

Big Bend Community College

2017 NWCCU Accreditation Ad Hoc Report

February 28, 2017

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Introduction

Big Bend Community College (BBCC) received a Year Seven accreditation visit in the fall of 2012. As a result of the visit, the college received two recommendations which read as follows:

1. The Evaluators recommend that the college ensure the alignment between the mission statement and the core themes – that the core themes “individually manifest” and “collectively encompass” the college mission statement (1.B.1), that the core theme objectives and verifiable indicators be sufficient to evaluate the accomplishment of core themes (1.B.2), and that the evaluation of programs and services be holistically informed by indicator data for each core theme objective (3.B.3, 4.A.4).
2. The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)

Between 2012 and the Mid-Cycle visit in the fall of 2015, Big Bend took several actions to improve its assessment of the student learning process. In 2012, the Faculty Assessment Chair implemented a “narrative” portion to the annual faculty assessment reports. The intent of this change was so faculty could more clearly explain their assessment work and its relationship to program and course outcomes. In 2013, a new Faculty Assessment Chair was elected who focused on trying to better define assessment outcomes and ensure faculty were assessing student learning outcomes at the course level as well as at the program and general education levels. Many of these assessments focused on benchmarks and overall assessment of course level success.

The college hosted a Mid-Cycle visit in the fall of 2015. As a result of the visit, the Commission requested that Big Bend complete an Ad Hoc report addressing recommendation #2 from the 2012 Comprehensive Evaluation and Report and host an evaluation visit that will focus on that recommendation.

After the Mid-Cycle visit, the assessment committee focused on involving Workforce Education faculty to improve their assessment of program outcomes. Additionally, the committee proposed changes to the General Education Outcomes so that they would also fully reflect the work being done in Workforce Education Programs.

In the spring of 2016, the Vice President of Instruction & Student Services accepted a position as President of another college. After conducting a competitive search, BBCC hired a new Vice President of Learning & Student Success who assumed his new role at the college in August 2016. The leadership change slowed progress on assessment of student learning work from the spring to fall of 2016. In fact, there have been significant administrative leadership changes within the college, which have collectively slowed some progress in the area of assessment. Since 2012, the college has hired a new president, all new vice presidents and two new deans. This is in addition to the regular turnover of faculty and staff positions. The magnitude of leadership change within the college has absorbed the attention of many faculty and staff as they adjust to new peers and leaders. However, the current team of instructional administrators and faculty are committed to improving the assessment of student learning process at the college.

Recommendation and Response

2. The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)

After reviewing the recommendation as well as the details of the Comprehensive Evaluation and Mid-Cycle accreditation reports, BBCC interprets this recommendation to mean that the college needs to enhance its assessment of learning efforts into a systematic process with three major characteristics:

1. Effective – The assessment process should be meaningful for faculty, so they use assessment data to “close the loop” by implementing instructional changes meant to enhance student learning based on what they learned from the data.
2. Regular – The college will consistently implement an annual cycle of assessment activities each year and allocate adequate time for faculty to complete assessment of student learning work.
3. Comprehensive – The assessment process will address the assessment of learning outcomes at the course, program, degree, general education and related instruction levels. Assessment results will be represented in the college’s Core Theme indicators, and assessment results will inform institutional planning and change.

In an effort to update the assessment of student learning efforts to meet the above criteria, the college developed a series of tasks to engage the faculty in updating the process. A description of each follows. The primary group leading this work is the Assessment Committee, composed of a faculty chair person, faculty representatives from each instructional division, the instructional and student services deans, Office of Institutional Research & Planning staff, and the Vice President of Learning & Student Success.

Task #1: Establish a shared understanding of assessment terms, learning outcomes, NWCCU standards, levels of assessment, how the assessment cycle should work, and the importance of assessment.

Progress to Date: Work on this task began with discussions in the Assessment Committee during the 2016 fall and 2017 winter quarters. The committee discussed the purpose of assessment and the assessment cycle, reviewed the relevant NWCCU accreditation standards and began to develop definitions for assessment-related terms. It quickly became apparent that committee members were not using the same vocabulary to describe assessment-related concepts, and the levels of understanding amongst committee members was very uneven. However, over the course of several meetings, the committee was able to come to agreement on how to interpret the accreditation standards as well as define key concepts and terms. A consistent focus during the discussions was to simplify concepts and the process in a way that is relevant to faculty. A tentative agreement was reached on the different topics and individual committee members were tasked with taking the definitions back to the faculty in their respective departments for review. They then brought feedback to the committee for further discussion. The committee chair began documenting the decisions into what will become an assessment handbook for faculty and will be used for faculty training (see Appendix A).

The college holds an in-service day during the fall, winter and spring quarters that focuses on professional development and shared governance activities for faculty. The 2017 Winter In-service was held on February 3. During the day, the Assessment Committee conducted an interactive training with the college faculty on the updated terms and approach to assessment.

Future Plans and Timeline: The Assessment Handbook will be completed by the end of the 2016-17 academic year with a draft ready for review at the 2017 Spring In-service scheduled for May 5. The Assessment Committee will conduct additional training on assessment concepts during the Spring In-Service. The Assessment Committee will also use the new handbook to help train new faculty next fall and for in-service day activities throughout each academic year.

In 2016, the college and faculty union negotiated updates to the faculty collective bargaining agreement. The updated agreement contains new language requiring the development of a faculty mentoring program for new full and part-time faculty. The college faculty and administration are working to put together the new mentoring program. One of the subjects covered in the mentoring program will be the college's assessment of student learning activities. The Assessment Handbook will be an important component in the mentoring process.

Task #2: Review and update General Education/Related Instruction and program/degree outcomes so they are all written as learning outcomes and simplified to represent a realistic and meaningful amount of work for faculty. Ensure the outcomes are consistently published on the college website, in the course catalog, and on program brochures.

Progress to Date: Two of the concepts reviewed by the Assessment Committee were General Education and Related Instruction. The committee made two key decisions that were supported by the faculty at large during the Winter In-Service meeting. First, the committee decided to combine General Education and Related Instruction outcomes into one set of learning outcomes applicable to both transfer and workforce education programs. This built on work completed in the 2016 Spring In-Service when faculty in workforce education programs developed an additional outcome in the area of human relations. Second, the committee decided to simplify the list of General Education outcomes. The college had six General Education/Related Instruction outcomes with 37 sub-outcomes! In practice, each sub-outcome was treated as its own outcome to be assessed and reported on. The committee viewed this as an unwieldy number of outcomes and too many to track and assess in a methodical fashion. The committee reviewed all the outcomes and developed five broad General Education/Related Instruction outcomes. These were presented to and adopted by the faculty at large during the Winter In-service. They were then adopted by the college's Instructional Council on February 6, 2017 (see Appendix B). (The Instructional Council has authority for managing and approving all instruction-related items, similar to a Curriculum Committee at other colleges.) All transfer faculty are tasked with updating their Master Course Outlines (MCOs) by June 1, 2017 to reflect the updated General Education/Related Instruction Outcomes and workforce education faculty are tasked with updating their MCOs by September 20, 2017 with the relevant General Education/Related Instruction Outcomes.

In the process of reviewing NWCCU accreditation standards and defining terms, the Assessment Committee wrestled with how to define the terms "program outcomes" and "degree outcomes" and place them within the college's assessment framework. After reviewing some different ways to interpret and apply the terms at BBCC, the committee decided that the terms are interchangeable and are referring to the same outcomes. An initial review of existing

program/degree outcomes showed that not all workforce education programs are reporting program/degree outcomes in their assessment reports, program/degree outcomes are not listed in the college catalog, nor are program/degree outcomes listed for all workforce education programs on the college website. Furthermore, for those programs that do list program outcomes, often the outcomes are not written as learning outcomes (see Appendix D). For instance, an outcome frequently listed is that graduates of a particular program will be employed in their field. Therefore, the Assessment Committee concluded that before addressing the needed changes in re-writing program outcomes, it was important to first generate some common understanding of assessment concepts amongst the faculty at large. Second, they needed to lead in revising the General Education/Related Instruction outcomes in an attempt to provide examples of learning outcomes that program/degree outcomes could be patterned after. Going through the process of updating the General Education/Related Instruction outcomes would also help build the expertise of Assessment Committee members so they will be better prepared to work with their peers in updating program/degree outcomes. The committee plans to use the 2017 Spring In-service as a time to focus on program/degree outcomes.

Future Plans and Timeline: As previously stated, faculty are working to update their Master Course Outlines to reflect the new General Education/Related Instruction outcomes. This work will be completed by September 30, 2017. Additionally, by fall quarter 2017, the college website and course catalog will contain the updated outcomes.

The college is undergoing a comprehensive review of program materials to identify 1) what program/degree outcomes have been articulated for each workforce education program and 2) where those outcomes are published. This will be completed before the 2017 Spring In-service. For the Spring In-service, the Assessment Committee is planning some training for the faculty on how to write learning outcomes that can be assessed. Workforce education faculty will receive copies of any existing program/degree outcomes and begin re-writing the outcomes for their respective programs. Updated outcomes will then be posted on the college website and included in relevant program materials by fall quarter 2017. They will also be published in the 2017-18 college catalog.

Task #3: Modify the annual assessment cycle and reporting of assessment activities in an effort to make it meaningful to faculty and help them “close the loop.”

Progress to Date: A review of assessment reports submitted by faculty illustrate an uneven understanding of the assessment cycle. Some faculty “close the loop” by explaining how they are making changes to their instructional practices based on an analysis of assessment results but many do not (see Appendix C). Some faculty in workforce education programs link the results to program/degree outcomes but many do not and few, if any faculty, draw a connection between assessment results and general education/related instruction outcomes. Some assessment reports contain other course or program information but do not report any assessment of student learning activities or data (see Appendix D). Members of the Assessment Committee realize that faculty must first understand the purpose of assessment, share a common assessment vocabulary, understand the assessment cycle, and have clearly articulated learning outcomes before they can implement any meaningful assessment activities, much less report on them. Conversations in the Assessment Committee and with individual faculty members confirm that most faculty have an intuitive understanding of assessment at the course level and are practicing sound assessment practices on a daily basis within their classrooms. However, assessment conversations become

confusing without a common vocabulary that uses terms found in the NWCCU accreditation standards and without a clear idea of the connection between course outcomes and program/degree or general education/related instruction outcomes. As a result, the committee has focused its efforts on first building a common conceptual understanding amongst the faculty as described in Task #1. The Assessment Committee has begun discussing the reporting process and forms in an effort to update the reporting forms so 1) it is more clear to faculty what they should report and 2) the form encourages faculty to “close the loop” by explaining how they made instructional changes based on what they learned from the assessment process.

Future Plans and Timeline: The Assessment Committee will discuss how to modify assessment reporting forms with the goal of sharing a modified process at the Spring In-service. The committee will solicit faculty feedback during the Spring In-service, further refine the process, and share it with the faculty at large during the Fall In-service in September 2017. Faculty will use the modified form to report assessment activities during the 2017-18 academic year, and the committee will make additional modifications as needed.

The Assessment Committee is also discussing how to schedule different assessment activities during the three in-service meetings held each year. Time needs to be allocated for ongoing training, discussion amongst faculty to analyze assessments and draw conclusions, develop plans for the upcoming year, and summarize results with next steps. Additionally, time needs to be set aside to focus on the assessment of general education/related instruction outcomes as well as program/degree outcomes. Finally, the schedule should include a rotation cycle that ensures all general education/related instruction and program/degree outcomes are assessed. The committee intends to develop a schedule to present to the faculty at large during the 2017 Fall In-service. Implementation of the cycle will begin during the 2017-18 academic year, and the committee will then modify it as needed.

Task #4: Represent assessment of student learning results in the Core Theme indicators and use assessment results to inform institutional planning and changes.

Progress to Date: The college is also in the process of updating its annual planning process with the ultimate goal of revising its strategic planning process. Work to improve the planning process is in response to the first recommendation received by evaluators in 2012. Currently, the college generates a “Monitoring Report” for each of the three Core Themes, once per year. For each report, the college collects, analyzes and reports indicator data for the applicable Core Theme to determine Core Theme fulfillment and guide planning for the upcoming year. The reports are ultimately shared with and approved by the Board of Trustees. The process of developing the reports is collaborative and solicits input from across the institution, including from faculty. The process results in a summary and an interpretation of core theme indicator data, a summary of progress made from the prior year, a list of actions the college plans to take in the upcoming year, and an evaluation of the college’s efforts in meeting that portion of its mission. College employees are in discussions about how to refine the process in a way that 1) better aligns indicators with each Core Theme and its related objectives; 2) ensures the indicators are adequate to inform department work plans, institutional strategic efforts, and determine Core Theme fulfillment; and 3) clarifies how the college uses the report to inform decisions and planning.

The Core Themes of “Excellence in Teaching and Learning” and “Student Success” each have an indicator referencing the assessment of student learning report. Currently, the college does

not have in a place a coherent strategy for incorporating assessment of student learning data into the Monitoring Reports for those Core Themes in a way that informs decision making. However, until some of the items mentioned in Tasks #1-3 are addressed, the usefulness of the information contained in the assessment of student learning report will be marginal.

Future Plans and Timeline: Over the next year, the Vice President of Learning & Student Success in partnership with the college President, other senior administrators and the Institutional Research & Planning staff, will work with the college community to improve the institutional planning process. This work will include updating some of the Core Theme indicators including those referencing assessment of student learning data. The college has a goal of establishing a clearer annual planning and monitoring report process by the spring of 2018. The updated process will be fully implemented during the 2018-19 academic year.

Meanwhile, the Assessment Committee will work to determine how to represent assessment of student learning data in a way to inform department and institutional planning through the Core Theme monitoring reports. As progress is made on Tasks #1-3 in 2017-18, the college anticipates having quality data to include in the 2018-19 Core Theme monitoring reports. This enhancement will then incorporate assessment of student learning data directly into the college's annual reporting and planning process.

Concluding Statement

As this report illustrates, Big Bend is taking concrete steps to ensure that its assessment of student learning efforts are Effective, Regular, and Comprehensive. The college has identified four specific and related tasks and is making progress on each one with a timeline for completion and implementation. By following this timeline, the college expects to implement an updated assessment process at least two years prior to the next comprehensive visit, scheduled for 2020. This will allow the college to provide adequate examples to illustrate how faculty are engaged in assessing student learning and how the institution is using the resultant data to “inform academic and learning-support planning and practices that lead to enhancement of student learning achievements.” The college expects to be in full compliance with the relevant standards by the 2020 visit.

Appendix A

BBCC Faculty Assessment Handbook (DRAFT)

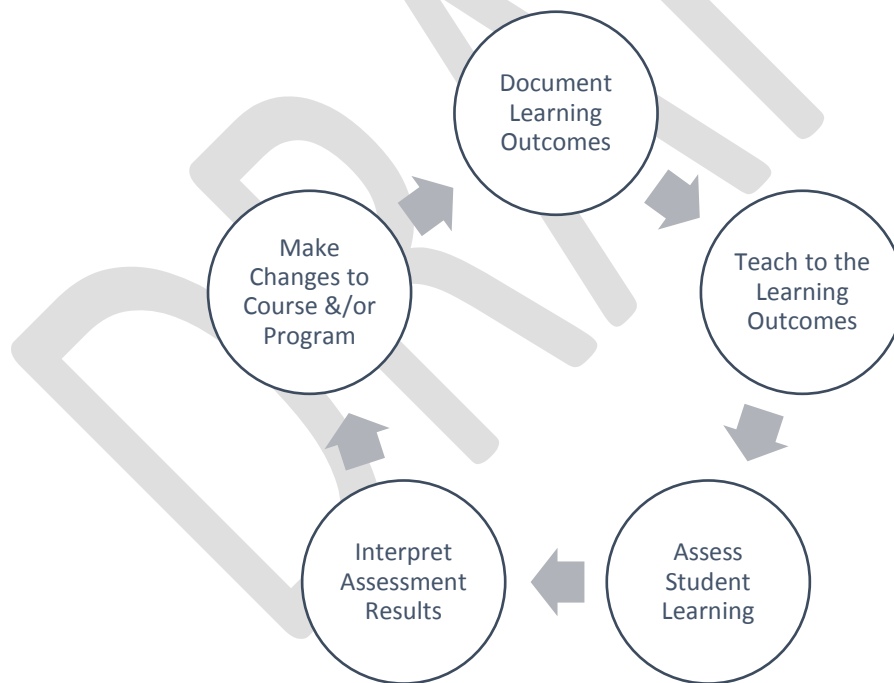
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Assessment at Big Bend Community College

Welcome to Big Bend Community College. Assessment is part of your job while you are here. What is the purpose? Assessment provides continuous instructional improvement. It needs to be meaningful and not simply a check box activity. When we assess a learning outcome it needs to be connected to a bigger question or initiative. Further, assessment data should be meaningful and inform instructional decisions. Assessment is a part of regular faculty duties and this manual will help explain the process and reasoning behind the documentation of what has been assessed. With assessment we can produce positive change for students on campus. Accreditation standards need to be addressed but effective, regular assessment for the purposes of continuous instructional improvement should also cover accreditation standards.

Assessment of Student Learning Cycle

At Big Bend Community College we aim to “close the loop” in our assessment. This means we hope to make our assessment meaningful and informative to what we do as educators. We expect to make some change to or draw conclusions about our program/course as a result of our assessment. We may even support or encourage change at an institutional level based on what we discover through assessment. The figure below represents our “Assessment Cycle” and encourages us to ask the question – So what?



You have done your required assessment. SO WHAT?

Besides simply filling in boxes or forms we need to ask what our assessment results mean and whether we need to make changes based on what we learned. Do assessment results suggest you need to make changes to your lesson plans or assignments, course sequences, scope and sequence of your course, pre or co-requisites, placement, support services, how you teach a particular concept, the need for additional learning supports, how to better integrate technology

into your teaching? Do results suggest you need to change your Student Learning Outcomes at a course or program level? Does your MCO still reflect what is being covered in your course? Do results fit in line with Program/Degree, General Education/Related Instruction Outcomes? Do we need to make changes at an institution level?

The above are all relevant questions to ask after your assessment. There may also be others. Overall, if you are showing comprehensive assessment where you draw some conclusion or take a next step based on your findings, then you are likely “closing the loop” and conducting successful assessment.

In the examples below you can see where one department has drawn final conclusions on their assessment cycle and two departments are still working on completing the full assessment cycle “loop”.

Department: Criminal Justice		Annual Assessment	
		Year: 2015-2016	
COURSE	COURSE/STUDENT OUTCOME	TOOLS USED TO COLLECT DATA	RESULTS
CJ 101	75% of students will be able to identify the organizations and agencies making up the CJ System and how they work together.	Case Study and Instructor generated exams	88% of students completed the project with a 2.0 or better. 84% of students successfully passed exams with a 2.0 or better.
DEGREE OUTCOME	GEN ED OUTCOME (4): 4. Students will be able to gather and interpret information.		
MULTI YEAR TREND	<p>15-16: 90% of students were able to identify the organizations and agencies of the CJ system through project completion. Only 84% were able to achieve 2.0 on exams.</p> <p>14-15: 88% of students were able to identify the organizations and agencies of the CJ system. 82% were able to achieve 2.0 on exams.</p> <p>13-14: 89% of students were able to identify the organizations and agencies of the CJ system through project completion. Only 66% were able to achieve 2.0 on exams.</p>		

CJ 101: In Fall 2104 several changes were made to the Intro to CJ courses. First, the Duncan project underwent major revision. The project was streamlined and all extra credit was removed. Over a 3 year period, students performed consistently on this project both before and after the changes. The revisions have stream-lined the project for students and instructors and have made the impact on their learning more noticeable. Anecdotally, we hear students continuing to discuss the Duncan case in their other CJ classes.

Second, there was a new textbook used as well as a change to course delivery in Fall 2014. All sections of CJ 101 were flipped with mini lectures on content watched at home by students and class time was for lecture review and discussion about the chapter topics or current events. This flipped model was more enjoyable for students and for the faculty teaching the course. Further the performance on the exams seems to have improved each quarter and improved dramatically from the pre-flip to post-flip. Overall grades improved for the course as well from 3.13 (Fall 2013), 3.31 (Fall 2014), to 3.56 (Fall 2015).

This example shows a closed assessment cycle with conclusions drawn from their data and course changes implemented.

Annual Assessment

Aviation Maintenance Technology

Year 2015-2016

DEPARTMENT	OUTCOMES	TOOLS TO COLLECT DATA	RESULTS
AMT – 2 (PO)	Of all AMT students completing any FAA written exams, what is the subject matter codes that are most frequently missed?	FAA Airmen knowledge test report	Identified 10 areas out of 274 which were missed by more than 60% of students.

The AMT instructors also looked at the percentage of students completing the FAA written exams for find any subject areas that more the 60% of the students had trouble in. By reviewing the FAA written test results, and screening the subject codes we found that of the 274 different required subject areas only 10 were missed by more than 60% of the students. As a result of this finding the AMT instructors will enhance the theory and lab instruction in these areas.

This example demonstrates an in process cycle where the next step would likely be to review the 10 areas, make changes to specific curriculum and see if there are improved results after changes are made.

Annual Assessment

Department: Computer Science

Year: 2015-2016

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
CS 111 Intro to Programming	Upon completion of the course, 75% of students will demonstrate the ability to create a computer program using variables, selection structures, loops, arithmetic computations, and modularity. A score of 80% or higher will be considered adequate demonstration. (SLO,PO)	Final Exam	11/27 = 41% passed the final exam with an 80% or higher. This is the combined data from Fall 2015 and Spring 2016.

Intro to Programming: The students were assessed in their Final Exams where they had to demonstrate the ability to write a computer program with the features listed above. Their performance was graded by the instructor. If we consider an 80% as success, then this goal was not met. The course was taught twice, during Fall 2015 and Spring 2016. Only 41% of students passed the assessment with an 80% or greater, which is down from the year before. Not sure what happened, perhaps I made the exam too difficult. We did have SI leaders helping out, which did help some. Now What? Not really sure what to do about this one.

This example also demonstrates an in process cycle where the next step would likely be to review changes and overall curriculum to see if the material was at the appropriate level for student learning. Perhaps more mini assessments of student learning could occur during the quarter to try to pinpoint difficult material.

Assessment Definitions

Below are definitions for the accreditation terms that we feel are generalizable across the institution as students complete their education at Big Bend. They are hierarchical and students should complete many course learning outcomes on the way to completing their Program/Degree at Big Bend Community College (AAS, AA&S, AS-T, etc.). Students should also have encountered all of the five General Education/Related Instruction Outcomes by the time they finish their degree. The specific Course, Program/Degree, and General Education/Related Instruction Outcomes can also be found in Big Bend Community College materials listed below. In each row, the outcomes created should be the same in every place they are required to be listed.

Type of Outcome	Definition of Student Learning Outcomes	Where they can be found
Course Learning Outcome	<ul style="list-style-type: none"> ■ Discrete skills or knowledge that a student will master while taking a specific college course. ■ A learning outcome is what the student will know or be able to do as a result of taking the course. 	MCO, Syllabus
Program/Degree Learning Outcome	<ul style="list-style-type: none"> ■ Broad sets of skills or knowledge that students will be able to show or demonstrate as a result of taking a set of courses and/or completing a degree/credential. ■ These outcomes are broader, fewer, and perhaps more abstract than individual course outcomes. 	MCO, Catalog, Website, Program Materials
General Education/Related Instruction Learning Outcome	<ul style="list-style-type: none"> ■ Overarching behaviors, knowledge, or skills that students will be able to show or demonstrate after taking BBCC courses in different areas. ■ These outcomes are broad, cross curricular, and embedded in the requirements of the degree. ■ AAS degrees and certificates of 45 credits or more include outcomes in the areas of Human Relations, Communication and Computation. 	MCO, Portal, Catalog, Assessment Site, Website, Program Materials

General Education/Related Instruction Outcomes

In February 2017 the faculty voted to change our General Education Outcomes. The current General Education Outcomes are listed below. During the outcome revision it was also decided that the General Education Outcomes were general enough that they could also be applied to the Related Instruction Outcome areas of Communication, Computation, and Human Relations. Both Transfer and Workforce Education faculty can benefit from these outcomes and should try to include them on their Course Master Course Outlines (MCOs) where appropriate. On the MCOs they should be listed after Student Learning Outcomes and before the Course Content Outline. The five General Education/Related Instruction Outcomes are listed below:

1. Students will be able to communicate clearly and effectively.
2. Students will be able to reason mathematically.

3. Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.
4. Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.
5. Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.

Below are two activities that will help you become familiar with our General Education/Related Instruction Outcomes and will help you apply them to your specific courses and department materials.

General Education/Related Instruction Activity

- 1) We need to close the assessment loop. Using one course MCO, Syllabus, and assignment try to answer the following questions:
 - a) Can the outcomes listed in your MCO be linked to any of the proposed General Education Outcomes?
 - b) Are the course outcomes listed in your MCO provided to your students in your syllabus or any class materials?
 - c) Look at the assignment(s) you brought. Which course outcomes does your assignment(s) specifically address? (It doesn't have to address all of an outcome if it is a multi-part assignment or task.)
- 2) Which proposed General Education Outcome(s) could you apply to courses or programs in your department?

Writing a Good Learning Outcome*

* Modified from "Learning Outcomes: Learning achieved by the end of a course or program" by Shirley Lesch, George Brown College.

<http://liad.gbrownc.on.ca/programs/InsAdult/currlo.htm>

What is meant by Learning Outcomes?

Think for a moment about a course or training session with which you are currently involved. Identify one skill that you think would be essential to know or do by the end of this learning period. If you were able to do this, then you are beginning to construct a learning outcome.

Definition of Learning Outcomes

Learning outcomes are statements that describe significant and essential learning that students have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Spady, (1994), an educational researcher who spearheaded the development of outcomes based education, suggests that the ability *demonstrate* learning is the key point. This involves a performance of some kind in order to show *significant* learning, or learning that matters. He claims that significant content is essential, but that content alone is insufficient as an outcome.

Rather, knowledge of content must be manifested through a demonstration process of some kind.

An outcome statement that incorporates this knowledge within a performance demonstration might include:

- The learner will have demonstrated the ability to make engine repairs on a variety of automobiles.

In the above statement, the ability to make engine repairs implies that the person has the requisite knowledge to do so. Performance statements include higher level thinking skills as well as psychomotor skills.

Spady, also addresses the context or setting in which the performance demonstration occurs. He suggests a range of performance contexts from that of demonstrations of classroom learning to those which involve living successfully in the larger society. Thus, his highest level outcomes refer to generic skills such as the preparation of learners to be problem solvers, planners, creators, learners and thinkers, communicators etc., regardless of subject areas studied.

Learning outcomes refer to observable and measurable

- *knowledge*
- *skills*
- *attitudes*

Characteristics of Learning Outcomes Statements

Learning outcomes should:

- reflect broad conceptual knowledge and adaptive vocational and generic skills
- reflect essential knowledge, skills or attitudes;
- focus on *results* of the learning experiences;
- reflect the desired end of the learning experience, not the means or the process;
- represent the *minimum* performances that must be achieved to successfully complete a course or program;
- answer the question, "Why should a student take this course anyway?"

Learning outcomes statements may be considered to be exit behaviors.

Background and Context for Development of Learning Outcomes

Learning outcomes reflect a movement toward *outcomes based learning (OBL)* in elementary, secondary, and post secondary educational systems throughout North America, and beyond. This movement is, in turn, influenced by public pressure to ensure a greater accountability and consistency within educational systems. Through the creation of outcomes statements, and the evaluation of learner performance in relation to those statements, it is believed by some that a more accountable educational system will result.

Outcomes-based education is thought to provide greater:

- consistency - in course offerings across the educational system

- accountability - expectations for learning are clearly stated, and frequent assessment processes help both educator and student identify progress toward meeting the outcomes
- accessibility - clearly defined outcomes enable learners to demonstrate achievement of those outcomes through prior learning assessment processes

College Context

In the college system, learning outcomes are written at the:

- COURSE level
- PROGRAM/DEGREE level
- GENERAL EDUCATION/RELATED INSTRUCTION level

LEARNING OUTCOMES in the college system may express

- Skills
- Knowledge
- Behaviors

Guidelines for Writing Learning Outcomes

Learning Outcomes written at the *course* level should:

- State clear expectations.
 - Learners know what they have to do to demonstrate that they have achieved the learning outcomes.
- Represent culminating performances of learning and achievement.
 - This means the highest stage of development, or exit, end performance.
- Describe performances that are *significant, essential, and verifiable*.
 - Performances can be verified or observed in some way and that they represent more than one small aspect of behavior. Also, performance is considered to be essential for success in the course.
- Preferably state only ONE performance per outcome.
- Refer to learning that is *transferable*
 - The learning can readily be transferred from a class to a work place environment, or from one workplace environment to another, etc.
- Not dictate curriculum content.
 - There could be a number of different ways to achieve the outcome.
- Reflect the overriding principles of equity and fairness and accommodate the needs of diverse learners.
- Represent the minimal acceptable level of performance that a student needs to demonstrate in order to be considered successful. (Source: Guidelines to the Development of Standards of Achievement through Learning Outcomes, 1994. College Standards and Accreditation Committee)

Learning Outcomes written at the *program/degree* level should:

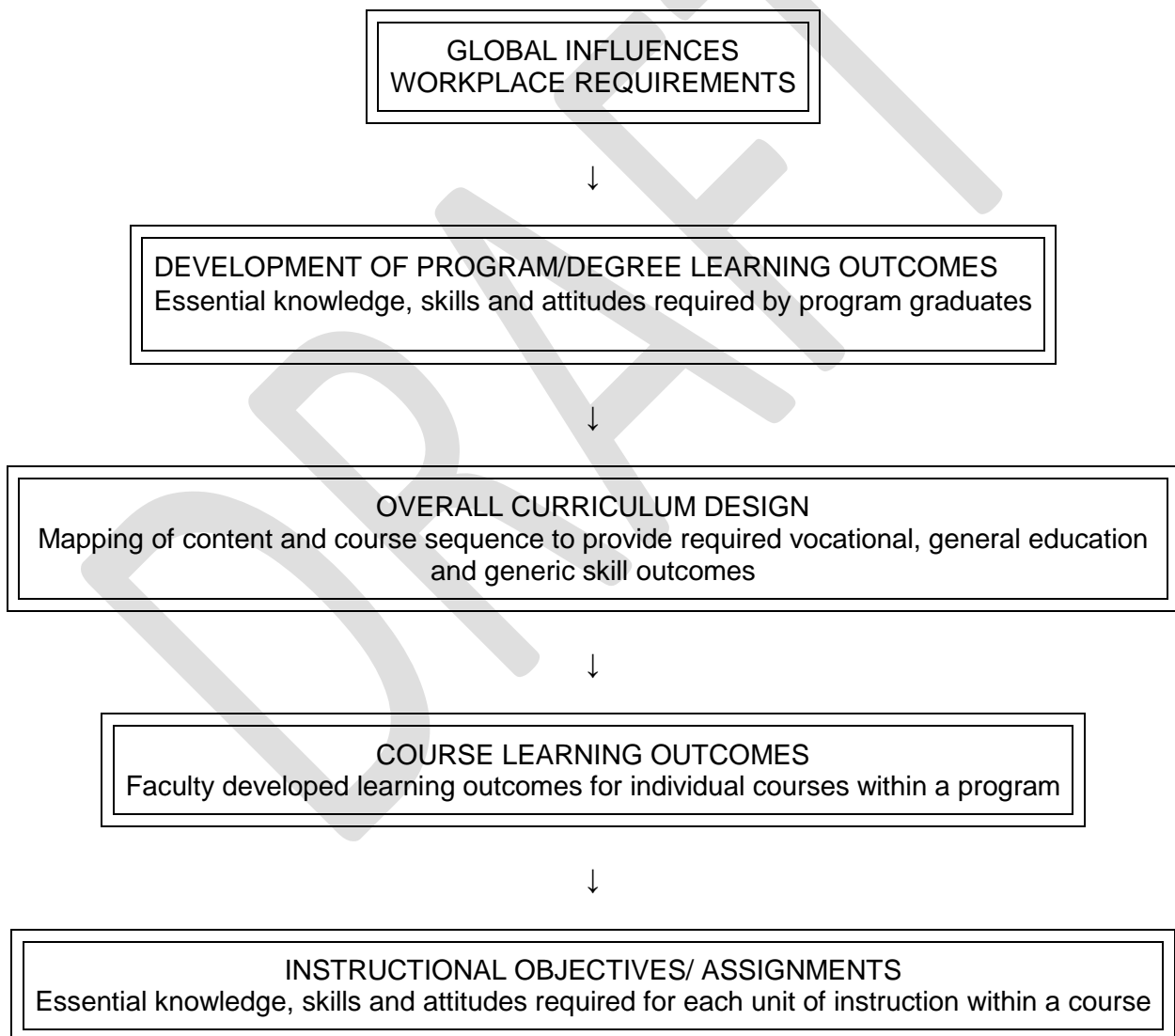
- Be broader, fewer and perhaps more abstract performance expectations compared to the course level outcomes.

- Reflect performance requirements seen as a culmination of several courses or completion of a program/degree.

Learning Outcomes written at the *General Education/ Related Instruction* level should:

- Reflect overarching behaviors, knowledge, or skills that students will be able to demonstrate after taking BBCC courses in different areas.
- Be broad, cross curricular, and embedded in the requirements of the degree. Not just related to specific area of study.
- Be relevant in degrees or certificates of 45 credits or more.

Overview of Learning Outcomes Structure in Community Colleges



Anatomy of Learning Outcomes

Learning Outcome statements may be broken down into three main components:

- an *action word* that identifies the performance to be demonstrated;
- a *learning statement* that specifies what learning will be demonstrated in the performance;
- a broad statement of the *criterion* or standard for acceptable performance.

For example:

ACTION WORD (performance)	LEARNING STATEMENT (the learning)	CRITERION (the conditions of the performance demonstration)
Applies	principles of asepsis	when executing psychomotor skills
Produces	documents	using word processing equipment
Analyzes	global and environmental factors	in terms of their effects on people

(Source for categories: Developing Learning Outcomes Self-Study Guide, Humbler College of Applied Arts and Technology, March, 1996)

Performance Elements

Learning outcomes statements can be supported by the inclusion of *performance elements*. Performance elements or indicators as they are sometimes called, provide a more specific picture of an ability. They define and clarify the level and quality of performance necessary to meet the requirements of the learning outcome. In effect, the elements are indicators of the means by which the learner will proceed to satisfactory performance of the learning outcome. That is, they help to address the question, "What would you accept as evidence that a student has achieved a certain level, or is in the process of achieving the outcome?"

(Source: Generic Skills Learning Outcomes for Two and Three Year Programs in Ontario's Colleges of Applied Arts and Technology. The College Standards and Accreditation Council, May, 1995)

For example, suppose you have the learning outcome "Applies analytical skills when addressing contemporary social issues."

Some performance elements might include:

- identifies assumptions underlying various points of view
- presents a cogent argument with supporting evidence.

Verbs to avoid when writing learning outcomes include:

Appreciate, Enjoy, Know, Realize, Be aware of, Perceive

These words are vague and abstract. There is really no way to concretely assess them.

Some common verbs that I have seen included in learning outcomes include the following:

Use, Develop, Analyze, Express, Evaluate, Organize, Create, Write, Plan, Apply, Produce, Implement, Compile, Incorporate, Construct

CHECKLIST FOR INTEGRATION OF LEARNING OUTCOMES

- I know what the learning outcomes are for my course and program.
- I have designed learning activities and resources which reflect the learning outcomes.
- I have designed assessment/evaluations with feedback opportunities for students. The evaluation strategies reflect the learning outcomes.
- When necessary, course learning outcomes have been developed in consultation with program advisory committees, and groups of other faculty; not by individuals working in isolation.
 - Since learning outcomes reflect the present and anticipated future needs of society, their development is most sound when there is discussion and input from a variety of sources.
- Course learning outcomes dovetail with program learning outcomes for the program in which I am working.
- Some learning outcome statements may receive more weighting or importance within a course than others. This differential course weighting would be reflected in the percentage of a course grade attached to each outcome.

Appendix B

NEW BBCC General Education/Related Instruction Outcomes

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NEW General Education/Related Instruction Outcomes

Approved by Instructional Council on 2/6/17

1. Students will be able to communicate clearly and effectively.
2. Students will be able to reason mathematically.
3. Students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources.
4. Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.
5. Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.

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Appendix C

Sample Assessment Reports

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Annual Assessment

Department: Biology

Year: 2015-2016

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Biology – 1	75% of students enrolled in BIOL& 241 or BIOL& 260 will state that BIOL& 211 prepared them very or moderately effectively for their current course.	Biology Student Assessment Survey collected at quarter's end in BIOL& 241 and BIOL& 260	97% of students enrolled in BIOL& 241 or BIOL& 260 will state that BIOL& 211 prepared them very or moderately effectively for their current course
Biology – 2	75% of students in BIOL& 241 or BIOL& 260 who completed BIOL& 211 at BBCC with a grade point of 2.0 or better, will achieve at least a 2.0 in those classes.	Compare database of BIOL& 211 grades to database of BIOL& 241 & BIOL& 260 grades.	80.9% of students who successfully completed BIOL& 211 at BBCC, successfully completed BIOL& 241 or BIOL& 260. (Of the students who did not successfully complete BIOL& 241 or BIOL& 260, 100 % repeated or received below a 2.5 in BIOL& 211.) 100% of students who successfully completed BIOL& 211 at BBCC with a 2.5 or better, without repeating, also successfully completed BIOL& 241 or BIOL& 260.
Biology – 3	75% of students enrolled in Biology courses will achieve selected General Education Outcomes.	Selected assignments/ tests in selected biology courses.	14 classes were evaluated; 81.6% of students achieved selected outcomes.
Biology – 4	75% of students enrolled in Biology courses will achieve selected Student Learning Outcomes.	Selected assignments/ tests in selected biology courses.	5 assignments or tests were evaluated; 79.2% of students achieved the stated student learning outcomes.

Biology Department Annual Assessment 2015-2016 Narrative

The BBCC Biology Department provides courses and training for university and college transfer, for students transferring to a variety of professional-technical areas such as the BBCC Nursing Program, and to give students current and accurate information by keeping abreast of rapidly changing information and technology; further the Biology Department strives to give students a background that allows them to understand and assess biological issues as they affect society. To accomplish this overall mission, Biology Department faculty seek to (1) teach effectively and provide an environment conducive for learning, (2) develop and update courses and curriculum that become the content foundation of student future success in the biological sciences, (3) keep up with current trends and developments in science and instructional pedagogy, and (4) assess biology courses to accomplish and maintain our stated goals. The outcomes included in our Biology Department Annual Assessment 2014-2015 focus on these four points.

Biology Outcome 1, “75% of students enrolled in BIOL&241 or BIOL&260 will state that BIOL&211 prepared them moderately or very effectively for their current course”, and Biology Outcome 2, “75% of students in BIOL&241 or BIOL&260 who successfully completed BIOL&211 at BBCC, receiving a grade point of 2.0 or better, will successfully complete BIOL&241 or BIOL&260 (with a 2.0 grade point or better)” focus on our goal to develop and update courses and curricula that provide a strong content foundation that helps students to succeed in future courses. 97% of students enrolled in BIOL& 241 or 260 stated that BIOL& 211 prepared them very effectively or moderately effectively for their current course. This exceptional result validates our goal to help students succeed.

As we have tracked student grades in successive courses, 80.9% of students with BIOL&211 grades of 2.0 or more were successful in their next biology course, BIOL&241 or BIOL&260.

Of the students that did not succeed in a higher level course, 44.4% had achieved a 2.4 or less in BIOL&211, the prerequisite course, and 88.9% repeated BIOL&211 to earn the required 2.0 or above. These percentages accounted together represent 100% of the unsuccessful students in BIOL&241 or 260 that also took BIOL&211. These students clearly struggled in BIOL&211, continuing to struggle even when they repeated the course. Looking further at the successful students, 100% of students scoring a 2.5 or higher without repeating BIOL&211 were successful in the later courses. It is most clear that repeating BIOL& 211 is not the best solution unless those students elevate their scores greatly above the minimum required 2.0 level.

This year, the percentage of BIOL&211 successful students that were successful in BIOL&241 or 260 increased. We raised the percentage required to receive a 2.0 and we were able to have SI for all sections of BIOL&211. We have stressed the need to exceed the minimum prerequisite grade for the subsequent biology courses.

Our challenge has been the success rates in BIOL&211. It is clear from reviewing the specifics of the students unsuccessful in BIOL&241 or 260 that repeating BIOL&211 is not a great strategy for success. Students come into BIOL&211 with their chemistry prerequisite but have little or no biology background for this upper level biology course. For many, this lack of biology background sets them up to fail. In the spring of this year, we changed the MCO to require a biology course, BIOL&100 or BIOL 104, as a prerequisite. This becomes fully effective Winter Quarter 2017. We are hoping that the success rates will improve with the added biology preparation.

Biology Outcome 3, “75% of students enrolled in Biology courses will achieve selected General Education Outcomes,” focuses on the larger picture of General Education Outcomes. Fourteen classes were evaluated and 81.6% of students achieved the criteria.

Student groups in three sections of BIOL& 211 were evaluated for General Education Criteria: 3f, Follow directions and fulfill the expectations of the assignment. 76.5% of the student lab groups

achieved the selected criteria. It should be noted that this lab, Lab 6, Enzyme Activity in the Mitochondria, is one of the most difficult and detail-oriented labs; lab data clearly reflects when students did not follow all lab protocols.

Students in eight sections of BIOL& 100 were evaluated for General Education Criteria: 3f, Follow directions and fulfill the expectations of the assignment. 84.7% of the students achieved the selected criteria.

BIOL& 242 was evaluated for the General Education Criteria: 3a.-f. Solve problems combining and applying knowledge from multiple sources; 4d. Make comparisons and draw contrasts and 4d Access multiple sources of information. An average of 79% of students in two sections of BIOL& 242 achieved these selected criteria using a lab report on Respiratory System Mechanics as the selected assignment.

BIOL& 260 was evaluated for Gen Ed Outcomes 3c. Draw logical conclusions, 3e. Recognize extraneous information; 3f. Follow directions and fulfill the expectations of the assignment; and 4d. Access multiple sources of information. 77% of students in BIOL& 260 achieved these selected criteria using a lab report on throat cultures as the selected assignment.

Biology Outcome 4, “75% of students enrolled in Biology courses will achieve selected Student Learning Outcomes.” Five assignments or exams were evaluated within BIOL& 100 and BIOL& 241 classes and 79.2% of students achieved the criteria.

Students in three sections of BIOL& 100 were evaluated for selected Student Learning Outcomes: 3 and 6 which are “Define what a cell is and describe cell structure and membrane structure,” and “List the events that occur during each phase of mitosis,” respectively. 74.5% achieved Learning Outcome 3 and 84.3% achieved Learning Outcome 6 based on scores from final exams. Follow directions and fulfill the expectations of the assignment. 84.7% of the students achieved the selected criteria.

Biology 241 students were evaluated on the course objective to “demonstrate a detailed understanding of cell chemistry and metabolism, and their relationship to health and disease”. Students averaged 79% on questions pertaining to this objective on their final exam.

Annual Assessment

Department: Foreign Language

Year: 2015-2016

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Foreign Language	75% of Spanish 122 students will demonstrate the ability to translate a section of a 1 st year Spanish novel by scoring 75% or higher on a translation exam.	Instructor generated final exam translation requirement.	76% of Spanish 122 students demonstrated the ability to translate a section of a 1 st year Spanish novel with a score of 75% or higher.
Foreign Language	75% of Spanish 121 students will demonstrate the ability to write a composition of at least 100 words in the target language upon completion of Spanish 121. Gen Ed Outcome 1a, 1b	Instructor generated final exam.	Expected outcome achieved. 95% of Spanish 121 students demonstrated the ability to write a unique composition in the target language with a score of 85% or higher.
Foreign Language	Students in Spanish 121, Spanish 122 and Spanish 123 will demonstrate recognition of cultural differences between the English-speaking world and the Spanish-speaking world as well as the cultural diversity within the Spanish-speaking world. 70% of students will achieve a 75% or higher on “culture quizzes.” Gen Ed Outcome 5a-d	Instructor generated assessments based on cultural points as presented in the class required text “The Hispanic Way.” *changes made to weight of Cultural Knowledge component in final grade computation; reinforcement of importance of cultural knowledge for all students.	1. 76% of Spanish 121 students received a score of 75% or higher on c culture quizzes. 2. 70% of students enrolled in Spanish 122 received a score of 75% or higher on culture quizzes. 3. 85% of students enrolled in Spanish 123 received a score of 75% or higher on culture quizzes.
Foreign Language	Spanish 123 students will demonstrate recognition of the past tense conjugations of –ar, -er and –ir verbs.	Instructor generated grammar quiz.	1. 81% of students scored 85% or higher on grammar quiz requiring recognition past tense verb conjugations in all Spanish verb groups.

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS

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

Assessment tool #1 (Translation assignment): 76% of students met the desired outcome of receiving 75% or higher on a Translation assignment of a first year Spanish novel. This is slightly lower than in past years. Looking at the averages of four translation assignments it was found that on the first two translation assignments over 90% of the class received 75% or higher score. Later assignments showed that a much lower average was achieved by students. It seems likely that as the quarter progressed students were becoming busier and made decisions on which assignments they could afford to spend more time on and still achieve the desired grade. I will be monitoring this scenario during the 2016-2017 year to see if this pattern holds true or if the lower scores were simply an anomaly.

Assessment tool #4 (Grammar Quiz): This was the first year I have used this assessment. I was unhappy with the wording in the original plan as it did not specify a “successful” score on this assessment. I will be changing plans for 2016-2017 school year to indicate a more specific goal for this assessment. I do however, feel that this quiz demonstrated a successful recognition of Spanish grammar. An average of 81% of students scored 85% or higher on the quiz. However, that average was skewed low by 3 significantly lower scores: two of 65% and one of 32%. In actuality 12 students scored 90% or higher and 10 students scored between 80-89%.

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Appendix D

Sample Program Outcomes and Program Assessment Reports

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Automotive Technology Program Outcomes for Students completing an Associate Degree

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

Annual Assessment Results

Department: Automotive

Year: 2015-2016

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Automotive	75% of students who earned certificates, degrees, or 45 technical credits will be employed in the auto or related industry.	Employment Data from yearly survey.	100% of students surveyed are employed.
Automotive	Work to increase the number of students who take the ASE certification exams by use of the new student tests. This will decrease travel and costs.	Results from on-campus testing.	On-campus testing was not performed last year, but is being instituted this fall.
Automotive	Encourage students that are working toward a non-degree or certificate option to apply for the certificates prior to completion.	Number of certificates created for students.	Approximately 100 certificates were printed and distributed.

We are pleased with employment data which is always a good indicator of success. Students surveyed were all employed in the area.

Preparation for on-line on-campus testing was not completed in time for students to take advantage of the two testing windows available in the fall and spring. A lot of hands are required to coordinate the testing with administration, instructor inclusion, and proctoring

Although a great deal of time is required to prepare required paperwork and then create the certificates, John placed certificates in the hands of most of the first year students, particularly those who may not be returning for second year. This is also an indicator used for Perkins funding.

Continuing forward, it seems to make sense to include all second year students for certificates as well as first year for simple data (who received one who did not) and to maintain access to Perkins funding.

Student ASE testing will provide continent-wide industry certification. The ASE certifications do have an expiration, however.

Early Childhood Education Program Outcomes for Students completing an Associate Degree

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

Annual Assessment

Department: Early Childhood Education

Year: 2015-2016

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
Early Childhood Education	Fill at least one out of two vacancies on ECE Advisory Committee with members from industry. (PO)	<p>Asked members to recruit at ECE advisory committee meeting on 10/22/15.</p> <p>Also, sent out e-mails inviting other industry members to participate.</p>	<p>Filled vacancy with Angela Weber, BBCC LC Child Care Center Manager.</p> <p>Also, had representation from Child Care Aware, DEL, MLSD, Inspire Development Centers and FSGC throughout year.</p>

DEPARTMENT/ COURSE	OUTCOMES (Include related Gen Ed Outcome – If Any)	TOOLS USED TO COLLECT DATA	RESULTS
	Students seeking their Initial Certificate will have the necessary skills to pass their state-wide credential on the first try. (SLO)	Institutional Research data	41 students successfully completed their Initial Certificate in 15-16.
	At least 50% of students who complete their Initial Certificate and/or an AAS degree in 15-16 will obtain a job in the industry. (PO)	Contacted industry partners to confirm employment	Of the 21 students who completed their Initial Certificates in 15-16, 19 were either already employed, or became employed after they completed their certificate (90% employment rate). Of the 14 students who completed their AAS in ECE degrees, all 14 were either already employed, or become employed after they completed their degree (100% employment rate).

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

1. Our ECE advisory committee has solid representation from the industry. We have had anywhere from 6-8 members attend meetings on a regular basis. They provide feedback on curriculum, share what projects their agencies are working on, community events, and program wants and/or needs. Although we have solid representation from employers, I would like to get a student back on the committee next year. I think student input is extremely valuable when determining what decisions need to be made for our program.
2. We almost tripled the number of students who completed their Initial Certificate this year, from last year (14 completions in 15-16). For some, they needed this credential in order to apply for a position as an infant/toddler or preschool teacher. For others, they needed this credential in order to sustain their current position. We received a request from Child Care Aware and DEL to offer the Initial Certificate in Spanish to family home providers, who needed this credential to meet the education WAC by March 2017. We partnered with OSD and Othello Hospital to offer classes in the

evenings and on the weekends to accommodate students' work and family schedules. We had 18 students complete this credential in spring.

We plan to offer another cohort in fall and winter to respond to our industry's need.

3. Many of our industry partners contact me with job openings. I post these in my ECE advising course, which is beneficial to both employers, and our students. Because we prepare our students to meet minimum licensing requirements within the first quarter they are enrolled in the program, they are prepared for employment as soon as they complete their Initial Certificate. I encourage all of my students to obtain not only this credential, but the others we offer as well. The more credentials they have under their belt, the more job opportunities they have!

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