repair on their computer, and were too careful with parts or hesitant to use tools. For the assessment I decided to space out three labs that would build up student confidence, and eventually lead to the students successfully completing the listed course outcomes. The few that had computer hardware knowledge were grouped with the less knowledgeable students to share their wisdom.

What tools/measures did you use? What did you do?

I used computer simulations, physical laptop computers, and computer kits for this assessment. I examined the approach students took to working with computer components in their installation and replacement. For the first assignment students participated in disassembling a laptop. Nineteen simulations related to the listed outcomes took place between the first and second assignment. Both the first assignment and the simulations led to the second assignment, where students were paired up to build a desktop computer from a disassembled computer kit.

What were the results?

Students were split into two groups for the first assignment and encouraged to work as a group to disassemble the laptops. The goal of this task was to become familiar with the force required to remove and reinstall components, and therefore students were not penalized for breaking components. Students (two students in a classroom of 13) with more experience acted as guides, informing the students where to use the appropriate tools and how much force to impart. Students were also tasked with identifying basic components, such as the hard drive, graphics card, network card, and random-access memory chips. Following this assignment students stated they were less intimidated by the components.

In simulations related to the outcomes listed students scored an average of 95%.

The results of the simulation and the first assignment reflected on the second assignment. Students were paired up in teams, resulting in 6 teams (with one group of 3). During this assignment students only one team encountered difficulties with replacing memory modules, as not enough force was used to push in the random-access memory chip. All were able to fulfill the remaining course outcomes.

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, I am going to continue to provide physical hardware at the beginning of the quarter for them to disassemble. Simulations will also continue to be used. While simulations do not provide the experience of working with the physical computers, they help students identify components and the appropriate connectors to those components. Students will continue to work in teams. By continuing this pattern of disassembly, simulations, and computer assembly students will gradually become more confident in their ability to repair, upgrade, and build computer hardware.

Other changes or recommendations at the program or institutional level?

My recommendation is to make the first assignment more team based rather than group based. The two laptops provided were donated, and so we were limited to the hardware used for the first assignment. With more computers to disassemble students will have more experience and time to familiarize themselves with the hardware as teams rather than a large group.

Name: Sarah Bauer

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 1:

Courses: CHEM&121;#247388

Course Outcome: 8. Demonstrate appropriate laboratory techniques and safety in carrying out laboratory exercises.

What problem are you attempting to address? Why did you do this assessment?

Post-COVID, students are coming into lab with minimal experience with lab equipment, safety expectations, and skills in translating written instruction into actionable steps. This creates both safety risks/concerns for all in the lab and management issues in spending substantial time having to clarify procedures that take away from the overall lab time and prevent the instructor from being optimally available for assistance and safety monitoring.

What tools/measures did you use? What did you do?

During fall quarter of 2022, we adjusted the method by which we delivered generic lab safety information (i.e. crash course chemistry) and how we collected Lab Safety Contracts. We also kept an intentional eye out for lab safety problems and developed a series of modifications to implement winter and spring quarters based on issues identified. These included: Modification of lab one to include more review and practice of safety information Incorporation of short technique videos into pre-lab quizzes and images of newly introduced Addition of flow-chart assignment to most complicated and historically troublesome lab Modification to communication about and implementation of course policies (e.g. students may be dismissed from lab for failure to complete pre-lab quiz especially when safety concerns are more significant) In spring quarter, lab coordinator was in lab classroom (as had been done several years ago)

We made note of various aspects of lab and safety interpretation: amount of glassware broken, number of lab groups who run out of time or otherwise fail to perform the procedures correctly, perception of student confusion for various aspects of labs, and number of students completing prelab quizzes in advance of lab.

What were the results?

There was noted improvement in nearly all aspects we explored. For example, The online method for gathering of lab safety contract improved the process by saving time for lab coordinator and instructor and created a built-in filing system should proof of training/agreement be required. In fall almost no students completed lab 5 fully or without complications, in winter only one group per section had timing issues; in spring all students completed in the lab time. In labs with historically complicated sections, there was a reduction in questions/confusion For example, in fall, one instructor had to stop running the "gas bar" to give whole class instruction on the gas generation tube. After addition of video to prelab quiz, there were zero questions during this part of the lab in winter and less than 4 in spring (but other employee in lab room was able to address without disruption to other aspects of lab). There was an average 38% reduction in number of prelab quizzes not completed from fall quarter and while two students were dismissed from lab in winter for failure to complete the prelab quiz, none were in spring and all students completed the preparatory flow chart for lab five. Less glassware was broken winter vs. fall quarter.

What now? How will this impact the future of how you teach the course?

Based on the results of the assessment, we will continue to implement ALL changes that were made to the lab process and prelab quizzes due to clear observed improvement in the laboratory experience. We will continue to look for ways to improve student preparation for lab and safety procedures such as using images and videos in their prelab quizzes.

Other changes or recommendations at the program or institutional level?

Making short "in action" videos for lab procedures was sometimes problematic due to technology and/or skill limitations of faculty (videos too large, poor sound quality, etc). More professional development/training in this area would help encourage faculty to continue this simple but effective technique.

The chemistry department has strong interest in working with our communications/public information office to develop a professional lab safety training video that is unique to the needs of our classes and highlights our own lab room and instructors to preplace the more generic ones used at present.

This assessment has been a reminder that the practice of having the lab coordinator also in the CHEM lab during lab time with students(or at least very closely nearby) that was common pre-COVID should be prioritized again by the college. Having two employees present, dramatically changed the process, outcomes, and safety compliance for the positive. We strongly recommend that the college reinstate this as an expectation for this position and prioritize it over other competing tasks that do not have safety implications.

Name: Michell Valdivia

Institutional Outcome: 4. None

Program Outcome: 4: Demonstrate the ability to build, upgrade, and repair computer hardware

Courses: CS105;#247569

Course Outcome: 6. Effectively manage main memory and improve the utilization of the CPU speed and response

7. Install devices and drivers

8. Describe how the file system, mass storage, and I/O are handled in a modern computer system

9. Perform disk maintenance including defragmenting, relocating files and folders, running disk and file repair utilities and selecting RAID options

10. Carry out simple sys admin tasks according to a security policy, i.e., creating accounts, setting permissions, applying patches, and arranging for regular backups

11. Complete an installation and configure Microsoft Windows operating systems

12. Find and install updates

What problem are you attempting to address? Why did you do this assessment?

In Winter 2023 during the first week of class many students stated their discomfort in working with a command line interface (CLI). The goal of my assessment was to demystify the CLI and give students the commands necessary to navigate the operating system in Windows and Linux computers, thereby performing upgrades and repairs to computer hardware.

What tools/measures did you use? What did you do?

I used computer simulations, Linux virtual machines, and the native operating system on Windows desktop computers. Five labs were created, the difficulty of increasing with each assignment and building up commands with each assignment. Students learned to update the BIOS, update network interface cards, work with file directories, and manage operating system tasks, CPU usage, and memory through the CLI. Additionally, three simulations related to hardware upgrades and repair using a CLI were used for this assessment.

What were the results?

The simulations showed that students could navigate the operating system and apply repairs and upgrades to computer hardware using a CLI. Students completed the simulations with an average 93% passing score. However, the labs showed different results. Instructions were provided in plain English in for each lab, and lecture covered the usage of CLI commands. However, the amount of commands and arguments to those commands are hard to remember. Students worked in teams, and as such were able to bounce ideas off each other. Of the six teams created, five teams consistently needed additional help. The different results between the labs and simulations could be attributed to the simulations plainly stating which commands to enter into the CLI, whereas in the lab students needed to research the commands on their notes or textbook.

What now? How will this impact the future of how you teach the course?

Based on the results, students need more practice and exposure to CLI commands. The simulations are good to walk them through the commands and exposing the students to a CLI, but do not appear to help students retain the command names and arguments. I am going to assign homework that will ask students easier commands that complete simple tasks. This will supplement the labs, where student use multiple commands in a specific order to fulfill a larger task.

Other changes or recommendations at the program or institutional level?

Name: SPAN& 122

Institutional Outcome: 1. Communication

Program Outcome: 1:

Courses: SPAN&122;#247121

Course Outcome:

What problem are you attempting to address? Why did you do this assessment?

Winter 2022:

As our world becomes increasingly more connected, understanding other cultures is becoming more and more necessary. It is crucial in our global community to understand the significance of political events and how connections between countries influence those events.

In order to increase student comprehension of the importance of these global connections, this assessment provided students with resources that allowed them to make the types of connections that will help them recognize these important cultural, political and historical connections.

What tools/measures did you use? What did you do?

Throughout the quarter, students watched weekly videos recorded in Spanish speaking countries, read from a culturally relevant text, read articles outlining historical and political events in Argentina and completed geographical quizzes of the Spanish speaking world.

At the end of the quarter of Spanish 122, students will write a short essay requiring them to articulate the historical and political connections between various Spanish speaking countries and the United States.

What were the results?

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

The assignment outlined above provided students with an opportunity to think about and articulate their thoughts about the historical events and cultural elements of the Spanish speaking world that they had been exposed to during the first two quarters of Spanish. Their essays were full of comments like the following:

"This has shown me that even despite cultural and linguistic differences, we humans really aren't so different";

"...,most people have the same basic priorities and habits....people still have the same emotions and feelings as everyone else";

"I saw a connection between La Guerra Sucia in the 1980s and the war taking place right now in Venezuela";

"...exposure to different ideas can expand our views and help us enhance and become more open-minded and accepting individuals in an increasingly globalized world. I enjoyed getting to discover and engage myself in the importance of the Spanish speaking world that I was never aware of";

"I found myself making connections to certain periods in U.S. history....art and language were affected (by political events)";

"It's interesting to step back and see, over time, who influenced what";

"I sometimes forget that other languages have entirely different social infrastructures.";

"to learn a language we have to learn not only how to speak it but to also understand the history culture and traditions of those countries";

"I've become more culturally aware";

"I began to appreciate my privileges and opportunities";

"I've learned that language is an essential aspect of human identity and culture....I believe it is crucial to recognize and understand the complex and often painful histories of different cultures and countries";

"different cultural things that connect us all";

Many students mentioned the wars for independence in Latin American countries and how they made connections to the fight for independence in the United States. Students also made connections between the fight for Civil Rights in the U.S. and similar events in Spanish speaking countries. These are just a few of the comments that students shared in their essays which indicate that they have begun to see what draws the human race together instead of dividing us. Several students wrote about how their desire to travel to Spanish speaking countries increased due to the things they learned through videos and readings. I believe that the previously quoted student comments demonstrate that these students have made the global connections that was hoped for with their class assignments. The following two student comments are a good summary of what students gained from their class assignments about culture and language: "These two quarters have taught me a lot about the world outside the US and makes me feel curious about what more there is to learn"; "I now perceive other countries to be a little less foreign."

I will continue to incorporate the activities and assignments (weekly culture videos, novels, study of historical events) in future Spanish courses. It is clear from student responses that these assignments are allowing them to think more deeply about the world in which they are live as well as providing them with a growing enthusiasm to learn and participate more fully as their minds broaden and expand in their understanding of culture and humanity. Overall, it was extremely gratifying to read about the thoughts and growth that students had in studying about other countries and cultures in conjunction with their language study.

What now? How will this impact the future of how you teach the course?

In future quarters, as I offer these assignments to students, I believe I will narrow the question for the final essay to help students address specific connections to cultural and historical experiences here in the US.

Other changes or recommendations at the program or institutional level?

Name: Michell Valdivia

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 1:

Courses: CS104;#247568;#CS105;#247569

Course Outcome: 16.Safely clean and maintain a computer.

What problem are you attempting to address? Why did you do this assessment?

This assessment took place in Winter 2023. Safety is important to keeping the student and computer components safe. During the first week of class students did not dress appropriately for the lab. A lecture on workplace safety was included during Week 2 of the quarter, and at the end. Additionally, students were being constantly reminded that static could harm the components. Students were not using anti-static tools to handle their computer components.

What tools/measures did you use? What did you do?

A lecture was provided to students at the beginning regarding appropriate lab wear. An additional quiz and lecture was provided at the end through the class's third party software. The instructor demonstrated appropriate work wear during the first lecture on safety. Moving forward for each lab until Week 6, the instructor reminded students with long hair to pull their hair back with a hair tie, wear closed-toe shoes in the hardware lab, and to pull any loose clothing closer to their bodies as to not catch on the hardware or loose tools. When handling computer components instructor, regardless of the low probability of static harming a component, used anti-static tools to handle computer components.

What were the results?

During the first two weeks, three of the thirteen students had to be reminded to tie their hair back. Six students were reminded to wear anti-static wrist bands when working inside the computer towers. Students would also communicate safety to their lab partners if their handling of components fell below compliance. Past Week 6 the safety reminders minimized on using anti-static tools and appropriate lab wear. Only one student had to be reminded to wear closed-toed shoes during Weeks 7-11. Students were consistently wearing anti-static wristbands, and using the anti-static mats and bags when storing computer components.

What now? How will this impact the future of how you teach the course?

Based on the safety lecture during Week 2, the lecture will continue but instead take place during Week 1. An infographic should will be added to a powerpoint slideshow on what constitutes as appropriate shoes.

Other changes or recommendations at the program or institutional level?

Name: Michell Valdivia

Institutional Outcome: 4. None

Program Outcome: 4: Demonstrate the ability to build, upgrade, and repair computer hardware

Courses: CS206;#247585

Course Outcome: 2. Install and configure a Linux Server OS

3. Install common Web applications

10. Operate commonly used shell commands from both a terminal and graphical user interface

What problem are you attempting to address? Why did you do this assessment?

The assessment took place during Spring 2023. Many students are accustomed to working with a graphical user interface (GUI) to update and repair their computers using the Windows operating system or MacOS. CS 206 uses Linux operating systems, and performing updates and repairs works differently in these systems. While using a GUI is possible in Linux systems, there are other forms of Linux systems which do not have GUIs, and therefore students must learn how to update and repair the systems using a command line interface (CLI) only.

What tools/measures did you use? What did you do?

Three simulations were used for this assessment, in addition to two labs. The labs were conducted on virtual machines. As students were accustomed to working with a Windows operating system, tasks regarding updates and repairs were shown in the Windows operating system first and then in the Linux CLI example.

What were the results?

Students were able to successfully repair and update components within their system using the CLI. The three simulations prepared students for the two labs where students used their knowledge of commands covered in the simulation to complete their tasks. For those students who participated in the three simulations and two labs, they completed the tasks and labs with a 100% total average grade.

It should be noted that seven students did not participate one or both labs, and therefore would bring the average down to 84% total average grade. It is unclear why these students did not participate, as they did not reach out to request help.

What now? How will this impact the future of how you teach the course?

Given the simulations and labs successfully helped participating students in repairing and updating the computer systems, I will continue to use smaller tasks such as simulations to supplement the larger labs. The results confirm that consistent practice on a terminal, regardless of the machine being physical or virtual, help students use the CLI to update and repair computer systems.

Other changes or recommendations at the program or institutional level?

Name: Michell Valdivia

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 4:

Courses: CS206;#247585

Course Outcome:

12. Enter and edit scripts using the "vi" (or comparable) text editor
13. Set up and customize the shell environment
14. Compose simple shell scripts and run them

What problem are you attempting to address? Why did you do this assessment?

This assessment took place in Spring 2023. When working in the tech industry, rarely does a person work alone. Ideas must be shared with coworkers to be on the same page, and the vocabulary used in these discussions should be understood by all team members. Students were encouraged to work as teams during the quarter, but were not required to. Only one team was created during the quarter. As the course was online, students didn't get much interaction with each other unless they opted to come in person or interact on Zoom. To give students an example of remote work and communication, for the last lab of the quarter students were brought together as a group to discuss a particularly challenging portion of the lab.

What tools/measures did you use? What did you do?

The last lab of the quarter was used for this assessment. At this point students were expected to use all the knowledge they had accumulated throughout the quarter to hold a discussion with each other. They were asked to come together to solve a challenging command that could lead to the completion of the lab. The instructor worked with the students until that point, confirming correct answers and creating a collaborative document containing a bash script. However, the instructor left the most challenging command for the students to discuss and complete.

What were the results?

While students did not solve the problem, they were able to communicate various ideas in a professional manner. All students that participated in this lab had the opportunity to voice their educated hypotheses for the answer, and all students gave each other a respectful platform to speak. This demonstrated the teamwork necessary over a remote meeting, and the ability to keep an open mind towards creative answers.

What now? How will this impact the future of how you teach the course?

Based on these results, I am going to continue to hold one lab in which students should gather to discuss a solution to a problem. The labs are mostly individual or in teams, but given the remote nature of this class students should have the experience in working collaboratively, in a bigger team of at least four students.

Other changes or recommendations at the program or institutional level?

Name: Mariah Whitney and Christy Welch

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 1: N/A

Courses: BIOL&100;#247393

Course Outcome: Technically all of them as I focused in IO3 - self-motivation, which has an overall course impact.

What problem are you attempting to address? Why did you do this assessment?

I continued the whole year with the new policy I introduced and assessed in Spring 2022. It allows for extensions on any assignment if the student asks before the due date (idea originally based on ESCALA faculty projects). I wanted to allow for self-motivation but also for flexibility. The students had to frame the extension in the following way (to show professionalism in the acknowledgement they were missing a due date but had a plan). I only slightly modified the wording this year.

Steps for Extensions: Message instructor BEFORE due date (this can be as little as 1 minute before it is due – like 11:58pm). State "I will not be meeting the deadline for the _____ assignment." State the assignment's name as shown in Canvas. State "I will submit the assignment by _____ (date and time)." This should be reasonable, and NOT after the end of the quarter. Do NOT tell me WHY you won't meet the deadline - just that you will submit it by a reasonable alternative date and time. Requesting an extension is showing responsibility and acknowledgement of the due date and therefore it doesn't matter why you won't meet the deadline. WAIT until you receive a reply from me stating the assignment is back open to continue, otherwise your progress may not be saved.

What tools/measures did you use? What did you do?

Comparing success rates in the Biology Courses before and after changing to this policy (though we also changed textbook and online platform at the same time).

Collecting Student feedback on the effectiveness of the extension policy – their perception on how it helped them pass the course – in a questionnaire on the final exam.

What were the results?

This year had MANY requests for extensions – however it wasn't overwhelming to do. I switched the HW to be due on Sunday instead of Saturday and that helped as there were less requests for that assignment.

When looking over the success dashboards – many interesting things were seen. Summer quarters were excluded as various part-time faculty have taught them and there was more consistency in instruction Fall, Winter, and Spring (mostly Whitney, Welch and Odegaard).

2022-2023 (F,W) – 81% Successful (168) ; 13% Unsuccessful (33); 6% Withdraw (18).

Spring 23 – Whitney and Welch's 4 Sections – Successful (72) ; Unsuccessful (15) ; Withdraw (10)

New 2023 Data including this quarter: 77% Successful ; 14% Unsuccessful ; 9% Withdraw

The change has made a dramatic effect on the success rate. The last 10 years it has been 81% in 2013/14, 64%, 63%, 69%, 66%, 70%, 74%, 70%, 74%, and this year (22/23) we are at 77%. This is a great improvement.

Additionally, when looking at breakout by economic disadvantage, there was a large difference between the two groups (80% versus 65%) and over the last 10 years we have consistently closed the gap a little bit every year to now be the same success rate (81%) for both groups. I highly suggest looking at the graph of number of successful student from 2012-now (excluding summer) visually broken out by economic disadvantage.

The groups that are Under 20 and 20-24 have seen the most improvement in success. The 25 and older has seen a steady decline over 4 years and a drastic decline this last year. The new textbook may have been beneficial to our

younger students who are a bit more tech savvy, but less beneficial for our older students. This is particularly true for the non-white student in the 25 and older group. However the sample size is VERY small. There are only 14 students listed and in previous years it was 40-60 students. The spring data is not in yet.

As for the feedback – most students mentioned they used the extensions and they felt that it helped them pass the class or at least pass that assignment. A few mentioned they didn't need it as the class was organized with due dates that they could meet. One mentioned "I liked that we were able to have extensions life sometimes gets in the way and having that extra time helps anyone who needs it. I did not use any extensions but knowing that they were there if I needed it gave me a piece of mind". Another student "Yes, I made use of the extensions because being a full-time working mom sometimes life was very overwhelming so with these extensions it allowed me to feel at somewhat of an ease".

What now? How will this impact the future of how you teach the course?

We will continue to use this extension policy for all Biology 100 courses. A few students have somehow still not seen the numerous places that the extension policy is posted – including syllabus and announcements – so maybe personal messages to each student when they miss their first assignment could be sent to inform them. We will look at the data in fall, once spring has been entered, so that we can assess if there is a concern with the over 25 age group's success. Due to the high success rate in this course, and closing of other gaps at this time, we will not be assessing this course for a few years as we have spent the last 10 working on improving it. We can see the results of all our hard work here in the dashboard results – especially the economic disadvantage.

Other changes or recommendations at the program or institutional level?

Due to the success seen over the past year, we would encourage other faculty to allow some sort of extension policy (not late policy) in their classes where possible.

Name: Dick Wynder

Institutional Outcome: 4. None

Program Outcome: 5: PO5 Students will use proper tools during repair and diagnostic work in the lab

Courses: AUT220;#247278

Course Outcome: none

What problem are you attempting to address? Why did you do this assessment?

During engine performance (Auto Repair Area 8), students do a great deal of testing and diagnostics. This is broken into two basic areas. 1) Verify the complaint, check for technical service bulletins, is vehicle operating as designed, and diagnostic sub-routines. 2) Followed by determining if it is a mechanical failure, or electrical/electronic failure. What I wanted to know is the frequency of choosing the wrong or right tool and why the choice.

What tools/measures did you use? What did you do?

In each case a variety of tools are available and needed for proper troubleshooting. What tool to choose is the question. Is it a special hard tool like a compression tester, or an electronic tool like a DMM, scan tool, lab scope, or computer scan tool? There are a number of modes in a scan tool, which is used for this problem? These choices are always covered in class and through demonstration, but students struggle when they are beside the vehicle and deciding what the course of action is. I didn't keep empirical evidence, but in virtually all cases the student turns to the scan tool as their first diagnostic tool, regardless if the vehicle has trouble codes or not. In each case I asked why the scan tool and they all answered, "Because it can tell me what is wrong". They aren't willing to trust their five senses first. Students who were most likely to choose the right course of action soonest, had taken the air conditioning class the previous spring where I create my own diagnostic routine and the first tools they use are their eyes, ears, and fingers.

What were the results?

included above

What now? How will this impact the future of how you teach the course?

I am going to create a diagnostic routine, similar to my HVAC routine I give them in the spring, and see if it helps speed up the process and eliminate some of the anxiety of diagnostics. This may require me to spend more time using Microsoft Publisher and seek help from Word Services to create a smart looking document as a handout.

General Motors and Chrysler produce a step-by-step document titled "Strategy-Based Diagnostics", but it has too many gaps for new techs or students to use successfully. Any document I make will have parts of "Strategy-Based Diagnostics" included or referenced.

Other changes or recommendations at the program or institutional level?

Name: Chris Dinges

Institutional Outcome: 4. None

Program Outcome: 2: PO4 Students will be able to assess a variety of airframe and/or powerplant systems and components and be able to troubleshoot various systems components as evaluated by the completion of the FAA written, oral and practical exams.

Courses: AMT251;#247536;#AMT252;#247537;#AMT253;#247539;#AMT254;#247540

Course Outcome: Course Outcome #2

Powerplant Systems and Components

- a.Engine Instrument Systems
- b.Engine Fire Protection Systems
- c.Engine Electrical Systems.
- d.Lubrication Systems
- e.Ignition and Starting Systems
- f.Fuel Metering Systems.
- g.Engine Fuel Systems
- h.Induction and Engine Airflow Systems.
- i.Engine Cooling Systems
- j.Engine Exhaust and Reverser Systems
- k.Propellers
- l.Unducted Fans
- m.Auxiliary Power Plants

What problem are you attempting to address? Why did you do this assessment?

Per the 7-Year Assessment plan I reviewed my courses to see how well my students are performing assessing a variety of powerplant systems and components and troubleshooting these systems

What tools/measures did you use? What did you do?

The FAA collects the written exam data from all AMT schools and publishes the data to show the national norms. Using this tool I am able to see how my students are performing not only within my class, but also comparing them to the other AMT schools

What were the results?

Using this FAA collected data I am not only able to see the subject results for each student, but also how our school compares to the rest of the nation. We are on average higher than most schools. I found that in two areas we average slightly lower than the national average, Auxiliary Power Units and Exhaust systems.

What now? How will this impact the future of how you teach the course?

I am going to revise the two sections listed above in my program. I will review the FAA questions and ensure there is adequate content for the test questions given. APU and Exhaust systems are often overlooked since they are variants of other engines and often systems that has very little maintenance. I will revise them to explain them in more detail.

Other changes or recommendations at the program or institutional level?

None

Name: Jim Lin

Institutional Outcome: 2. Quantitative Reasoning

Program Outcome: 1: n/a

Courses: PHYS&114;#247632

Course Outcome: 3. Solve various problems using the problem-solving strategy of drawing a suitable diagram, listing the knowns and unknowns, deriving a proper equation, substituting for the given values, and obtaining a numerical value for the unknown.

What problem are you attempting to address? Why did you do this assessment?

While Jim Hamm assessed this course in Spring 2020, all students could perform basic algebraic computations. Still, only 4 out of 9 students in the class displayed any facility in using right-angle trigonometry. Most students struggled to connect mathematical reasoning to physics models & concepts. In Fall 2021, I found that class engagement is lacking as well.

What tools/measures did you use? What did you do?

I developed the flipped classroom setting to improve student engagement and analytical skills. Lecture videos were assigned online, and weekly discussion sessions were crafted for students to work in a group, put a solution on a group whiteboard, and present their work in class. I also crafted 2 midterm and final exams to assess the result of the reformed class setting. Then I compare the current exam stats to those from the previous quarters.

What were the results?

Students engage more and learn collaboratively with the newly implemented flipped classroom from 2021 to 2023. Students can do algebra better and connect mathematical and physical reasoning further. The PHYS& 114 test grade average has improved from 70% to 80% from the course in Fall 2021 to that in Spring 2023, with the standard deviation reducing from 18% to 15%. The flipped classroom is a success based on the data shown.

However, in each PHYS& 114 class, one to two students received a grade of 0.0 as they decided to give up without withdrawing. Another newly identified problem is that the women group tends to struggle more than others in mathematical reasoning on assignments and tests, and the male-to-female withdrawal ratio is 1:2 due to underperformance in class.

What now? How will this impact the future of how you teach the course?

My next step is to conduct more STEM-based learning surveys and interact with female students more often to identify other factors that make the women group struggles in mathematical reasoning.

Other changes or recommendations at the program or institutional level?

While supporting Hispanics and Latinos in college, focus more on women in STEM. Interact with them more often in class or in person to identify any factor that puts them at risk of underperforming. Meanwhile, keep developing a sense of belonging for these groups.

Name: Keith Starcher

Institutional Outcome: 4. None

Program Outcome: 1:

Courses: AMT148;#247534

Course Outcome: Institutional Outcome [P05]: [Students will show knowledge of Federal Aviation rules and regulations components as evaluated by the completion of the FAA written and oral and practical exams.]

What problem are you attempting to address? Why did you do this assessment?

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.

Amt 148 Fall quarter of 2022: the assessment will be based on how each student performed on the FAA examination in regards to retaining the information that they received in the lectures. I also will be going over some FAA test question with students to help them identify what the question was looking for by the way it was written. The main reason for going over test questions will be because the FAA questions can be difficult to understand, for students that have English as a second language it is much more difficult.

What tools/measures did you use? What did you do?

What tools/measures did you use for your assessment?

One of the tools that will be used was the FAA General test guide. The questions within the book were similar, if not the same, as the students will see on the FAA examination. Another tool that I will use is the results of the tests and the FAA website that gave me the national average versus Big Bends average. This also will cover which areas were missed within the class. Finally, I will use the test scores from the tests given within the quarter to compare with the FAA test questions that were missed.

What were the results?

What were your results:

At the end of this school year we had a total of 4 students that had tested with the FAA and all 4 passed. By checking the FAA web site, it showed that the students that tested at the beginning of the year scored an average of 76.9%, the national average was 77.5%, which showed that we were .6% below average. The students that tested at the end of the year scored an average of 79.5%, while the national average went up to 78.1%, this showed that we increased our average and came in at 1.4% above the national average.

What now? How will this impact the future of how you teach the course?

Based on the results of the assignment, I am going to keep giving the students testing and going over the test questions. The students will learn about the language in the questions and how to understand what to look for within the questions so they can improve their scores and gain better understanding of the way the FAA questions are written. Also it will help the student understand the subject matter better so they can answer the questions from more of a knowledge-based approach instead of memory.

Other changes or recommendations at the program or institutional level?

Because of the change in the curriculum, due to the FAA's changing CFR 14 Part 147, there is a heavier emphasis on electronics. It would be a good idea to acquire up to date troubleshooting and repair boards and electrical trainer.

Name: Keith Starcher

Institutional Outcome: 4. None

Program Outcome: 1: Institutional Outcome [P05]: [Students will show knowledge of Federal Aviation rules and regulations components as evaluated by the completion of the FAA written and oral and practical exams.]

Courses: AMT249;#247541

Course Outcome: Institutional Outcome [P05]: [Students will show knowledge of Federal Aviation rules and regulations components as evaluated by the completion of the FAA written and oral and practical exams.]

What problem are you attempting to address? Why did you do this assessment?

Amt 249 Spring quarter of 2023: the assessment will be based on how each student performed on the FAA examination in regards to retaining the information that they received in the lectures. I also will be going over some FAA test question with students to help them identify what the question was looking for by the way it was written. The main reason for going over test questions will be because the FAA questions can be difficult to understand, for students that have English as a second language it is much more difficult.

What tools/measures did you use? What did you do?

One of the tools that will be used was the FAA Powerplant test guide. The questions within the book were similar, if not the same, as the students will see on the FAA examination. Another tool that I will use is the results of the tests and the FAA website that gave me the national average versus Big Bends average. This also will cover which areas were missed within the class. Finally, I will use the test scores from the tests given within the quarter to compare with the FAA test questions that were missed.

What were the results?

Because of the testing cycle the statistics are from the end of 2021 to the end of 2022. At the end of each school year we had a total of 8 students, 4 from each year, that had tested with the FAA and 7 had passed on the first attempt and 1 passed on the second attempt. By checking the FAA web site, it showed that the students that tested at the end of the 2021 scored an average of 80.4%, the national average was 78.6%, which showed that we were 1.8% above average. The students that tested at the end of the 2022 year scored an average of 85.7%, while the national average went down to 77.7%, this showed that we increased our average by 5.3% and came in at 8% above the national average.

What now? How will this impact the future of how you teach the course?

Based on the results of the assignment, I am going to keep giving the students testing and going over the test questions. The students will learn about the language in the questions and how to understand what to look for within the questions so they can improve their scores and gain better understanding of the way the FAA questions are written. Also, it will help the student understand the subject matter better so they can answer the questions from more of a knowledge-based approach instead of memory.

Other changes or recommendations at the program or institutional level?

Aviation has changed in many ways in regards to aircraft electrical systems, though general aviation has changed very little. Larger aircraft use motors and generation systems that are much more complex. To bring the school up to date with newer technology it would be beneficial for the students to be able to see these products, service, and inspect them first hand. Acquiring used CSD's and/or IDG's would be a great step.

Name: Ryan Duvall

Institutional Outcome: 3. Human Relations/Workplace Skills **Program Outcome:** 3: IO3-Human Relations/Workplace Skills: Students will be able to demonstrate teamwork, professionalism, and/or workplace specific skills.

Courses: BIM110;#247201;#BIM210;#247189 **Course Outcome:** IO3-Human Relations/Workplace Skills: Students will be able to demonstrate teamwork, professionalism, and/or workplace specific skills.

What problem are you attempting to address? Why did you do this assessment?

None at this time **What tools/measures did you use?** What did you do?

Completion and pass rates for BIM 110 and BIM 210. We looked that their test which needed to be passed with a competency level of 85% or better to count as being successful. **What were the results?**

For the year of 2022/2023, we were assessing IO3. IO3 is Human Relations/Workplace Skills: Students will be able to demonstrate teamwork, professionalism, and/or workplace specific skills.

Our plan shows that for our assessment that we would be assessing the following classes:

BIM 110-MS Office Essentials

BIM 181-Intro to MS Word

BIM 182-Intro to MS Excel

BIM 183-Intro to MS Access

BIM 184-Intro to MS PowerPoint

BIM 210-Internet

BUS 135-Fundamentals of Logistics

BIM 102-Document Formatting

BIM 130-Filing

Due to Program changes for Business Information Management and Account/Business, some classes were retired/not offered this past year and some are scheduled to be retired next year. BUS 135 has not been offered in a few years. This class was not able to be assessed due to this. BIM 102 was removed from the Business Information Management program and was not offered this last year and will be retired this coming fall. BIM 130 filing was also not offered this last year and will be retired this coming fall. BIM 130 was replaced with BIM 131 Records Management and will be assessed in the future. I also want to note, BIM 181-184 was previously required by the Accounting and Business programs but was removed and their students now take BIM 180 Introduction to Microsoft Office. These classes (BIM 181-184) will be offered in fall 2023 quarter but will not be offered again and will be removed from the schedule/retired due to changes that have been made in the programs. These changes were made as a result of working with our Advisory boards and working to meet industry needs. Below is a table showing the enrollment of those BIM classes. We can see except for BIM 110 that the enrollment is almost nonexistent for BIM 181-184. Enrollment in BIM 110 has done okay due to Ag students needing this class.

Enrollment

BIM 110	F-11	W-3	SP-7
BIM 181	F-3	W-0	SP-0
BIM 182	F-1	W-0	SP-2
BIM 183	F-1	W-3	SP-0
BIM 184	F-0	W-0	SP-0

Because of the changes stated above, I will only be assessing BIM 110 this year and BIM 210 for IO3-Human Relations/Workplace Skills: Students will be able to demonstrate teamwork, professionalism, and/or workplace specific skills.

When looking at the workplace skill of using Microsoft Office in my BIM 110 class, I had a total of 21 students the whole year. Of those 21 students 15 students received a passing grade in the class and the average grade for those 15 students was GPA of 3.58. I had one student who received a 0.0 in the class. We then had 5 students who withdrew from the

class. These five students who withdrew, withdrew to being in the wrong class. It was not due to being unsuccessful in the class. The students who truly worked in my class were very successful. This was due to changes we made this year and how our Canvas class was designed for our students. We moved more digital by having our students complete a Textbook Project that worked them through the book/chapter. They could then upload and submit this project in Cengage 3 times to improve their score and understanding of the Microsoft Office concepts. They then completed a simulation training in Cengage to reinforce what they learned from the chapter/textbook project. Once this was done, they would complete a review assignment to test themselves before they took their test. When testing, students needed to meet the minimum competency level of 85% or better and were successful overall. I am pleased with these results and will continue to assess and look for way of improvement just as we did this year.

For BIM 210-Internet we also assessing IO3. Student in this class learn concepts in the areas of Computer Basics, Internet Basics, How to Read a Webpage, Internet Safety, Printing and saving webpages, Blog Basics, Internet Explorer, Google Chrome, and Firefox. It is a two-credit class that is most often taken by program and non-program students as an elective. This class had a total of 54 students. Of those students I only had 3 students receive a 0.0 in my class because they did not show up or do their work at all. Two students withdrew from my class for unknown reasons. When looking at the students who worked in my class, students were successful at passing my class. The average grade was for the 49 students who passed my class was a 3.74. Students overall did extremely well. At this time, I would not change anything about the class.

What now? How will this impact the future of how you teach the course?

We are planning to continue what we are doing and making changes as we see a need but currently do not see any changes that need to be made. We will update our 7-year plan to reflect the updates that were made to classes.

Other changes or recommendations at the program or institutional level?

No changes at this time besides updating our 7-year plan to reflect the removal of old classes and adding of new classes.

Name: Sean Twohy

Institutional Outcome: 1. Communication

Program Outcome: 5: Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.

Courses: ENGL216;#247292

Course Outcome: 5: Demonstrate critical thinking skills by showing the relationship between technical aspects of filmmaking and the film's thematic content, and express these skills in writing and discussion

What problem are you attempting to address? Why did you do this assessment?

Students have been having trouble completing a discussion post assignment where they find a good quote from the textbook and use it to write about a film they watched on their own or in class. Many students find the first quote they can, located on the first page of the chapter. This quote is often vague and does not really address any specific technique in filmmaking. For example, in the chapter on lighting, the students might pull a quote that says "Lighting is very important to films". What I am hoping for is a quote about the way in which a specific lighting (like underlighting) has a specific outcome (eerie or ominous feel). While I explain this in detail in lectures, prompts, and feedback, students continue to tie vague quotes to the films.

What tools/measures did you use? What did you do?

In order to address this, I created a separate assignment (for credit) just for submitting quotes. My hope was that students would see the "finding a quote" part of the discussion post assignment as important and do a better job with it. For 2021-2022, I tracked the amount of quotes that came from pages one or two of a chapter. While these are not always the quotes that are weakest, they typically represent the lowest quality and generally signify the amount of time that a student puts into finding a quote. For 2022-2023, I added the quote assignment to the student workload. I compared the amount of quotes from pages one and two, between the two years.

What were the results?

I found that in 2021-2022, in 20 individual assignments, 64% of submitted discussion post assignments used a quote from the first two pages of a given chapter. In 2022-2023, 44% of submitted discussion post assignments used a quote from the first two pages of a given chapter. While these results do show great improvements, the emphasis placed on how to find good quotes and what to look for make me believe that the results could be better.

What now? How will this impact the future of how you teach the course?

What changes are you making to your course or program as a result of this assessment? Based on the results of the assessment, I am going to continue using the quote assignment. However, I am also going to change the separate quote assignment to be a group assignment. Finding a good quote is an important beginning to analyzing a film. If a student finds a weak quote, they also tend to have a weak analysis. My hope is that placing students in small groups will lead to collaborative techniques which will enhance the quality of the quotes—and thus the quality of the end products. Students can bounce ideas off of each other and increase the thought and time going into finding a quote. While I am sacrificing some originality by having students find quotes together, I will also be improving student engagement (as connected to the outcome of the 2021-2022 Assessment Report) by having students interact more with their peers.

Other changes or recommendations at the program or institutional level?

Student achievement of outcomes can be improved by holding students accountable at each step of the assignment process, but that may not be enough. Past assessment work has shown connections between holding students accountable for reading (through reading quizzes) and the increased outcome of students doing the reading, but

additional improvements may need additional social and procedural changes. More recent assessments have shown the benefits of having students work in groups to achieve a greater sense of engagement in the classroom, but that engagement may also reveal additional benefits—such as peer feedback and time spent on assignments.

Name: Sean Twohy

Institutional Outcome: 1. Communication

Program Outcome: 4: PO4 Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.

Courses: ENGL216;#247292

Course Outcome: 5: Demonstrate critical thinking skills by showing the relationship between technical aspects of filmmaking and the film's thematic content, and express these skills in writing and discussion

What problem are you attempting to address? Why did you do this assessment?

What did you do for your assessment and why? Since taking over instruction of this course, I have aimed to make the films I use be as diverse as possible. By diverse, I mean that I have made a conscious effort to ensure that most, if not all, films shown each quarter include main and supporting characters which are, in some way, typically marginalized in the film industry. This includes thinking about things like gender, race, sexuality, disability, age, etc. Very often, these issues were also at the forefront of the thematic content of the film. I wanted to see whether including diverse films was having a positive impact on overall course success rates. During the 2022-2023 school year, I disregarded diversity and just showed films that I thought best taught the cinematic technique or idea for the week (lighting, soundtrack, etc.).

What tools/measures did you use? What did you do?

Between 2019 and 2022, 80% of the films used for the course focused on a historically marginalized group or had a main character who was from a historically marginalized group. During the 2022-2023 year, the percent of films which had some focus on historically marginalized groups dropped to 60%--with Winter of 2023 down to only 2 out of 7 films (approximately 30%). I compared the drop in diverse films to overall success rates in the course.

What were the results?

Between 2019-2020, course success rates were at 91%. In 2020-2021, they dropped to 88%. In 2021-2022, they dropped to 75%. In 2022-2023, they dropped to 70%. More specifically, in Fall of 2022, success rates were at 80% and, in Winter of 2023, course success rates were at 62%. While the continual decrease in course success rates may be attributed to many things (Covid transitions, increased expectations, small sample size, etc.), the 18% decrease in course success between Fall and Winter of one year may indicate some sort of positive impact that diversity could bring to this course. As a side note, the course has a higher success rate, regardless of material, for non-white students, in three of the four years it has been taught by me. The success rate for men was higher during 2019-2020 and 2021-2022 but higher for women in 2020-2021 and 2022-2023.

What now? How will this impact the future of how you teach the course?

While the value of including diversity in materials has some obvious benefits to students, regardless of its immediate impact on course success, I would like to see whether there IS some sort of immediate benefit. The connection between course material and course success—both related to race/ethnicity and gender—is definitely something I am going to continue to keep an eye on. While it is too soon to know whether decreasing diversity in film selection has a negative impact on course success, it is something worth considering. Alternatively, it may also be the case that not every course needs to be a diversity course. While any HUM course should teach with a peripheral understanding the ways in which the historical marginalizing of certain groups has impacted everyone and everything, an introductory film course may not be the place to focus primarily on the social aspects of filmmaking—as it is intended to also introduce the forms and techniques of film. I hope to continue to keep an eye on these questions in the next few years.

Other changes or recommendations at the program or institutional level?

Too early to say.