

Appendix 23-24 Assessment Reports

Name: Christopher Riley

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.

Course(s): POLS&203;#247126

Course Outcome(s): 9. Discuss the historical development of global crises and the role culture plays in one's understanding of those crises

What is the problem /concern you are attempting to resolve through this assessment?

Students' ability to examine a global crisis and the role culture plays upon their understanding of that crisis and the manner in which nations respond.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Students performed a series of situational roleplays during the quarter leading to a "global crisis" which must be resolved. In these roleplays they assumed the role of various foreign governments seeking to use diplomacy to resolve the issue while remaining true to their national interests and cultures. This was an attempt to raise student participation and success rates in the final roleplay of the quarter--a three-week scenario which serves as the final exam for the course.

What were the results of your assessment?

In previous years the POLS&203 class held a 10-day "Icelandic forum" roleplay at the conclusion of the quarter to substitute for a traditional final exam. The pandemic upended that, and since returning with a hybrid format, faculty felt that student performance in the modified forum was sub-par due to the lack of time spent working on it. This year, faculty decided to include a series of single-class role play exercises spread through the first eight week of the quarter, during which the faculty could interact with the students and provide direct feedback, as a preparation for the larger forum at the end of the quarter. The forum itself would be last three class days spread across three weeks and including the first hour of the traditional final exam period.

Students performing the single-day roleplays were, at first, stilted in their approach. The topics appeared too large to wrap up in a single day, but once the instructors explained that a final resolution wasn't necessarily expected, the students began to focus more on how they represented their chosen nation's interests over actual negotiated results. When the Icelandic forum began, the transformation was remarkable. In past years students tended to require the first couple of days to get into character and begin to represent their national interests during negotiations. This year, however, students jumped into their roles and began representing their nations with much greater ease than previously seen.

At the conclusion of the forum, students are asked to complete a self-reflection paper in which they assess their own performance, what they learned, how it applies to their world, and which pieces of the course were most helpful in preparing them for the forum role play. The great majority of students responded that, in addition to the research bibliographies—a class component already long in place—the one-day roleplays with direct instructor feedback were most instrumental in helping them prepare for the forum. The previous scores for the forum averaged 76% between 2022 and 2019. The highest during the period was in the fall, 2020, when the course was online with an average score of 82%. This fall, with the inclusion of the preparatory roleplays, the average score jumped to 89%. Students better portrayed their chosen governments and national interests during the roleplay, and reported in their reflections a greater understanding of how culture plays a role in diplomatic situations seeking to resolve a crisis between nations. Students recommended continuing the inclusion of the smaller roleplays and faculty agree.

What now?

Based on the results of the assessment, I am going to continue to include the smaller roleplay and group projects in the class to further increase student participation and preparation for the major role play at the end of the quarter. Will these results change the way you teach? Why or why not? No, these results won't really change the way I teach the course. Student feedback—both written personal reflection papers and objective scores—demonstrate that the methods currently being employed work. No change is necessary beyond the continued inclusion of an increased number of hands-on activities. Do the results confirm some aspect of your teaching? Yes, once again the Political Science department is able to demonstrate that experiential learning models work best for engaging student interest in politics and global events.

Changes or recommendations?

N/A

Name: Aaron Mahoney

Institutional Outcome: 4. None

Program Outcome: 5

PO5- Students will determine the appropriate tools and/or software related to the agricultural system

Course(s): AGR120;#247624

Course Outcome(s):

What is the problem /concern you are attempting to resolve through this assessment?

This assessment evaluated the effectiveness of integrating basic Windows and PC technology skills into the Precision Agriculture (AGR 120) course. The assessment aimed to determine and quantify the impact of this integration on student learning outcomes and identify any existing skill gaps or deficits in utilizing Windows-based PCs and its tools.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

For this assessment two dedicated modules were included in the course to introduce basic Windows and PC technology skills relevant to Precision AG. These modules focused on file management, data organization, spreadsheet software (e.g., Microsoft Excel), and basic programming concepts. Assessments were also conducted to determine students' baseline skills and identify any deficits requiring focused attention.

What were the results of your assessment?

Pre- and post-course assessments, including surveys and group work, were conducted to measure students' knowledge and skills related to both Precision AG and Windows/PC technology and gauge their satisfaction with the integrated learning approach. Initial analysis of data, quizzes, and group projects revealed significant deficiencies in basic Windows-based platform use and file management.

Pre-course assessment results (30% success rate, defined as a score of 70% or higher on quizzes or assessments) indicated limited knowledge and skills in Windows/PC technology among students. Post-course assessments (85% success rate) demonstrated significant improvement in students' understanding and application of both Precision AG concepts and Windows/PC technology. Further analysis confirmed a positive correlation between acquired Windows/PC skills and improved learning outcomes in Precision AG.

Student feedback surveys indicated high satisfaction with the integrated learning approach. Students acknowledged the importance of Windows/PC technology in the field of Precision AG and appreciated the opportunity to develop practical skills.

What now?

This assessment demonstrates that integrating basic Windows and PC technology skills into a Precision Agriculture course effectively enhances students' learning outcomes. The hands-on exercises and projects provided valuable opportunities for students to apply their

theoretical knowledge and develop practical skills relevant to the field. This, in turn, led to increased confidence and self-efficacy in their ability to utilize technology for Precision Agriculture applications.

Changes or recommendations?

Future iterations of the course should continue to emphasize the integration of Windows/PC technology and consider incorporating more advanced topics, such as data visualization and automation. Additional resources and support should be provided to students who require further assistance with developing their Windows/PC technology skills.

Collaboration with industry partners could be explored to provide students with guest lectures and real-world case studies, further solidifying the connection between their learning and professional practice.

Name: Michele Reeves

Institutional Outcome: 4. None

Program Outcome: 5

Analyze how trauma informed methods, equitable relationships with children along with positive and equitable learning environments ensure the health, growth and safety of children in the following domains: physical, cognitive, and social-emotional

Course(s): EDUC&130;#247180

Course Outcome(s): Course Outcome #3. Develop ways to respond to children with positive, respectful, culturally responsive interactions

What is the problem /concern you are attempting to resolve through this assessment?

Prior to fall 2023 students were reading and discussing the best practices for positive and equitable learning environments and interaction in several classes, but there was a gap in our program in providing "real-life" practice and experience in the importance of positive and equitable learning environments and interactions and its correlation to children's growth in the social emotional domain. Because a positive and equitable learning environment begins with the manner in which teachers interact with children, this course and program outcome is very dependent on teachers' skills when working directly with children in the midst of conflict. Trauma informed responses to children in conflict or any state of dysregulation require teachers to listen, self-regulate and allow children to process emotions in a safe manner. This type of trauma informed care is counter-intuitive to many adults who prefer to tell children "you are fine" or "just settle down." In winter 2024 and Spring 2024 I conducted a survey during the first week of class –

Less than 10% of students reported feeling very confident handling conflict with children in a trauma informed manner 80% were either neutral or not at all confident

7.7% said they could explain what co-regulation meant to a co-worker

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

I decided to try some different teaching strategies, so I added 3 Conflict Resolution skills labs. Where students watched video case studies of interactions between children in conflict and teacher interactions in these situations. Students then re-watched the video closely, looking for specific teaching points about items listed in my identified problem and wrote examples, and reflected on what could be learned from the case studies. This process moved the concepts from abstract textbook reading to real-life scenarios to which the students could relate.

What were the results of your assessment?

: During Week 9/10 of Spring 2024 I conducted a follow up survey with the following results:89% of students reported feeling confident or Very confident handling conflict with children in a trauma informed manner. This is a 79% improvement!100% of students said they could explain what co-regulation means to a co-

worker100% either agreed or strongly agreed the case study or conflict resolution labs were helpful in building their skills in the area of conflict resolution that includes using trauma informed practices.

What now?

This summer, I plan to undertake a curriculum mapping project that will involve a comprehensive analysis of the curriculum to identify the placement and depth of instruction related to Trauma-Informed Care, Adverse Childhood Experiences (ACEs), Diversity, Equity, and Inclusion (DEI), Anti-Bias Education, Anti-Racist Education, and Brain Research. This analysis will allow for the identification of potential redundancies or gaps in current curriculum coverage.

By undertaking this mapping project, the aim is to establish a scaffolded approach to teaching and learning within the ECE program. This approach will ensure that complex and evolving topics such as trauma and brain development are introduced and progressively elaborated upon throughout the program. This will ultimately equip graduates with a comprehensive understanding of these critical issues, empowering them to better support the children they will encounter in their professional careers.

The proposed curriculum mapping project aligns with the growing emphasis on trauma-informed practices and the importance of fostering inclusive and equitable learning environments within early childhood education.

This process will offer many opportunities for future assessment projects as we continue to improve our program's curriculum.

Changes or recommendations?

Name: M

Institutional Outcome: 1. Communication

Program Outcome: 1

IO1 is also PO1 Communication: Students will be able to communicate clearly and effectively within a workplace context

Course(s): ECED&105;#247183

Course Outcome(s):

What is the problem /concern you are attempting to resolve through this assessment?

In the field of ECE,Communication in the workplace includes the ability to read aloud well to children. While this may seem simple, it is a skill that needs practiced. When polled, students report feeling comfortable and confident reading aloud to children, but when asked to read aloud as a benchmark for success in our program, they do not perform well.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

I Looked at the course content for places to provide more practice reading aloud. I Identified two modules where it was appropriate for students to record themselves reading to a child/children and submit for participation points. My goal was to make this low stakes and provide much needed practice. After the first video submission, I asked students to reflect on their read aloud and to watch two videos of experienced teachers reading aloud. They then recorded a second practice session and reflected on their growth and identified areas for improvement.

What were the results of your assessment?

Students identified improvements in their second reading video – they listed improvements in eye contact, questioning techniques, and involving the children through various interactions,

Students also reported the reading aloud assignments were excellent opportunities to improve their skills

What now?

Based on the results of the assessment, I am going to continue using the system of two lessons/reflections about reading aloud. Students may not realize they need the practice, but the results show that they do.

Changes or recommendations?

Name: Benjamin Altrogge

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 2

PO8: The student will be able to evaluate effective aeronautical decision-making skills at the FAA commercially certificated pilot level. PO4: Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts

Course(s): AVF141;#247372;#AVF143;#247374;#AVF225;#247612;#AVF254;#247380;#AVF270;#247614

Course Outcome(s): AVF 141: #3 Recognize and recover an airplane from critical flight attitudes and airspeeds with the demonstrations of slow flight and stall recoveries. AVF 143: #2 Analyze simulated in-flight emergencies and take the required actions per the Private Pilot-Airplane Airman Certification Standards. AVF 225: #2 Discuss the teaching and learning processes and the related barriers. AVF 254: #3 Evaluate various Go/No-Go flight decisions for night solo operations using effective Aeronautical Decision Making (ADM) skills. AVF 270: #3 The student will be able to formulate and explain the correlation between aircraft control and effective Aeronautical Decision Making.

What is the problem /concern you are attempting to resolve through this assessment?

AVF 141: Private Pilot Stage (1)

This course was taught and assessed from the fall of 2023 quarter through the winter 2024 quarter. We assessed this class to evaluate how effective our curriculum was in teaching stall recognition. Unofficial feedback from check instructors indicated students have been focused on rote memory procedures around the task of stall performance rather than an emphasis on recognition and recovery.

AVF 143: Private Pilot Stage (3)

This course was taught with a planned assessment in the spring quarter of 2024. Our primary area of concern is that students are adequately trained in ADM principles under the stress of various simulated in-flight emergencies.

AVF 225: Effective Communication in Flight Instruction

This course was taught and assessed in the spring quarter of 2024. This course was primarily assessed in support of assessment of program outcome #4 "Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts." Furthermore this assessment focused on course outcome #2 "The teaching and learning processes and the related barriers."

AVF 254: Night Flying

This course was taught from the fall quarter of 2023 through the spring quarter 2024. Commonly shared feedback from instructors for this course indicated students are lacking solid night cross country flight go/no go ADM decision making skills. The assessment of this class focused on evaluating what could be improved in the pre-night flight curriculum.

AVF 270: Flight Instructor-Airplane

This course was taught from the fall quarter 2023 through the spring quarter 2024. The Federal Aviation Administration has prioritized Aeronautical Decision-Making skills. Further a renewed emphasis has been placed on the skill set of teaching ADM. We choose to assess the related course outcomes in this class to see how effective we are in developing this skill set in future flight instructors.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

AVF 141: Private Pilot Stage (1)

This was assessed in the comprehensive flight stage check at the end of this stage of training. Each student was evaluated on ADM skills related to recognition and recover procedures related to stalls and slow flight. Pass fail rates and course success rates related to this skill was tabulated and reviewed.

AVF 143: Private Pilot Stage (3)

Skills related to ADM under simulated in-flight emergencies were to be evaluated during a comprehensive stage check that was done at the completion of this stage of training. An assortment of in-flight emergencies was to be given on this check and evaluated for the satisfactory completion of this stage of training. Results from the 2023-2024 school year cohort were limited to only one student due to the low completion rate of this class at the time of this assessment.

AVF 225: Effective Communication in Flight Instruction

Our primary tool for this assessment is the FAA standardized test given on the Fundamentals of Flight Instruction. This exam gave us multiple scenario-based questions that deal with "personal/interpersonal aspects of, or connections between, diverse cultural, and social, or political contexts" and their impact on the teaching and learning process and the related barriers.

AVF 254: Night Flying

The Go/No Go ADM related decision making was assessed in this class with the AVF 254-night flight written exam. On this exam several test questions were selected that contain elements of night flying ADM skills and student responses were tabulated to determine the effectiveness of our night flying ADM training for students.

AVF 270: Flight Instructor-Airplane

This course had a planned assessment tool using the comprehensive FAA Flight Instructor Airplane (FIA) knowledge test. Each student's results from the FIA were to be reviewed with a specific focus on the performance related to ADM skills. However, as of the writing of this report none of our students in the 2023-2024 school year cohort have completed the FAA Flight Instructor Airplane knowledge test.

What were the results of your assessment?

In conclusion, five courses were individually assessed in support of our aviation program assessment in the 2023-2024 school year. Both course outcomes and program outcomes were successfully met with AVF 141, AVF 225 and AVF 254 clearly demonstrating the program is meeting the course, program, and institutional outcomes. However, AVF 143 and AVF 270 could not be assessed properly due to poor student progress/completion rates. Further review of year to year comparison data from the course success dashboards revealed this year to be one of the lowest completion rates in the program for both courses. This highlighted for the program the impact, although anecdotal on some levels, of weather and aircraft availability for the program.

Below is the assessment results in each of the five classes reviewed.

AVF 141: Private Pilot Stage (1)

As of the writing of this assessment, 41 of the 55 students who took this course in the fall quarter have successfully passed the comprehensive stage at the conclusion of this course. Only two students so far have shown unsatisfactory deficiencies on the comprehensive stage check and those students were deficient in ADM skills related to the flair and landing skills. There were no deficiencies noted this year related to recognition and recovery from stalls and slow flight.

AVF 143: Private Pilot Stage (3)

Unfortunately, at the time of writing this assessment only one student in the 2023-2024 cohort has completed this stage of training and used our assessment tool. Looking at the BBCC Course Success dashboards this is the first year in the past four years in which there was a less than 3% completion rate.

AVF 225: Effective Communication in Flight Instruction

As of the writing of this assessment only four students have completed the FAA standardized test given on the Fundamentals of Flight Instruction. While all the students have passed their written test, below are four broad subject areas in which 75% of the students were found deficient.

Effective Communication
The Learning Process
Teaching Methods - group / guided discussion / lecture

Course success rate in this class is determined with a grade of 70% or higher. Based off the adjusted GPA scaling used in the aviation program a 70% grade earns a student a GPA of 0.7 in this class. Looking at the course success dashboards with the filters set to a 0.7 GPA as the success criteria from 2020-21 school year to the 2022-23 school success rates have gone from 73% to 100%.

AVF 254: Night Flying

This year 24 students completed the night flying written exams. There were no failures on the exam. Of the two specific questions selected on the test to evaluate the Go/No Go ADM related decision making only one of the 24 students missed a question.

AVF 270: Flight Instructor-Airplane

The primary result from this assessment is that our current flight instructor cohort is not progressing through our training in a timely manner. Typical school years would have several candidates through the training and fully tested by this point. The Course Success Compare tab on the BBCC Dashboards reflect the stark contrast in completion rates with this being the first year in the last 4 years when not a single student has completed AVF 270 during the academic year.

What now?

AVF 141: Private Pilot Stage (1)

The results in this class indicate we are clearly being successful with regards to ADM skills related to recognition and recovery from stalls and slow flight. However, ADM skills related to landings may need to be addressed. In review of the last assessment done on this class in 2017 it was clear our course completion rate has improved from 11% to nearly 75%. However, we have moved our assessment from the fall quarter to the spring quarter which has allowed students two additional quarters to complete this class. At this point we are going to review with our instructors in the quarterly instructor meetings deficiencies seen on the current stage checks related to flair and landings. In addition, this course will be assessed again next year with an emphasis on noting any improvements or deficiencies found related to the flair and landing skills of our students.

AVF 225: Effective Communication in Flight Instruction

As a program our course success rate have significantly improved over the last few years. However, specific areas of Effective Communication, The Learning Process, and Teaching Methods could still be improved. As a program, several instructor changes are being made to fully meet the needs of the program. A by-product of these instructor changes will create an opportunity to have this class taught with a fresh approach from a new instructor. This will give an opportunity for "personal/interpersonal aspects of, or

connections between, diverse cultural, and social, or political contexts" and their impact on the teaching and learning process and the related barriers to be further explored and assessed.

AVF 254: Night Flying

With our assessment yielding a 96% pass rates on Go/No Go decision making for this class it is time to move onto other classes and assessment tools. This class appears to successfully support our current program outcomes at this time.

AVF 270: Flight Instructor-Airplane

Initial feedback from faculty has been to re-introduce progress gates in training in attempt to give students and instructors an incentive to complete the training in a timely manner. In addition, we will attempt to move our next assessment of this class on ADM into a quarter that will be more likely to have data from written tests available.

AVF 143: Private Pilot Stage (3)

While anecdotal, two key discussion points come up for the cause of the students unable to complete this course in a timely manner. First, weather has not allowed students to complete their solo flights. Second, aircraft are not always readily availability for scheduled flight lessons. While weather is not in our control, the availability of aircraft is. The loop closing event for this assessment will be a focused effort to have instructors and aircraft available in the summer of 2024 where we need to see a larger than normal number of students pass this stage with minimal to nonexistent deficiencies found in ADM skills.

Changes or recommendations?

The college is actively taking a major step towards resolving student completion rates by attempting to hire an Aviation Program Director of Operations. This management role would hopefully streamline the decision making process and guide the program through making unified goals for aircraft availability and student completion. At this time, further assessment will be needed to see if the desired impacts will be tangible.

Name: John Owens

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.

Course(s): MUSC170;#247446;#MUSC174;#247447;#MUSC175;#247138;#MUSC&105;#247136

Course Outcome(s):

What is the problem /concern you are attempting to resolve through this assessment?

Through case study research and/or a music history research project, students will gather, interpret, and analyze information (findings, literature, and so on) from a variety of academic and primary sources.

This problem served as the focus in Music Appreciation, History of Jazz, and History of Rock & Roll. For Music of the World courses.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Students selected a research topic and/or participant for their case study. For the assessment, here are the steps that were employed: (1) Nascent research and guidance; (2) Gather research and/or study data literature review and interview; (3) Using provided template and other resources, write outline and/or literature; (4) Exhibit and defend findings, which focused on interpretation and analyzation of information via assertions.

What were the results of your assessment?

About 35% of students needed further guidance during step one, which was focused on determining a focused research topic to gather musical information. Once determined, students gathered information from a number of academic sources. The final stages, which were the problem at hand, looked at students' interpretation and analysis of findings. Students provided written and oral defense of their assertions. This was either an outline, literature review, and/or case study. Looking at students' assertions, which centered on the interpretation of their findings, 81% of students were able to articulate and defend their positions skillfully. Most students were able to assert their findings and position, which came from quality research. There were a few students that struggled with the interpretation and application of multiple sources into comprehensive thought. At times, there was some disparity in the quality of sources, though this was not at the center of this assessment (just making a note for the future). Concerning outliers, there were a few students in class that did not take the assessment, which did impact the findings.

What now?

Based on these findings, the nascent research and topic selection is important to students' research quality. Determining why this is the case will require an additional inquiry, which could be ascertained by a post research project survey or discussion. More time on the research project might help students to demonstrate greater understanding and problem solving in their music research assertions. One of the biggest challenges was noted in students who conducted case studies, as this required the interpretation of interviews (they

conducted these) and established research in the field. Additional tools, discussions, and instructions may be needed for students to understand how their data and research can best be applied.

Changes or recommendations?

One recommendation is to look for ways to better engage those few students that were unable to gather, interpret, and analyze information with skill (unfortunately, not all students complete all tasks in the course). In addition, there are a number of less formal problem solving questions and musical activities that are core parts of these music courses. Adding more interpretation and gathering of academic information could be beneficial in the day-to-day class discussions (this would be beyond the study and analysis of academic journal articles already used as course material in most musicology classes at BCC).

Name: Sean Twohy (English Department)

Institutional Outcome: 1. Communication

Program Outcome: 1

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

Course(s): ENGL&102;#247637

Course Outcome(s): Course Outcome [5]: [Comprehend proper use of source material, as well as MLA citation and documentation] [7]: [Show an understanding of MLA format, including incorporation of source material and citation]

What is the problem /concern you are attempting to resolve through this assessment?

I am attempting to address Plagiarism/cheating/academic dishonesty achieved through advancing AI technology and online services. In fall quarter English 101, I had a student with whom it became more and more obvious that they were using AI technologies and translate services to complete all of their work. The work did not reflect my directions or expectations and when I watched the student writing in class one day, I saw that they were writing in Korean and using Google Translate. This student did pass my course. I had a similar problem in English 102 in Winter 2024. I had two students who had English as a second (and third) language. They received a 0/10 on all nine reading quizzes and failed each of their essays—even after I allowed multiple resubmissions (which is not typical). When I met with the students, they each, separately, admitted that they did not have a strong enough grasp of English to read and understand the novel, understand the directions, or write in English. They admitted to using AI services and Google Translate to complete all of their work and said that their English 101 instructor had encouraged these services. These students also passed my class (but below a 2.0). While avoiding the ability of students to use AI/translate technologies altogether may be unrealistic, I do think that students exiting from a college English class should have demonstrated the basic skills listed within the Master Course Outline. If a student is unable to demonstrate these skills without the use of AI/translate services, I do not believe they actually have demonstrated these skills. Whether or not these skills are still relevant is a larger conversation—which may have implications for all of academia. However, in this assessment, I am trying to address the issue locally. There are three ways in which I think that students are able to take advantage of these technologies in dishonest ways:

- First, the reduction of placement testing, while creating some opportunities for students who may have otherwise been misplaced, has created a situation where some students never have to sit in front of another person and write in a way that demonstrates their base writing abilities. If a student in high school wrote everything with the use of Google Translate and AI, with our current placement model, they can continue that practice without ever having to prove their proficiency at the college level.
- Second, English faculty (among others), are very hesitant to require students to do in-class writing. This hesitancy stems from a number of legitimate concerns on issues related to how people learn and antiquated styles of running an English class.
- Third, the more freedom an assignment has, the more ability that the student has to use technology to complete the assignment. If an assignment says “write an essay about modernism and poetry”, then AI and Google Translate can be used somewhat effectively to write that essay. As the prompt becomes more prescriptive, the ability for AI to be useful is limited.

Two of the areas previously mentioned are off the table: I cannot do anything about placement testing concerns and my courses are very prescriptive, already. This is how I could tell that my students were not writing their essays in their own words. I would ask for an essay on a specific novel and its connection to

Postmodernism, as related to a specific article. I would ask the students to connect specific lines or pages of the novel to the given article. I would ask them to do this in a writing format (topic sentence, evidence, and analysis), that I specify. The vast majority of students would get a high passing grade (<85%) on the essay. Students that were using AI and Google Translate would turn in beautifully written essays, that failed the specific requirements I was asking for. However, this process of having me demonstrate to the student why their essay doesn't meet the requirements of the assignment is both time-consuming and unfruitful for both parties. It is time consuming because I essentially have to go into the essay and reteach how to write an essay. I have to explain how each sentence fails to meet the expectations I required. It is unfruitful because the same thing that led to the student completing the writing dishonestly, typically stops the student from understanding or applying the feedback: they do not have basic language skills needed to demonstrate the skills being required.

Because of this, I am focusing my efforts on the third area: demonstrating basic skills in a format that cannot be dishonestly accomplished.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

The first change I am making to my English 102 course is to require a minimum grade on reading quizzes, to submit essays. I previously added reading quizzes after discovering that the majority of my students hadn't actually read the novel assigned in class. This was part of a previous college-wide assessment on holding students accountable for reading, as well. While adding in-class reading quizzes has dramatically increased the amount of students doing the reading, some students dramatically fail every reading quiz and are still able to complete the essays in a way that implies that they read and understood the novel completely. Part of this problem exists because of the advancements in AI. By requiring a minimum reading quiz score, I can ensure that students have done the reading work assigned. These quizzes are not difficult and the average score on them is around an 7/10—with the average being brought down by students that didn't do any of the reading. As mentioned in the assessment on holding students accountable for reading, quizzes also reward students for work that, in the past, has felt unrewarded.

The second change I am making is in requiring an in-class writing at the beginning of the quarter. The in-class writing hopes to accomplish five things:

- 1) Ensure that there is a base level of English reading and writing comprehension and safeguards against cheating
- 2) Have a piece of writing to compare subsequent writings to (keeping in mind that in-class writing is less polished than online writing)
- 3) Informs students up to the organizational expectations in the class and encourages them to be honest in their writing.
- 4) Relieves some false concerns about plagiarism (reduces false accusations)
- 5) Lets me see which students might be having issues, early on.

The basic format of this writing assignment will be as follows:

- Have students watch a short lecture about organization of an essay/paragraph (thesis, topic sentence, evidence, analysis) and what each of those things should be accomplishing. Lecture video will provide examples which mirror the in-class writing.
- Give students a prompt with two thesis statements. Students will choose one of the thesis statements and write two paragraphs, adhering to the organizational skills mentioned in the lecture video.

What were the results of your assessment?

In regard to the quiz minimum requirement, the results were as follows: The average grade on the quizzes went from a 75.1 to a 76.9. Additionally, a large difference between quarters is that no student had lower than an average of 5/10 on the quizzes, aside from one student who had quit doing all work about 4 weeks into the course. Of all of the missed quiz make-up assignments (where a 900-word summary is submitted instead of the quiz), only one submission was detected for AI or plagiarism—and that student did admit such. Only six missed quiz summaries total, of nine quizzes and 23 students, were used. Students were much more engaged in class discussion and their essays generally demonstrated a much higher understanding of the novel. I have included a chart below.

In regard to the in-class writing, I gave students the option to watch the lecture video at home but also told them we'd watch it in class. About half of the students watched the video before class. We watched the lecture video in class and I handed out the assignment prompts. Students were given two thesis statements to choose from, and asked to write two paragraphs on those thesis statements.

Credit for the assignment was participation based (so everyone got full credit). However, I graded the assignments with three degrees of success. A green check meant that students understood the basic organizational design of a paragraph, as described in the lecture. A green and orange check meant that students had the basics right, but missed one or two things—which were noted at the bottom. An orange check meant that students had a pretty big misunderstanding of what I was asking them for—or had dramatically problematic issues with basic writing skills. Of the 24 submissions, 16 students had a green check, seven had an orange and green check, and only one student had an orange check. The student with the orange check had basic writing proficiency (grammar, spelling, etc.), but did not really apply the organizational scheme well. However, this issue could just be a simple misunderstanding of directions and does not seem to immediately indicate the inability for the student to complete work in the class. Of the things I hoped to accomplish (listed in the tools/measures section):

- 1) There is a base level of English reading and writing in the class.
- 2) I had, on record, a piece of writing to compare the student's writing to, in the future.
- 3) It does seem to have informed students of the basic expectations of the class. Students have, much more quickly, adopted the organization expectations for the course and seem to recognize the nature of this class.
- 4) It really has relieved some concerns about plagiarism for this set of students.
- 5) It did let me know which students might be having trouble, early on. This allowed me to focus special attention on individual students during rough draft work or group assignments.

What now?

Based on the results of the assessment, I think it would be appropriate to ask everyone in the English Department to try a similar assessment, so that we may gather more data. Removing the barrier of placement testing to a large population of students is great. The ways in which AI technology can be harnessed to improve student success is amazing. However, it also seems important that we safeguard against the potential plagiarism/academic dishonesty concerns that can be related to current technologies. While I know there are ways in which an assignment prompt can help to reveal academic dishonesty, the reality is that students are finding more and more clever ways to use AI. While we can never completely eradicate academic dishonesty, a simple in-class writing assignment can provide a stop-gap to students who may have been able to cheat their way into a class they are not actually prepared to be in. In my opinion, this has multiple other benefits, aside from addressing academic dishonesty concerns—including setting expectations, flagging potential concerns, and alleviating some of my doomsday assumptions about what AI may bring. Additionally, requiring a minimum grade for quizzes has created a much better learning environment. The students are willing to do the work required—if they see it as necessary to pass the course. Placing more emphasis on quizzes has had many unintended benefits—such as increasing student engagement in class.

Changes or recommendations?

- I think that the concerns relating to the ways in which AI may increase academic dishonesty are bigger than the English Department. If I have a student that cannot read and write in English, but they are getting a 4.0 in their Psychology Class, there should be flags raised about that student and how the work is being completed. I believe simple in-class writings can help to address some of these concerns, in every class.
- Average student success rates for white students in the last five years, is around 81.4%, whereas it was around 79.6% for the previous five years. Average student success rates for non-white students, in the last five years, is around 77.2%, whereas, for the previous five years, it was around 76%. The increase in average student success rates for white students is around 1.8%, and for non-white students is around 1.2%. This increase in student success rates is great, and continuing to focus on how we can bridge the gap between success rates of white and non-white students is important. However, we need to ensure that increasing those success rates does not come at the cost of decreasing rigor and standards. The increase in AI technology could see students increasing their successful completion of courses, without actually having the obtained the skills associated with those courses. The practices of this assessment aim to limit the potential for that to happen. With so many classes online or hybrid, this is only the beginning of this conversation. Should the college (and education, as a whole), hope to be taken seriously, the degrees that we offer need to demonstrate value. That value comes from the assertion that students are leaving the college having met outcomes we set. If students are not honestly achieving those outcomes, it will degrade the value of our service. This is not only a problem for us, as a business, but a problem for all of the students that have worked hard and achieved their success through honest, hard, work.

Name: Guillermo Garza

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 4

Demonstrate safe shifting, backing and maneuvering

Course(s): CDL100;#247395

Course Outcome(s): Same as program outcome

What is the problem /concern you are attempting to resolve through this assessment?

I am in the truck with the students during their drive time while they are learning to shift. To evaluate their shifting and maneuvering skill level. During their backing practice I will observe from outside of the vehicle to see if they are turning the steering wheel in the proper direction for the maneuver they are performing.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

I use formative assessment. I show them as well as explain the shifting, maneuvering and backing procedures and then I have students perform the task and evaluate their progress.

What were the results of your assessment?

There is an average of about 30% of the students who struggle to adequately synchronize their shifting properly. There is an average of 40% of the students who struggle to adequately turn the wheel in the proper direction for the trailer to travel where they need it to go.

What now?

Based on these results I feel the students would benefit from a semi-truck simulator.

Changes or recommendations?

We are trying to find funding for a semi-truck simulator.

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

Institutional Outcome: 1. Communication

Program Outcome: 1

Characterize the cultural diversity in Native America.

Course(s): HIST&219;#247308

Course Outcome(s): 1. Characterize the cultural diversity in Native America.

What is the problem /concern you are attempting to resolve through this assessment?

The quarter and class in which this assessment occurred was HIST&219: Native American History, Spring 2024. Students were assessed on Program Outcome 4: Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts. The contextual framework for this assessment was Course Outcome 6: Characterize the cultural diversity in Native America. The stated goal for this assessment was as follows: During weeks 6-10 of Spring quarter 2024, each student in HIST&219 who completes both assessments within the assessment cycle (chapter reviews and weekly reflections) will improve his/her/their ability to develop a thesis and analyze Native American cultural diversity in a final reflection essay 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 for your assessment (what did you do for your assessment and why)?

The assessment cycle began with several lectures on the definition of culture and the diversity of Native American cultures through time and space. Students completed a quiz as part of the formative process to determine their level of comprehension of course readings and lectures related to the concept. Of the students who completed the quiz, 75% 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 discussion to analyze culture themes in the book Lakota Woman. 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, 23% of them received a rating of Exemplary, 35% Accomplished, and 42% Developing.

The final stage of the assessment cycle required students to write an analytical reflective paper on Native American cultural diversity by synthesizing historical evidence and evidence from Lakota Woman in support of a claim. The results of the final assessment were as follows: 32% Exemplary, 44% Accomplished, 24% Emerging.

What were the results of your assessment?

In analyzing the data, the results are as follows:

76% of the students achieved the learning objective. No students dropped in performance. Instead, 1% 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, 58% of students achieved mastery. This increased to 76% 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?

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.

Changes or recommendations?

Please see "What now?"

Name: Math Dept

Institutional Outcome: 2. Quantitative Reasoning

Program Outcome: 2

Quantitative Reasoning: Students will be able to reason mathematically.

Course(s): MATH&142;#247425;#MATH&148;#247427;#MATH&152;#247429;#MATH220;#247434

Course Outcome(s): Quantitative Reasoning: Students will be able to reason mathematically.

What is the problem /concern you are attempting to resolve through this assessment?

142/152 data is from F23 and W24, 220 from W24, and 148 from S24

In MATH&142 (Pre-Calculus II), students tend to struggle with proof structure. In order to address this we will focus more on proof structure and add more scaffolded proof assignments/questions throughout the quarter. This will be assessed by calculating a class average on a relevant assignment/test from each section. In MATH&148 (Business Calculus), students must synthesize learning new Calculus knowledge and business concepts. From the past three years' students it appears that students who completed at least one Economics course before this class were more successful. We plan to focus advising for business students to have students complete an Economics class before Math& 148. In MATH&152 (Calculus II), students tend to struggle with discerning when to use which integration method. In order to address this, we will include more interleaved practice throughout the quarter. This will be assessed on exams through one or more standardized concepts/procedures. In MATH 220 (Linear Algebra), students tend to struggle with proof structure. In order to address this, we will focus more on proof structure and add more scaffolded proof assignments/questions throughout the quarter. This will be assessed by calculating a class average on a relevant assignment/test from the only section.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

142 - added more scaffolded proof assignments/questions throughout the quarter

148 - advised Business DTA students throughout to take an econ class before/with Business Calculus

152 - included more interleaved practice throughout the quarter

220 - focused more on proof structure and added more scaffolded proof assignments/questions throughout the quarter

What were the results of your assessment?

Math 142 – We notice there is still a significant gap (>15%) when comparing trig assessments to its proofs counterparts. We notice a fair amount of issues have more to do with the underlying algebra than the actual concepts and strategies of proofs and trig identities and properties.

Math 148 – This year 86% of students either already completed or were co-enrolled in an economics course. Students scored higher on the unit exams with the business applications/concepts over just the calculus procedures/concepts.

Math152 – We noticed that on average students were able to show mastery of integration techniques by end of the course. Student struggles were more related to underlying algebra.

Math 220 – Over the course students grew in ability to think and prove abstractly. Scores increased on average from 67 to 71 to 86%.

What now?

Based on the results of the assessments for 142 and 152, we are going to focus our assessment next year on the previous course (Math141) and the underlying algebraic concepts with the intent those skills will carry over and improve performance on trig proofs in 142 and the algebra embedded in Calculus. This will also benefit the 148 students who need 141 and strong algebra skills. We see the benefit of the scaffolded proof assignments and want to expand this to other courses in the programme to see similar success in proofs throughout the entire math programme. We also want to continue to have Business DTA advisors have students take an economics class before/during Business Calculus in the spring.

Changes or recommendations?

Continue and expand support for professional development, both at the state and national level, around mathematics instruction, specifically in proofs and fundamental algebra skills. This will help us and the programme and college to meet IO2 for students to successfully reason mathematically before they graduate the college.

Name: Dennis Knepp

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.

Course(s): PHIL210;#247455

Course Outcome(s):

What is the problem /concern you are attempting to resolve through this assessment?

The last section of PHIL210 is on applied ethics (abortion, euthanasia, death penalty, gun control, drug legalization, animal rights, sexual morality, etc.). The textbook has more topics than we could possibly cover in 11 weeks and so they vote on the topics to end the class. This narrows it down to a manageable number of topics on issues that I hope they find interesting; but it is still a challenge to gather the essays, interpret arguments written by professional philosophers, combine a variety of perspectives, and apply all of this to a solution to a vexing ethical problem.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Fall 2022 Ethics students wrote a two-page essay outside of class on the topic of their choice.

Fall 2023 Ethics students wrote four half-page essays in class on four of the eight topics on the exam.

What were the results of your assessment?

Fall 2022 class average on the two-page essay written outside of class: 66%

Fall 2023 class average on the four half-page essays written in class: 82%

What now?

Based on the results of the assessment, I am going to continue to offer in class exams on applied ethics. I will continue to faze out longer essays written outside of class in favor of shorter essays written in class.

Changes or recommendations?

We need a comprehensive strategy for getting students back into on-campus courses. Currently each instructor proposes their course offerings by themselves in a vacuum which results in conflicting class offerings. Our current standard course hours of 8:00, 9:15, 10:30, 11:45 is out of date and doesn't account for the innovations in modalities that we've tried post-COVID. We need a unified approach to the schedule.

Name: Steve Close

Institutional Outcome: 1. Communication

Program Outcome: 1

Students will be able to write research essays that effectively cite outside sources.

Course(s): ENGL&101;#247636

Course Outcome(s): 5. Comprehend proper use of source material, as well as MLA citation and documentation

7. Show an understanding of MLA format, including incorporation of source material and citation.

What is the problem /concern you are attempting to resolve through this assessment?

Determining whether the course as-designed is successfully preparing students for writing and research citation styles in courses outside of English--specifically those which use citation formats other than MLA

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

A Canvas unit was designed, with the intention of formally introducing students to the idea that citation of research is a generalized idea, not limited to only one form or method of citation. A test was administered to assess student understanding of the information in the unit. The test was administered in classes that used the unit, and "control" classes that did not.

What were the results of your assessment?

My course was one of the "control" sections. My students performed at an average of 82% on the test. Other instructors who were to have used the specialized unit either did not actually administer it, or did not make their outcomes available for assessment. I'm satisfied that my students have a good enough understanding of the generalize sense of how research citation works that I won't need to implement the special unit.

What now?

I plan to continue what I've been doing with regard to teaching citation styles.

Changes or recommendations?

Name: Christy Welch

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 1

Not applicable.

Course(s): BOT130;#247521

Course Outcome(s): Not tied to a specific course outcome.

What is the problem /concern you are attempting to resolve through this assessment?

Institutional Outcome 3 specifieds that students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills. Since this a lab course, and the lab represents a workplace, we are attempting to improve student care and concern for the work/lab equipment. Specifically, we have noticed students do not consistently put our high-quality microscopes away properly, but often do so carelessly. We have 5 requirements for the storage of the microscopes at the end of each lab session. They are as follows: 1) Objective lens set on the lowest setting (4x). 2) Stage all the way down. 3) Slides removed from the stage. 4) Cord removed and stored properly, and 5) Arm is facing outwards (so next user can grasp it safely for retrieval). We have noticed that students rarely put the microscopes away with out constant and repeated reminders.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

For my assessment, I proposed and constructed a large poster with an image of a microscope and the five requirements for proper microscope storage on it. I placed this large poster in the middle of the blank wall space to the left of the front of the room. I counted the number of microscopes that were put away properly before and after the placement of the large poster.

What were the results of your assessment?

This strategy did not work. There was no consistent improvement of microscope storage by students after the placement of the poster. There were no measurable improvements.

What now?

I asked other colleagues in other colleges what they do to achieve results in this area. The main new idea that I acquired was to instruct students that proper storage of the microscope was worth 5 points of each individual lab report, one point for each of the five requirements. I went around the lab and carefully inspected the state of each individual microscope before and after student use, and I found that this technique worked with 96% success. I had students write their name and the letter of microscope they were using on a 3 x 5 card. Then I wrote on each card which requirement s they did not meet (if any) and recorded this with their lab score. It worked!

Changes or recommendations?

I am going to consistently use the 3x5 cards and grading technique as a way to hold students accountable for the care and storage of each individual microscope.

Name: Christy Welch

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.

Course(s): NUTR&101;#247610

Course Outcome(s): 2. Recognize the principles of planning a healthy diet including current dietary guidelines for Americans.

What is the problem /concern you are attempting to resolve through this assessment?

Student have been asked to achieve the following course outcomes, but without exposure to multiple sources.

Assess current nutritional status through a personal dietary analysis, focusing on carbohydrate, lipid, protein, vitamin/mineral, and water intakes.

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

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

We observed the number of websites and resources that were being used.

What were the results of your assessment?

We were limited to one text and one website.

What now?

This year we started a new program and textbook, McGraw-Hill Connect. In this program, students are directly connected to multiple resources within their assignments. They read research papers posted on various websites, they use a separate dietary analysis program, and they utilize various government websites to complete assignments. The number of multiple sources that students can use to solve problems by gathering, interpreting, combining and/or applying information has increased by at least five-fold.

Changes or recommendations?

We have continued to use the McGraw-Hill Connect program for all of our currently taught Nutrition courses and will continue to do so for the foreseeable future.

Name: Justin Henley

Institutional Outcome: 4. None

Program Outcome: 1

PO4: Students will be able to conduct measurements, analyze and interpret data, and propose methods for resolving problems.

Course(s):

Course Outcome(s): Courses tied to this assessment: MPT120 Course Outcome 3: Demonstrate knowledge and skills in CAM software.

What is the problem /concern you are attempting to resolve through this assessment?

The students struggled with the final project because the proposed process in the curriculum was not the ideal solution for the modeled part. So an additional module will be placed in the beginning of the course to provide increased skillset.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Compare completion data from previous quarters

What were the results of your assessment?

Previously only 20% of students used sheet metal design for the modeled component of the final assembly and now 0% of students are using it.

Simply having the tools to use sheet metal design wasn't enough to get students to apply it to the final project.

What now?

I am going to take a different approach to incorporating these tools by adding additional assignments utilizing them.

Changes or recommendations?

Students need more practice creating a product with these design tools. A pressbrake machine would allow them to create physical items that are designed using this method.

Name: Mariah Whitney

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.

Course(s): ENVS&100;#247554

Course Outcome(s): CLO 4. Discuss the effects of human activities on the environment.CLO 5. Analyze the impact of environmental problems and their solutions on human populations.CLO 6. Explore and evaluate possible solutions to current environmental problems

What is the problem /concern you are attempting to resolve through this assessment?

After switching course to Projects Based Learning (PBL), this last year I noticed more of the projects had parts (or all) that were created using AI and not through student research.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

In this course, I switched from work at home projects to in-class work on projects. Winter we worked on projects very minimally in class, less than half a class day usually. In Spring, out of the 4 class days for each unit, we used part of two and almost all the fourth day. Much of the research part of the project was worked on during class as scaffolded mini assignments. For each unit, I made scaffolded handouts to supplement the directions and rubric that already existed. Students now need to create their project in steps with pieces due each day. I have been working on creating ThingLinks for some of the content to build in some discussion questions that had to be removed to allow for the in-class work. I collected qualitative data about how I felt about this change. I compared the student project scores from Winter term to Spring term this year. I used the Canvas TurnItIn for written materials submitted. It has plagiarism review and AI detection. I also had students submit "scripts" for review on their video projects. I have been researching ways to potentially use AI to assist student's learning. For example, on 2/28/24 I attended a webinar titled "AI EmpoweredED: Navigating Generative AI in Higher Education". The SCS conference (June 7-9) offered additional opportunities to learn more about AI, and it's impacts on scientific research and it's ethical use. Of interest are the following: Lecture: "What Large Language Models Can and Can't Do" David Chiang (University of Notre Dame)Lecture: "Where is the human in AI? Thoughts on the state of strong AI research" Walter Scheirer (University of Notre Dame) I learned how AI works, difference between Discriminative and Generative AILecture: "Harnessing AI for Scientific Discovery: Achievements, Opportunities, and Ethical Reflections" Kevin Greenman (Massachusetts Institute of Technology / Catholic Institute of Technology)I learned there are great places to use it, such as protein folding. Ethical concerns not only for use of AI in academia but also in the creation of large language models. People must sort through the data sets and are exposed to a massive amount of very disturbing content from the internet.

What were the results of your assessment?

The scaffolded approach to the project (using stepwise handouts) helped students not get as overwhelmed by a big project and split it into manageable pieces.Now that I am having TurnItIn scan more projects, I found students using AI early in the quarter, often not for the whole project but for part of it, usually 25-35% (I did have one student submit a 100% AI created project). During class sessions I discussed that AI was not allowed and the frequency of the minimal percentage issues decreased when they knew I was looking for it.More of

the projects were run through TurnItIn for review – I believe this decreased the use of AI. In Spring students submitted a script of their video for review by TurnItIn and I believe this created less students who used AI to create that projects. In the past there wasn't a way for me to check their work when they were submitting a video, but I suspected AI helped create some based on the content. The content was much better in this quarter when students were doing their own research. Data: Winter n=25 ; Spring n=28 (n is students at the END of the quarter that completed all 5 projects) Project 1: Winter = 63.74% Spring = 75.69% (Story of Stuff) Project 2: Winter = 78.38% Spring = 74.46% (Ecological Footprints) Project 3: Winter = 76.72% Spring = 77.40% (Personal Pollution Problem) Project 4: Winter = 71.56% Spring = 76.64% (Endangered Species) Project 5: Winter = 80.93% Spring = 84.28% (Energy Models) While I did not run statistical analysis on these data, I can see there has been a difference in some of the projects. Project 1 – Students often struggle with the first project of a course, doing some of it in class I believe made the large difference in scores on the first project. Project 2 – Ecological Footprints previously did not have TurnItIn scanning and now it does. That may have resulted in the lower score. Project 3 – students connect easily to this one and have never found the pollution unit difficult. Project 4 – Endangered Species had minimal change but did increase. Project 5 – The final project I think might be the highest I've seen. Winter quarter I did about 1.25 days of class on the final. This quarter I had 2.5 days in class working on it. I believe the extra time increased the scores.

What now?

After all the AI research, I am unsure how to teach students to use these in a way that would enhance their learning in an effective way for this course. I will still be looking for ways to teach students about the ethical use of AI. I hope more professional development opportunities arise soon. I am however more aware of the possibilities AI presents and scaffolding projects seems to be encouraging students to complete their own work.

Based on the results of the assessment, I am going to continue with working on the projects in class. After using the handouts, some need revision. They have been very helpful in forcing students to work on the project in steps and avoiding waiting until the last minute (which is usually when they resort to using AI). The final projects had limited flags for AI created sections. I will continue working on the projects in class as I believe this is the biggest thing that reduced the use of AI. Just a Thought: More in-class time working with students decreased use of AI, increased student learning and discussion with peers, and ultimately created better projects. Maybe hybrid and online classes are part of the problem. Maybe students need more in-class time, not less. I would like to add another day of in person teaching (currently hybrid/two days in person), but I don't think that course scheduling and student desired schedules align with this. How do we balance student desire with student success?

Changes or recommendations?

There has been a lot of discussion among faculty about AI, some of us have some ideas, but we are not experts. I think maybe having a knowledgeable/expert speaker come to Fall In-service would be helpful. We keep relying on in-house experts and our own research, maybe others have figured out a solution we could learn from and implement. I would be willing to share what I have learned, but I am FAR from an expert.

Name: Alexia Lawrence

Institutional Outcome: 4. None

Program Outcome: 6

Students will develop comprehensive project plans, monitor the plans, identify areas of risk and deal with problems through appropriate use of project management techniques.

Course(s):

Course Outcome(s): Students will develop comprehensive project plans, monitor the plans, identify areas of risk and deal with problems through appropriate use of project management techniques.

What is the problem /concern you are attempting to resolve through this assessment?

The subject of this assessment is Group Project Assignment #2. This assignment requires the instructor assigned project groups to develop a Project Charter Document. This activity directly attends to the course and Program Outcome PO 6.

The assignment instructions need to provide an example of a standard charter format. Instructions need to be included on how to write each section within the charter in regards to the grammar style format and the type of content expected. In the course's first delivery in Winter 2023, out of 6 original small group submissions, 5 submissions required additional instruction and revisions to be considered complete and effective Project Charters.

I will be recording a new assignment walkthrough video to accompany the assignment prompt. This video will include a screen-record of me accessing the page from the book that has the example charter format and the pages with the instructions on how to write each section. By directing the students to this specific resource from the book via a video walkthrough, some amount of student effort will be redirected from concerns about format to being able to apply the learnings to their chosen project.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

We will measure the quantity of instructor/student discourse about the assignment and will look at the student's ability to adequately complete the assignment submission utilizing instructor provided resources. This will demonstrate if the new assignment walkthrough video in the assignment prompt directed students to specific assignment resources.

What were the results of your assessment?

I recorded and posted a walkthrough video that:

- 1) oriented the students to what has been completed in the course/ project curriculum so far
- 2) introduced the concept and importance of a project charter

3) showed the navigation steps to access the course text book

4) showed the navigations steps to access the exact pages of the relevant text sections and examples

5) read through a small section of the example in the book and the principles covered

6) showed the progression of ALL of the relevant pages

7) expressed the connection between the relevant pages and the assignment rubric

8) explained that submissions that did not fully meet the rubric requirements would be sent back to the groups for further work and revision

13 of 21 students viewed the video. 6 of those students viewed the video multiple times. At least one student per group viewed the video.

I also standardized my method of providing feedback to recording a video and sharing the link in the submission comments.

Group A's initial submission scored 12.5 points. I provided 3 minutes of video feedback and they resubmitted for a final score of 15

Group B engaged in two canvas message interactions with me before the assignment was due and earned a score of 15 on their submission

Group C's initial submission scored 12.5 points. I provided 3 minutes of video feedback and they resubmitted for a final score of 15

Group D earned 14 points on their initial submission. I provided 1 minute of feedback and they did not resubmit.

Group E earned 15 points on their initial submission with no further assistance needed from me. I provided 1 minute of video feedback.

Incorporating the video walkthrough drastically improved the first round of submissions for this group compared to the submissions received for this assignment in the 2023 MGMT 430 course. Students also required fewer individual interactions with me as the instructor because of the recorded video feedback.

What now?

All of my assignments and assignment prompts already line up very closely with text book readings and additional resources provided in my canvas courses. This assessment has shown me the value of making the connections between the readings and the assignment expectations very explicit. I will be recording walk throughs for more assignments that show the students exactly where to look in the text books for support in understanding the applicable concepts.

I also found the video feedback to be an easier way to convey constructive criticism in a way that builds positive connection with the students. The recorded nature of it (compared to live zoom) allows students to revisit it multiple times if needed and removes the need for additional group scheduling.

Changes or recommendations?

I would encourage other BBCC teachers who instruct in online-only courses to utilize recorded video feedback, especially in assignments that may need a round or two of revisions.

I encourage teachers who instruct in online-only courses to provide recordings of themselves interacting with the resources that support the learning outcomes.

Name: Melissa Heaps

Institutional Outcome: 4. None

Program Outcome: 4

PO 4 Computer/Digital Literacy: Students will demonstrate an increase in computer literacy and proficiency in using technology for academic and professional purposes

Course(s): ENGL10;#247505

Course Outcome(s): Course Outcome 1: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What is the problem /concern you are attempting to resolve through this assessment?

Fall 2023. BEdA Latinx males had a greater equity index grade gap than non-Latinx students in spring 2023 possibly due to less peer connection and limited digital literacy skills. The equity index gap was measured for final grades A, B, or C in BEdA courses. This analysis did not consider students who did not receive a grade or had a withdrawal.

Objective for Fall 2023 BEdA courses: Latinx Male students will feel more connected to their peers and invested in their coursework through the use of Canvas Discussion Posts. This increased relationship/connection may be beneficial to high context learners and may reduce the equity index gap for Latinx males. Studies have shown that peer discussion improves student performance. These studies show specifically that peer discussion enhances understanding, even when none of the students in a discussion group originally know the correct answer (Smith 2009).

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

BEdA included new discussion boards in each Canvas module for HCS/OPD 010 English courses. These discussion boards included three sample sentence starters to guide students in their discussion board post replies. Students were instructed to comment on a peer's post and were given three sample sentence starters from ESCALA Cookbook to use for reply post.

Discussion posts were low-stakes assignments graded as complete/incomplete, so that ELA students would not be graded differently based on English competency (fixing the environment rather than fixing the student).

Digital literacy skills were guided through direct instruction during classroom time in an effort to foster more confidence in digital proficiency, and students were allowed an opportunity to complete posts while in class.

Students were told grading would be complete/incomplete for discussion posts rather than point based to allow for a low-stakes assignment.

In-class survey at the beginning and end of Fall Quarter 2023, and an end of quarter comparison of Latinx male grades from Spring 2023 to Fall 2023 were the tools used to determine improved digital literacy.

What were the results of your assessment?

The results of the in-class survey were inconclusive. Latinx male students did not report a significant increase in experience level using Canvas Discussion Posts but did report an increase in the importance of connecting with other peers. It is not certain if this increased peer connection lead to higher grades for Latinx male students; Latinx males did see a slight increase in grade average from a B to a B+ grade in the Fall of 2023 after the introduction of the Canvas Discussion Posts.

Hispanic males did see improvement in learning gains from 2022-23 to 2023-24:

Results for ESL

2022-23 Level 4 Hispanic Males 8% learning gains

2023-24 Level 4 Hispanic Males 33% learning gains

Results for HSC

2022-23 HCS Hispanic Males 21% learning gains

2023-24 HSC Hispanic Males 31% learning gains

(Source: wabers.sbctc.edu)

What now?

The survey results showed that Latinx male students were more familiar with Canvas and computers in general after one quarter. This is a positive result for the BEdA Department Program Outcome PO4 of increased digital literacy. Based on the results of the assessment, I am going to continue using Canvas Discussion Posts. The results of these assessments did change an aspect of my teaching, and I will be including more low-stakes digital assignments as a result of the findings. It is important to note that Latinx male students face possible barriers in academic environments, such as fluctuating work schedules in an agricultural community, lack of access to the Internet, and less opportunity for technology training.

One possible flaw with my survey results is that BEdA courses are on a revolving system, so I missed several students who may have finished the program before I administered the post survey. Also, new students entered the program throughout Fall 2023 who were not given the pre survey right away. As a result, the pre survey students are not the exact same students who took the post survey. If I were to repeat this survey, I would need to reconsider when I administer the surveys to ensure consistency. This would include a mid-quarter student survey.

Changes or recommendations?

Based on the findings that BEdA Latinx males had a greater equity index grade gap than non-Latinx students, the college should continue to adopt programs and trainings such as ESCALA that serve to reduce this equity gap. BEdA should continue to develop ways to help students increase computer literacy and proficiency in using technology for academic and professional purposes.

References

Smith MK, Wood WB, Adams WK, Wieman C, Knight JK, Guild N, Su TT. Why peer discussion improves student performance on in-class concept questions. *Science*. 2009 Jan 2;323(5910):122-4. doi: 10.1126/science.1165919. PMID: 19119232.

Smith MK, Wood WB, Krauter K, Knight JK. Combining peer discussion with instructor explanation increases student learning from in-class concept questions. *CBE Life Sci Educ*. 2011 Spring;10(1):55-63. doi: 10.1187/cbe.10-08-0101. PMID: 21364100; PMCID: PMC3046888.

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

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.

Course(s):

Course Outcome(s): 3. Create my educational plan (understand what classes I need to earn my certificate or degree and determine my graduation target date.

4. Make effective decisions concerning my degree/program and career goals.

What is the problem /concern you are attempting to resolve through this assessment?

Students completing the Associate in Arts & Science degree are required to complete a designated diversity course. Students may be unaware of this requirement. Counselors will inform students during advising sessions about the designated diversity course options and how this course applies to the Associate in Arts & Science degree. This assessment activity aligns with Institutional/Program Outcomes 1 & 5. This assessment will inform the counselors of students' knowledge of the diversity requirement and their understanding of how to satisfy the requirement. Winter quarter advising begins during fall quarter 2023. A student survey will be administered during winter quarter 2024.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Counselors designed a four-question survey where students indicated their knowledge of the Associate in Arts & Science degree diversity requirement. Counselors sent an email to each of their advisees with a link and QR Code to the survey.

The following four questions were asked on the survey.

- 1) Are you aware of the diversity requirement for completion of the Associate in Arts and Science (AA&S DTA)?
- 2) How did you learn about the diversity requirement for the Associate in Arts and Science Degree (AA&S DTA)?
- 3) If you are working toward the completion of the Associate in Arts and Science degree (AA&S DTA), have you fulfilled the diversity course requirement?
- 4) Please name a course that satisfies the diversity requirement for the Associate in Arts and Science Degree (AA&S DTA).

What were the results of your assessment?

Students who responded "no" to question one, Are you aware of the diversity requirement for completion of the Associate in Arts and Science (AA&S DTA)?, were informed about the diversity requirement and were directed how to obtain further information. For these students, the survey concluded.

62 students responded to the survey.

15 of the 62 students who responded to the survey were unaware of the diversity requirement.

Of the 47 students who indicated they were aware of the diversity requirement, 87% of students indicated that they learned about the diversity course requirement from their advisor. Other areas that were identified were CSS classes, instructors, New Student Enrollment, the BBCC catalog, and another student. Three students responded that they were unaware of how they learned about the diversity requirement.

57.4% of students indicated that at the time of completing the survey they had already satisfied their diversity course requirement.

Of the 47 responses, 34 (72%) students accurately identified a designated diversity course. These 34 students identified twelve of the thirteen (92%) designated diversity courses.

What now?

Based on the results of this assessment, the counselors will continue to display information (i.e.: printed sign listing designated diversity courses, Ask me about the Diversity Requirement button, etc.) in their office.

Counselors will continue to show students the completion status of their diversity requirement on their Advisement Report/educational plan.

This assessment has reinforced the counselor's advising efforts regarding the designated diversity course requirement. Counselors will examine ways to improve these practices.

Changes or recommendations?

Based on this assessment, the counselors are examining ways to share this information with other advisors.

The college should recognize that students are learning about the diversity course requirement in multiple places. Information about this requirement needs to be accessible and readily available for students. It is important that instructors and advisors receive training and up-to-date information.

The college should make available for students a list of designated diversity courses and develop an annual schedule that provides students multiple course selections, modalities, and times.

Name: Preston Wilks

Institutional Outcome: 4. None

Program Outcome: 6

PO6: Demonstrate an understanding of concepts and terminology related to operating in a business environment by completing various business-related projects and exams

Course(s): BUS&101;#247385;#BUS161;#247403;#BUS170;#247404

Course Outcome(s): BUS&101 = CO#6 = Prepare a business plan for a new start-up business or for a buy-out of an existing business

BUS161 = CO#2 = Solve the following types of problems using the electronic calculator...

BUS170 = CO#1 = Prepare a personal budget/financial plan

BUS170 = CO#3 = Prepare a personal investment plan

What is the problem /concern you are attempting to resolve through this assessment?

In all 3 classes, the question is this: Are the students really learning the concepts and terminology related to operating in a business environment through completing various business-related projects and exams that we currently use? In other words, do the projects we assign assist or hinder the learning process? We have never attempted previously to assess the efficacy of these projects.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

The initial assessment performed on 2 classes from Winter quarter 2024 failed to capture meaningful data. The 1-question Survey was not informing us as to the depth of their learning what we need them to learn. Although the data in both classes surveyed in Winter (BUS&101 and BUS161) show that the projects/tests we use are helpful within the context of learning material they use within the class (100% of students responded "pretty well" or "extremely well"). However, since we had one more class to assess in the Spring quarter, we modified the assessment tool which helped us to capture more relevant data to inform us as to the efficacy of the projects helping the students with achieving PO6.

What were the results of your assessment?

Modifying the assessment tool from Winter to Spring quarters helped tremendously in gathering the right data to help us know better if the projects we assign are translating into helping the learning process for the students. The improved assessment tool focused more on if they are taking the knowledge and info they learned from completing the projects and whether they are using that info in other BBCC classes and/or in their personal lives. The data showed that 92% of the students believe the PFP project helps them and 64% of the students believe the PIP project helps them, with regards to enabling them to use the new knowledge outside of the class.

What now?

The next time these classes are assessed for PO6, we will make sure to use the modified assessment tool we used in Spring quarter, avoiding the less-effective version we used in Winter quarter. We will continue to use the same projects in these classes, as we believe the data supports the use of these projects in helping us accomplish PO6.

Changes or recommendations?

As mentioned earlier, we plan to continue to use the same projects in future classes as the data points to their efficacy in helping the students with using learned concepts outside our classes, which is a goal/outcome of our program.

Name: Theresa Calip

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.

Course(s): BIOL&242;#247625

Course Outcome(s): Course Outcome 2 :Demonstrate an understanding of the physiology of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems including both the chemical and neurological control mechanisms for each, drawing heavily from principles learned in Bio 241.

What is the problem /concern you are attempting to resolve through this assessment?

Although familiar with the concept of homeostasis from earlier Biology courses (including BIOL& 241), students still have difficulty when applying the concept to complex physiological systems, which is the focus of BIOL& 242. This is especially the case involving the control and regulation of both glucose and calcium, which involve multiple body systems with multiple pathways.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Using the technique of pattern recognition when learning and constructing feedback loops introduced in BIOL& 241 (Core Concepts in physiology: teaching homeostasis through pattern recognition. Chirillo, M, et al., Adv. Physiol Educ 45: 812-828.2021), students were assessed on their ability to generate and explain the pathway of glucose metabolism and control. Students were assessed at the midpoint and at the end of the Digestive System Unit.

The same technique was used for serum calcium regulation and control.

What were the results of your assessment?

This assessment spanned two sections of BIOL&242 across two quarters. Both sections were given introductions to the pattern recognition model in BIOL&241 (for general homeostasis and the Nervous System). BIOL&242 begins with the Endocrine System. Both sections were given in the following in the identical format: Worksheets (on Canvas and in class) for basic endocrine feedback loop, glucose/glucagon feedback loop, and calcitonin/parathyroid feedback loop. In-class fill-in quizzes (x2) -these were not for points but for practice and review. This included students working in a group, then coming to the board to draw and explain the loops. A feedback loop quiz for points prior to Exam 1 which emphasized the endocrine system and those loops. Exam 1 Laboratory – which had them draw freehand the glucose/glucagon loop, and a fill-in of the color-based endocrine pathway. Exam 4, (lecture and laboratory) which featured several identical questions to the first Exam including a freehand drawing of the glucagon/glucose loop and a fill-in of the color-based endocrine pathway. Compared scores on feedback loops for glucose/glucagon homeostasis pathways based on

It should be noted that the Spring 24 section was half the size of the Winter 24 section. Additionally, two students in the Spring section were taking this as a repeat. Winter 24 Section (Average) n=17 Spring 24 Section (Average) n=9

Exam	Winter 24 Section (Average)	Spring 24 Section (Average)
Exam I – Endocrine Focused	84%	71%
Lab Exam I -Endocrine Focused	79%	70%
Feedback Loop Test I	70%	62%
Feedback Loop Test II (for final)	83%	47%

The results were quite mixed. The feedback from both sections about this approach was positive; that the combination of the color coded loops and the hands-on drawing and labeling made this section more understandable. However, while there was an improvement from FL Test I to FL Test II in one section, there was a marked decrease in the second!

Aside from the small sample size, there is another issue: the Winter section scored higher on every exam and quiz throughout the quarter than the Spring section, and this was a continuation of the same pattern seen in these same students throughout BIOL 241(A&P I)

What now?

Based on the results of the assessment, I am going to re-strategize, and refine how to make homeostatic feedback systems more coherent for students. Student feedback from both sections was positive for the combination of color-coded steps and the hands-on practice of drawing feedback loops.

Changes or recommendations?

None for the college.

Name: Terry Pye MGMT 370

Institutional Outcome: 4. None

Program Outcome: 8

MGMT 370 Students will apply organizational behavior principles and human resource management practices to effectively develop, hire, and retain a skilled workforce.

Course(s):

Course Outcome(s):

What is the problem /concern you are attempting to resolve through this assessment?

MGMT 370 was first offered in Winter 2023 and utilized an extensive 5-part Leadership Analysis project. This project encompassed a competency demonstration at the end of each of the 5 modules in MGMT 370. A rubric was used to evaluate each project part with components on content, leadership theory understanding, and clerical. The project included the following 5 parts:

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

Part 2: Begin analysis and building 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 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 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.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Narrow the Leadership Analysis Project scope from 5 leaders to 3 leaders. Adjust the analysis guiding questions to include the motivation section and PO8 application. Include evaluation metrics in the adjusted rubric. Compare student feedback surveys to measure changes in clarity of assignment details and Leadership Analysis project assessment

What were the results of your assessment?

One of the questions in the survey this year was "The grading parameters helped me understand the expectations for projects." The results were much improved from the previous year, with 91% of students responding that they either Strongly Agree or Agree/ 1 student responded Not Sure.

What now?

Based on the results of the assessment, I am going to retain the upgraded instructions. Will these results change the way you teach? Yes, I found that providing students with more clarity in the expectations for projects allows them to focus on the problem asked rather than trying to understand what I want to see as responses to the assignments. Do the results confirm some aspect of your teaching? The results confirm that we need student feedback to improve our instructional offerings.

Changes or recommendations?

Name: Terry Pye MGMT 410

Institutional Outcome: 2. Quantitative Reasoning

Program Outcome: 1

Course(s):

Course Outcome(s):

What is the problem /concern you are attempting to resolve through this assessment?

MGMT 410

Students struggled with performing calculations and analyzing the impacts of changes in terms or conditions. They were attempting to do the calculations and analysis by hand with a calculator. This caused them to focus more on the calculation than the analysis of the decision in question. The repetitive nature of comparative analysis created situations where the students did not follow through completely, or tried to guess at the result, rather than completing a thorough analysis.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

I added a section of instruction on Microsoft Excel to help them learn how to use this common business tool to perform financial calculations and analysis. This solved two issues for them, one when they got the calculation correctly input, they were able to repeat the process and without making mistakes in the calculation. They also then were able to perform a thorough analysis by focusing on the analysis rather than the calculation. Compared the average score for the assessing risk quiz this quarter to the average score from Winter 2023 (81%).

What were the results of your assessment?

The results were positive in that some students were able to utilize Excel throughout the course, but negative in that some students could not understand how the formulas work in Excel as compared to the long-hand math. All the examples or explanations of formulas in the textbook show how to do the math by hand with very short directions about using Excel to perform the calculations, so it was difficult for the students to be able to compare and relate the two methods. Compared the average score for the assessing risk quiz this quarter to the average score from Winter 2023 (81%) the scores from Winter 2024 was 85%.

What now?

Based on the results of the assessment, I am going to create short videos for each of the long-hand math examples showing how to use Excel properly for each formula using the same numbers as are used in the examples in the text. Will these results change the way you teach? Yes, the videos will be much more hands on than simply asking the students to copy the math in the examples. Why or why not? Do the results confirm some aspect of your teaching? Yes, the positive results from the few videos I incorporated Winter 2024 show that the students will respond positively to short videos.

Changes or recommendations?

Yes, the school should adopt more Excel learning/use in the lower division math and business classes.

Name: Terry Pye MGMT 460

Institutional Outcome: 1. Communication

Program Outcome: 6

PO6 Students will develop comprehensive project plans, monitor the plans, identify areas of risk, and deal with problems through appropriate use of project management techniques

Course(s):

Course Outcome(s):

What is the problem /concern you are attempting to resolve through this assessment?

MGMT 460 Students spent an inordinate amount of time and focus on the annotated bibliography. We observed that students struggled with the role and purpose of the Annotated Bibliography required in the capstone final project. In some cases the groups started their projects attempting to complete the bibliography before defining the problem to be solved or preparing a research plan. These struggles caused delays that impacted the overall quantity and quality of the research and analysis the groups were able to complete, which in some cases limited the comprehensiveness of projects.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

I added a better explanation of the bibliography and its role in the capstone project, including a video and an example. Rhonda Kitchens, Big Bend's Research Librarian, created a video lesson about annotated bibliographies. She also met with each group individually and advised the students regarding their research plan and annotated bibliography. Early in the quarter as I met with each group about their projects, I emphasized the importance of following the appropriate research plan order. To assess improvement I compared the timing of students bibliography questions and their draft submissions to the previous year.

What were the results of your assessment?

During the Spring 2024 quarter I fielded no questions about the bibliography portion of the capstone report, so the results of the change were very positive.

What now?

Based on the results of the assessment, I am going to continue to utilize Rhonda's help. For the 2025 graduating cohorts I plan to give the students the assignment to meet with Rhonda before Spring quarter starts. I think this will be a big benefit for the students in that they will already know Rhonda and how to use her skills to help them before they start building their research plan. Will these results change the way you teach? Why or why not? No, this worked so there is no reason to change. Do the results confirm some aspect of your teaching? Yes, involving other faculty and staff to bring their expertise is a positive, even if it is just through short videos.

Changes or recommendations?

Library and research skills should probably be taught well before our BAS-AM students reach the final quarter of their education.

Name: Dick Wynder

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 2

PO4 Students will demonstrate proper shop safety procedures and hazardous waste handling while performing repairs and diagnostics in the lab

PO5 Students will use proper tools during repair and diagnostic work in the lab

Course(s): AUT115;#247502;#AUT213;#247277;#AUT290;#247281

Course Outcome(s): Course Outcome: 1-Complete individually assigned projects necessary to enhance automotive related and manipulative skills.

What is the problem /concern you are attempting to resolve through this assessment?

Winter 2024. Students use the AUT 213 and 290 class to catch-up on their lab tasks from the daytime course/s, either current course/s or past courses. Students are required at the end of any shop class to complete a lab time sheet as well as create a "work order" for the repair that was completed that afternoon or evening. I have noticed since Covid that students have a hard time remembering to fill out their paperwork. I have no idea where the lack of motivation for completing paperwork came from, but it is obvious. Also, the need to demonstrate their knowledge of safety rules and procedures is required anytime they are working in the lab. Many of these safety rules are taught in the AUT 115 online course that was developed by another auto instructor. So, during this time I want to see that they are working as effectively as their skills will allow while doing it safely and documenting their work at the end of each period.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

During the first two weeks of the quarter, students were reminded at the end of their lab time (4 PM each weekday and 7:30 PM Wednesday) to complete a lab time sheet as well as a needed repair order if a project was completed. Those were collected and checked daily. They were monitored constantly for safe work practices.

What were the results of your assessment?

After the first two weeks I no longer checked the lab time sheets daily or their repair orders. Except for one student, they all went back to old habits and tried to ignore the paperwork. When questioned as to why, they said that mostly they just forgot. When asked if they didn't like the paperwork, they said that that was not the problem. They were not accustomed to completing something like that manually. I reminded them the flat-rate technicians in large facilities with computerized billing, check their time daily to see that they are being paid properly. This is similar.

Safety infractions were not an issue except for safety glass usage while performing air conditioning repairs. In the past I required full-time safety glass usage, but while wearing masks during Covid, fogged-up glasses were more a safety concern. I have relegated safety glasses wearing while grinding, hammering, chemical usage, and air conditioning. I personally always wear mine, even in my workshop at home.

What now?

Obviously, I will need to monitor the lab time sheets continually during the quarter. I may not create a habit within the students during my time with them, but they will have a foundation to keep necessary paperwork either in paper form or computer based. The AUT 115 class seems to be effective as far as working safely and keeping a safe environment around the students. I have procured some new signage for the shop and will have a poster made to remind them of their responsibilities towards safety and the need to complete necessary paperwork.

Changes or recommendations?

Name: Emily Eidson

Institutional Outcome: 1. Communication

Program Outcome: 1

Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team.

Course(s):

Course Outcome(s): NA

What is the problem /concern you are attempting to resolve through this assessment?

This assessment is looking at student knowledge and application of the nursing process within a Clinical Care Plan format. Faculty found that students were having troubles making connections between assessment findings and appropriate nursing diagnoses and interventions, as well as communicating those findings. New care plan developed by faculty in late Spring of 2023. The new care plan will hopefully improve the student's ability to identify and articulate the patient's identified problems to the rest of the healthcare team through the use of the improved Clinical Care Plan format.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Faculty determined that the new care plan developed was a better fit for NUR 121, once students had the opportunity to implement the basics of developing a care plan, including selecting a nursing diagnosis and determining a patient goal based on this diagnosis. Faculty implemented the care plan in NUR 121, and therefore did not assess IO1 or PO1 in this course.

What were the results of your assessment?

NA - See above

What now?

NA - See above

Changes or recommendations?

NA - see above

Name: Emily Eidson

Institutional Outcome: 4. None

Program Outcome: 6

Demonstrate clinical decision-making based on best current evidence, clinical expertise, and the nursing process to develop safe plans of care in a variety of settings.

Course(s): NUR136;#247458

Course Outcome(s): 5. Demonstrate safe peripheral administration of Intravenous fluids utilizing a variety of delivery systems.

What is the problem /concern you are attempting to resolve through this assessment?

Faculty noticed a lack of competency with primary and secondary IV skills during the 2022-2023 academic year. This included a deficit in practical skills and terminology.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

This year, faculty implemented a terminology practice worksheet/quiz that students completed following lab, but before the skills check-off. The hope was that this would help the students in understanding key terms and concepts of the lab, that would then help them be safe and accurate in their skills in this area. We utilized pass rates for the IV skills lab in NUR 136 as a measure of improvement in this area. In the previous year, we had multiple students that did not pass the IV skills check off and required remediation. Therefore, using pass rates for this skills lab as a measure of improvement seemed appropriate.

What were the results of your assessment?

The pass rates for the IV Skills Management skills lab improved, with 94% of students passing the IV skills management skill check-off on the first attempt.

What now?

Based on the results of the assessment, we are going to continue to emphasize terminology and concepts that will better prepare students to be successful in the management of IV fluids. We will do this by continuing to implement the post-lab quiz as we did this year.

Changes or recommendations?

Based on the results of the assessment, we are going to continue to emphasize terminology and concepts that will better prepare students to be successful in the management of IV fluids. We will do this by continuing to implement the post-lab quiz as we did this year.

Name: Emily Eidson

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 3

Demonstrate effective collaboration within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve educational and institutional growth.

Course(s): NUR137;#247460

Course Outcome(s): NA

What is the problem /concern you are attempting to resolve through this assessment?

Last year's Level 1 cohort relayed to faculty a lack of confidence within their Spring Cardiac Simulation specific to foundational baseline knowledge, medications, and communication. Therefore, our plan is to refine cardiac simulation and include "pre-work" to help students feel more prepared.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

We revised the spring cardiac simulation lab to help improve student learning, teamwork, and communication during the lab. Our revision included selecting a different simulation that highlighted concepts more appropriate for level 1 students, having students complete preparation prior to lab, and improving communication and teamwork during lab by better designating roles of participants. The lab topic was changed from cardiac arrest (2023) to heart failure (2024). The required preparation for lab included having students study the medications that they will utilize prior to lab. To better designate the roles of participants, each participant was given an identification tag prior to starting the simulation. Student feedback and faculty perception of student competency during skills lab was used as a measure of this assessment.

What were the results of your assessment?

The changes discussed above for the cardiac simulation lab led to improvement in student learning, teamwork, and communication. Faculty reported that students were well prepared and able to critically think through the lab. Moreover, students reported that they felt prepared and that the learning experience was overall positive.

What now?

Based on the results of the assessment, we will maintain the changes that were implemented in this lab. Faculty will continue to utilize a simulation on the topic of heart failure, will have students prepare for lab by completing pre-work prior to lab, and will utilize a method to identify the participants in lab. These results also highlighted the importance for faculty to select a simulation experience that more closely aligns with content covered in theory classes. The heart failure simulation that was chosen for this year covered a condition (heart failure) that was covered more thoroughly in NUR 130 (theory) as compared to the topic of previous simulations for Level 1.

Changes or recommendations?

The results of this assessment demonstrate that selection of learning experiences should be done with the intention of correlation of simulation with theoretical knowledge being learned concurrently within a program of study. We also believe these assessment results demonstrate the importance of student preparation for hands-on learning experiences, which could be applied to other programs across the institution.

Name: Emily Eidson

Institutional Outcome: 4. None

Program Outcome: 4

Deliver safe, effective, and individualized physical, psychosocial, cultural, and spiritual care to the whole person in a variety of settings.

Course(s):

Course Outcome(s): PSYC 101

5. Define cultural, ethnic, and spiritual characteristics and their influence on the client-health care professional therapeutic relationship.

What is the problem /concern you are attempting to resolve through this assessment?

Student knowledge and comprehension of the value and importance of cultural competence and communication remain at a deficit.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

For this assessment, faculty implemented an assignment related to culture and therapeutic communication. The goal of this assignment was to help develop student knowledge and skills in the areas in which we identified the deficits as described above.

What were the results of your assessment?

This assignment was implemented as planned. On a scale from 1 to 5, on average, student achievement of the selected course learning outcome was scored at 4.39. This demonstrates that students were able to demonstrate knowledge related to the concepts of cultural competence and therapeutic communication in order to meet the objectives of the assignment and therefore meet the courses objectives and learning outcomes.

What now?

Based on the results of the assessment, faculty would like to continue to incorporate and emphasize learning opportunities in this course related to cultural competence and therapeutic communication.

Changes or recommendations?

Faculty would suggest that we continue to place an emphasis on education regarding cultural competence in our program and among other courses throughout the college.

Name: Emily Eidson

Institutional Outcome: 4. None

Program Outcome: 5

Plan, initiate, and evaluate patient teaching including assessment of current knowledge and use of appropriate materials and techniques.

Course(s):

Course Outcome(s): 3. Describe how various Health Belief Models can be used to accomplish the goals of Healthy People 2030.

What is the problem /concern you are attempting to resolve through this assessment?

Faculty have lacked Addressing Healthy People 2030 – instead, focusing on previously used and no longer up-to-date websites. The plan for this assessment is to link assignments to Healthy People 2030 and update specific assignments to reflect new standards. Moreover, students will incorporate these new standards in their discussion of how to improve the health of individuals, including through communication and education.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

For this assessment, faculty included an assignment in PSYC 102 that addressed Healthy People 2030. This integration of current information will ensure that students are aware of the current focus of health as it relates to nursing and can provide accurate information to patients regarding methods to improve their health. The potential impact of the changes made will be measured by student achievement of the learning outcome.

What were the results of your assessment?

Students successfully utilized the Healthy People 2030 goals, incorporating the updated information into their discussions. Discussions included incorporation of how they would educate patients to make lifestyle changes to help achieve a goal aligned with Healthy People 2030. Student achievement of the identified course outcome was measured on a scale from 1 to 5, with the average student achievement being 3.33. However, this score is actually lower than the score achieved in the previous year, which was 3.79.

What now?

Based on the results of the assessment, faculty will continue to incorporate updated standards into the curriculum so that students can incorporate the updated standards into their nursing practice. There still seems to be room for improvement in this area, however, based on the average scores achieved. Therefore, faculty should continue to revise this assignment to ensure it effectively assists students to achieve the learning outcome.

Changes or recommendations?

The results of this assessment demonstrate that when students are given the proper tools and resources, they can achieve the expectations set forth by faculty and can thus achieve their full potential in their profession. This can be applied to any profession in which standards are improved upon regularly.

Name: Emily Eidson

Institutional Outcome: 4. None

Program Outcome: 5

Plan, initiate, and evaluate patient teaching including assessment of current knowledge and use of appropriate materials and techniques.

Course(s):

Course Outcome(s): NA

What is the problem /concern you are attempting to resolve through this assessment?

Unfortunately, faculty were unable to complete the anticipated assessment activity in this course.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Unfortunately, faculty were unable to complete the anticipated assessment activity in this course.

What were the results of your assessment?

Unfortunately, faculty were unable to complete the anticipated assessment activity in this course.

What now?

Unfortunately, faculty were unable to complete the anticipated assessment activity in this course.

Changes or recommendations?

Unfortunately, faculty were unable to complete the anticipated assessment activity in this course.

Name: Emily Eidson

Institutional Outcome: 1. Communication

Program Outcome: 1

Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team.

Course(s): NUR210;#247130

Course Outcome(s): 2. Apply appropriate nursing care interventions for patients with selected complex conditions. (MOC)

What is the problem /concern you are attempting to resolve through this assessment?

This assessment will focus on the lack of communication-based assignments found within NUR 210. Communication is an essential part of nursing and therefore emphasis on this skill is important.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

For this assessment, students served as "nurse navigators" for an assignment. The students filmed a patient education segment thus being required to talk through learned information. Measurement of the success of this assessment was done by analyzing the level of achievement students attained in relation to the outcomes.

What were the results of your assessment?

The assignment was successful in providing students an opportunity to communicate information about healthcare diagnoses to patients. When looking at the achievement of the identified outcome (IO1/PO1), students achieved an average score of 4.68 on a scale of 5.00.

What now?

Based on the results of the assessment, faculty will continue to incorporate communication-based assignments, with a specific focus on patient education. The incorporation of a video submission is also a technique that was shown to be effective, which is helpful when planning future assignments.

Changes or recommendations?

The video submission was an effective way to incorporate communication-based assignments into the curriculum and assess student achievement of outcomes related to communication. This assignment could be utilized by other programs in which communication among teams or with individuals in the community is an important focus.

Name: Dick Wynder

Institutional Outcome: 1. Communication

Program Outcome: 1

Outcome PO6 Students demonstrate the ability to retrieve service information from manuals and on-line sources

Course(s): AUT211;#247275

Course Outcome(s): none

What is the problem /concern you are attempting to resolve through this assessment?

Spring 2024 AUT 211

The AUT 211 course focuses on using wiring diagrams to aid and prepare for diagnostics and repair of convenience, accessory, and safety systems. The program has been hybrid since Covid. In fact, it is the only auto course that can be taught somewhat effectively online with Canvas. After completing the Canvas assignment, the student completes a diagnostic worksheet that is handed to them daily during the course. Their grade is determined by their Canvas interaction and the worksheets.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

The students chose to have conventional lecture during the AUT 211 course time (4 weeks) when left it up to a vote. Students were still required to complete the Canvas assignments, but we could discuss them daily. Also, I was more available to help with their diagnostic assignments during that time rather than interfering with their afternoon lab time

What were the results of your assessment?

Interestingly, some of the student's attendance was atrocious during this time. One of them said while we were voting on how to hold the class, "I'm on campus anyway, so I may as well be here at 9". He and others fell behind, and when I discussed it with them, they had no good response. Accordingly, they did not receive stellar grades.

What now?

This outcome in the AUT 211 class; the incompletion of Canvas and written assignments, and poor attendance was a first for me. It caught me by surprise. If this is some sort of trend, then online instruction will need to move to the classroom permanently and a strict attendance policy will need to be implemented. More frequent interaction with students may need to happen to prevent a repeat. I will not be teaching this course again for two years and things may change. As it is taught in spring, I may find that I can soften my stance based on the fall and winter attendance and performance.

Changes or recommendations?

Name: Emily Eidson

Institutional Outcome: 4. None

Program Outcome: 6

Demonstrate clinical decision-making based on best current evidence, clinical expertise, and the nursing process to develop safe plans of care in a variety of settings.

Course(s): NUR236;#247438

Course Outcome(s): 3. Apply nursing skills and knowledge to care for a simulated patient experiencing a variety of scenarios. (MOC)

What is the problem /concern you are attempting to resolve through this assessment?

Last year, faculty felt the currently used simulation scenario could use an update to better serve cultivation of PO6.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Faculty reviewed and updated the simulation to ensure incorporation of evidence-based practice and ongoing development of critical thinking. To do this, faculty utilized a new simulation scenario that provided opportunities to discuss current evidence-based practice recommendations for the care of a patient in cardiac arrest. Faculty also had each skills group complete the scenario twice, allowing plentiful opportunity to enhance and cultivate critical thinking. During the first run-through, students completed the scenario with their own knowledge and little faculty guidance. Following the first run-through, there was a debrief session where questions were asked that promoted further critical thinking in the students. This also allowed an opportunity for faculty to review current evidence-based practice. Then, the students ran through the scenario again, with the opportunity to revise actions based on what they reviewed in the initial debrief. This also enhanced their ability to critically think through their actions as well.

What were the results of your assessment?

Faculty found that utilizing this new scenario was beneficial to student learning related to PO6. Moreover, students reported enhanced learning and skill development through repetition of the scenario. The final debrief following the second scenario demonstrated students acquisition of knowledge related to the care of the patient in cardiac arrest.

What now?

Based on the results of the assessment, we will continue to review simulation scenarios to ensure the scenario incorporates evidence-based practice. Moreover, faculty have since utilized the method of running a simulation several times and will continue to do so. We have also placed more emphasis on the selection of debrief questions that help cultivate the students' critical thinking skills.

Changes or recommendations?

No recommendations based on this assessment at this time.

Name: Emily Eidson

Institutional Outcome: 4. None

Program Outcome: 4

Deliver safe, effective, and individualized physical, psychosocial, cultural, and spiritual care to the whole person in a variety of settings.

Course(s):

Course Outcome(s): PSYC202

3. Describe the behavioral signs of hoarding.

What is the problem /concern you are attempting to resolve through this assessment?

The curriculum lacked discussion and presentation of data specific to hoarding and the personal aspects related to cultural/social/political aspects.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

For this assessment, faculty created an assignment that required students to discuss the personal and social impact of hoarding as well as discuss treatment options for this condition. Student success in this assignment would demonstrate that the students can recognize and articulate personal aspects of this condition and make connections between this condition and the social implications. This skill aligns with *PO4.

What were the results of your assessment?

Students completed this assignment as planned. In relation to the identified course outcome, students achieved an average score of 3.88 on a scale of 5.0. The threshold is 3. Therefore, this assignment was effective in meeting the goals, in which we wanted students to discuss the personal impacts of hoarding, which required incorporation of aspects related to the selected course outcome.

What now?

Based on the results of the assessment, we could continue to improve upon our achievement and assessment of *PO4. We did not address the discussion aspect of this outcome and student achievement may be more evident if we include a group discussion as part of this assignment.

Changes or recommendations?

There are no recommendations for the college related to this assessment at this time.

Name: Emily Eidson

Institutional Outcome: 1. Communication

Program Outcome: 1

Communicate effectively to deliver relevant, accurate and complete information to patients, families, and the healthcare team.

Course(s):

Course Outcome(s): PHIL201

3. Discuss the role of advocacy in healthcare.

What is the problem /concern you are attempting to resolve through this assessment?

Student knowledge and competency specific to nursing advocacy and ethical issues is limited.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

For this assessment, an assignment was implemented that focused on student advocacy for patients and advocacy for themselves during ethical dilemmas. This assignment allowed students to communicate important information, demonstrating competency in IO1, PO1 and course outcome 3.

What were the results of your assessment?

The assignment was implemented, and students achieved an average score of 4.05 on a scale of 5.00 in their achievement of the course outcome as listed above. This demonstrates that the assignment was an effective method in which students can attain knowledge and achieve competency related to the role of advocacy in healthcare. Furthermore, this assignment provided students the opportunity to communicate this knowledge and therefore demonstrate their competency in communication, which aligns with IO1.

What now?

Based on the results of the assessment, we will continue to implement this assignment as an effective method of ensuring students attain knowledge and skills related to advocacy in healthcare.

Changes or recommendations?

No recommendations related to this assessment at this time.

Name: Emily Eidson

Institutional Outcome: 4. None

Program Outcome: 4

Deliver safe, effective, and individualized physical, psychosocial, cultural, and spiritual care to the whole person in a variety of settings.

Course(s):

Course Outcome(s): PHIL 203

NA

What is the problem /concern you are attempting to resolve through this assessment?

Unfortunately, faculty were unable to complete our planned assessment of *PO4 in this course.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Unfortunately, faculty were unable to complete our planned assessment of *PO4 in this course.

What were the results of your assessment?

Unfortunately, faculty were unable to complete our planned assessment of *PO4 in this course.

What now?

Unfortunately, faculty were unable to complete our planned assessment of *PO4 in this course.

Changes or recommendations?

Unfortunately, faculty were unable to complete our planned assessment of *PO4 in this course.

Name: Michell Valdivia

Institutional Outcome: 1. Communication

Program Outcome: 1

None

Course(s): CS115;#247573

Course Outcome(s): 5. Apply the entity-relationship (E-R) data model to represent the data requirements for a small business

What is the problem /concern you are attempting to resolve through this assessment?

For Fall 2023 students completed an assignment where they wrote a report for a potential small business, given a set of constraints and data. In the past students have worked with an existing database and creating an E-R data model using special software, but this assignment did not require the student to use the appropriate vocabulary related to the data requirements. This was changed for Fall 2023. In the assignment the students were given a set of customer requirements, and spreadsheets containing data a customer wished to convert to a database. Students were tasked with creating a report detailing a possible database design for the customer. This report included a Unified Modeling Language (UML) diagram of the database, details on the attribute datatypes, a view for an administrator, and a view for a user. By completing this report students can communicate their knowledge of databases in a workplace context.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Canvas, Microsoft Access.

What were the results of your assessment?

Students asked more questions regarding the data when taking the role of designer, and the instructor took the role of a customer. As a customer, the instructor was unable to state the exact datatype of columns or design of the database. As such, students took the role of the database administrator and were able to come up with a design based on customer requirements. Questions that used to be specific to the MS Access and converting data to a UML diagram changed to questions including the relationships between tables and the design of the tables. Students then took the answers to the questions and designed their tables, then created them in MS Access.

What now?

Based on the results of the assessment, I am going to continue presenting this assignment each quarter. The roleplaying of database administrator and customer helped students place themselves in a position where they had to use critical thinking when designing a database to fit the customer's needs.

Changes or recommendations?

Name: Michell Valdivia

Institutional Outcome: 2. Quantitative Reasoning

Program Outcome: 1

None

Course(s): CS142;#247576

Course Outcome(s): 6. Outcome 6, Utilize advance design techniques such as inheritance, polymorphism, abstract classes, and interfaces.

What is the problem /concern you are attempting to resolve through this assessment?

From Fall 2021 to Spring 2023 I structured course content based on Central Washington University's computer science course content. I found that 90% of a student's grade was based solely on high-stakes assessments (labs and exams), while 10% of their grade was low-stakes assessment (quizzes). Data from Fall 2021 to Spring 2023 shows an average success rate of 83% for CS 142.

For Spring 2024 CS 142 I included a project and accompanying check-ins in place of exams. Students drafted a project proposal, completed documentation, and presented their project at STEMposium. Students regular checked in with the instructor and received feedback at a more regular rate than exams. Students were able to use their quantitative reasoning, and design complex software using inheritance, polymorphism, abstract classes, and user interaction using the Java programming language.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Canvas, Tableau Dashboard

What were the results of your assessment?

Students participated fully in their project, and were able to design complex software. Three check-ins were required with the instructor, and during these check-ins students were able to receive feedback in real time, and return to their projects and documentation to continuously improve until the STEMposium event. Students used professional vocabulary when explaining their projects during the event, in addition to the documentation they submitted for a grade.

The success rate of the course was 83%, presenting no change between Spring 24 and Winter 23. The average total grade was 88%, compared to 90% in Winter 23.

While this may not present a great change in terms of numbers, peer interaction improved as a result of the project. Students were able to apply knowledge on advanced techniques in creating their projects, and the project check-ins were a low-stakes way to assess students understanding of the aforementioned design techniques.

What now?

As a result of the projects, and the change in classroom environment as a result of changing the stakes of the assessments, CS 142 will be using projects as a way to assess students in the future. Numerical data shows that students can succeed in both a high-stakes assessment environment and one with low-stakes assessment environment. With that, it is more beneficial for students to participate in

an environment where they can take part of the software engineering process, become familiar with complex software design, and present their knowledge to a scientific community.

Changes or recommendations?

Name: Michell Valdivia

Institutional Outcome: 2. Quantitative Reasoning

Program Outcome: 1

None

Course(s): CS&141;#247595

Course Outcome(s): 2: Read, write, compile, execute and debug Java programs.

What is the problem /concern you are attempting to resolve through this assessment?

From Fall 2021 to Spring 2023 I structured course content based on Central Washington University's computer science course content. I found that 90% of a student's grade was based solely on high-stakes assessments (labs and exams), while 10% of their grade was low-stakes assessment (quizzes). Data from Fall 2021 to Spring 2023 shows an average success rate of 64% for CS& 141.

For Fall 2023 CS& 141 I assigned more low-stakes assessment, including homework from the textbook and writing practice problems for students. These low-stakes assessments were more explicitly stated and outlined on our Canvas course. In previous years a verbal suggestion was made to students to work through homework problems in the back of the book and find practice on other sites on their own time. By explicitly stating the homework, practice problems, and expectations students will have more opportunities to analyze and solve problems using Java. From this practice students will receive more feedback and improve the success rate of the courses.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Tableau dashboard data, Canvas graded labs and exams

What were the results of your assessment?

Student scores exam scores in CS& 141 prior to assessment averaged at 75%. After adding low-stakes assessment average student exam scores in Fall 23 were 61%. After discussion with students it was found that students were not completing the homework related to programming, as it was not required for a grade. Quizzes, which were already in place prior to the assessment, were still being completed.

What now?

One of the things I noted in the exam scores was that exam format had changed; in Fall 23 students were required to take the exam in person and on paper, rather than having a Canvas based exam. This exam included the program and paper exam, which prior to Fall 23 was a 24-hour exam. To close the loop, in Winter 24 I separated the exams (program portion and paper portion) and provided more time for completion. I also stressed the importance of completing the homework, and to use it as a way to prepare for the exam This raised the average exam score to 73%.

As a result of this assessment exams will be split up to provide more exam time to students. Homework will still be provided in preparing students for the midterm and final exams.

Changes or recommendations?

Name: Sandra Jones

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 6

Deploy and manage server hardware and software to support organizational operations and goals.

Course(s): CS205;#247584

Course Outcome(s): 1. Configure Microsoft Windows Server operating system

What is the problem /concern you are attempting to resolve through this assessment?

Assessment took place in Winter 2023. In addition to weekly lectures and videos showcasing how to configure a Microsoft Windows Server, students completed hands-on labs with simulations to guide them through an install process. These exercises were imperative to teach students step-by-step instructions on how to perform these functions as they prepare to become workforce ready in a Data Center.

Students completed on average 3 weekly quizzes in addition to lab simulations. They worked in teams to troubleshoot network issues during our class lectures to determine problem/resolution strategies. The rationale was to have students test their knowledge, skills and abilities to perform Network Admin. tasks to reinforce their understanding of the critical steps needed in order to configure, troubleshoot and administer a server.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

Canvas, Third Party Education Software (Ascend)

What were the results of your assessment?

Each week, there was 95% student participation and a positive learning experience where students gained perspectives from each other as well as input from the instructor. This methodology created a student-to-student interaction as well as student-to-instructor interaction. In addition, I have been working closely with Tek Systems to provide entry level Internships at Microsoft in Quincy, WA. Last semester, all of my students secured an internship!

What now?

Based on the results of the assessment, I plan to allow students to take the lead each week to build their confidence level in public speaking since many seem to be shy and reserved. They will be tasked to ask questions and receive appropriate technical troubleshooting answers. Students will ask instructor for guidance when needed and develop alternative solutions to resolve a network issue. These results will change the way I teach by allowing students to express themselves, especially when asked how to troubleshoot a problem and be able to research issues using the internet. These results will confirm some aspects of my teaching and instead of just giving answers, students will be able to think, research and rationalize network issues when configuring, administering and troubleshooting networks.

Changes or recommendations?

Name: Dawnne Ernette

Institutional Outcome: 4. None

Program Outcome: 4

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

Course(s): CSS102;#247507

Course Outcome(s): 1. Use higher order problem-solving and critical thinking skills to determine strategies to make sound choices.

4. Identify and practice ways to transfer skills developed in CSS 102 across other college, work, and/or life situations.

What is the problem /concern you are attempting to resolve through this assessment?

Students in previous quarters had been having difficulty connecting skills from the college classes to situations that could come up beyond their time at BBCC.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

W24 and SP24: Students collaborated in a discussion forum. They had two tasks:

1. Post one concern/challenge they had about life after BBCC;
2. Find at least 2 good resources to help answer at least 3 classmates' concerns.

Some of the concerns students posted were how to make friends at the transfer school, how to move away from home, paying for school out-of-state, and how to navigate all of life's challenges on their own.

Students then searched for at least 2 good resources for each classmate they chose to respond to that would provide strategies for dealing with the concern.

This took place about half-way through the quarter, and I had hoped that they would use some of the subjects we had already covered (how to cope, navigating success) in conjunction with their own research.

What were the results of your assessment?

Winter quarter students worked very well together in the forum. They found excellent resources for their classmates and some did also remind each other of some discussions from earlier Modules and how those discoveries could help with planning for these challenges, too. Students were enthusiastic and supportive of each other.

Spring quarter students were not as successful. Only 2 of the students drew from previous Modules that we studied, and less than half completed any research for their classmates. The lack of enthusiasm made it not as satisfactory for the students who were actively engaging in the forum.

What now?

I realize that I made assumptions about my students that do not hold. I had thought that because most of the students in both quarters had been at the College for over a year, they had already had practice in research. While the winter quarter students did fine, I should not have assumed that the spring quarter students would as well. This result has reminded me that if I want students to complete an assignment or project, I cannot assume prior knowledge of some of the skills needed to accomplish the project. I have to teach them everything I want them to do and provide examples.

Changes or recommendations?

I will try this project again next year, and I'll be sure to better prepare the students. I might have Rhonda Kitchens provide a short research lesson, and I will provide examples of what I hope to see. But for all my classes, this was a good reminder that regardless of how long a student has been here at BBCC or what I might think they should have learned in high school, I still have to teach all the skills that students need for a particular task.

Name: Ryan Duvall

Institutional Outcome: 3. Human Relations/Workplace Skills

Program Outcome: 4

PO4 Students will identify the interpersonal and ethical attributes needed for professional success.

Course(s): BIM262;#247224

Course Outcome(s): I also assessed BUS 115 Workplace Skills and Behaviors. It was not in the list above.

PO4 Students will identify the interpersonal and ethical attributes needed for professional success.

What is the problem /concern you are attempting to resolve through this assessment?

Students often fail to understand that written communication is representative of them as professionals. Specifically, students tend to text instructions with a level of informality.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

For my assessment, I created a small assignment related to communication and email. I tied this to the workplace skills of professional communication. Many times, students are relaxed in their communication. So, during the week we talked about communication, I stressed the need to make a habit now of communicating professionally. The assignment I had them do was to create an email that they would submit in Canvas to demonstrate how to communicate in a professional way with their instructor and with their employer. The flaw in my plan was to monitor how they did after that point and see how they did throughout the quarter. While for some, it helped improve their form of communication and for others they reverted back when they were in a hurry. It was hard to keep track of every interaction to have accurate data to provide. I did see the benefit of this assessment and the improvement that was made.

What were the results of your assessment?

Between my two classes, I had a total of 35 students. I would say that of the student who lacked the professional communication skills needed in the workplace when the class started was about 70 percent (25 students). These were the students that I hoped to see improvement. From this assignment, I saw about half the students improve in their level of professional communication. While it was not 100 percent of the time that they were perfect in their communication, I still saw improvement. It was hard to track each interaction with them. I think in the future, I need to find a better way to track their improvement. In the self-reflection paper that was done in my BUS 115 class, where students needed to share three take-a-ways from the class, many students talked about professional communication as a skill that they plan to continue to work on and take with them into the workplace.

What now?

Based on the results of the assessment, I am going to use this type of assessment in my other classes. I think this approach needs to happen in all my classes. I have the ability to rewrite my classes this summer as the variable credit is going away. I plan to use what I learned from this assignment to outline clear communication expectations and modify this assignment that was done in my classes and apply it

to all my classes. I would like to add it to my toolbox for success resource. Part of the rewriting my classes is the idea of rebranding my program and updating to meet industry needs. One area that I see needs improvement is the level of professional communication among students in the program. While it is a program outcome and does not need to be done in every class, I think it needs to be reinforced in many if not all my classes and so where appropriate, I plan to add this to my classes. This does not mean I will assess it in all classes but what it will do is raise the level in all classes because it is being reinforced in many classes. I believe that when I do this assessment again, I will better improvement and see more students possessing that skill in their class before I complete the assessment.

Changes or recommendations?

Addressed above.

Name: Lindsay Groce - Chemistry

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.

Course(s): CHEM&161;#247186;#CHEM&162;#247227;#CHEM&163;#247228

Course Outcome(s): Various

What is the problem /concern you are attempting to resolve through this assessment?

I use the American Chemical Society (ACS) standardized exam as a final for CHEM&163, which is cumulative for the whole year. I have noticed some problem questions/topics that span the whole series and I wanted to make intentional adjustments throughout the year to see how they impacted performance on those particular ACS exam questions.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

I did error analysis on the ACS final in Spring 2024 and compared it to Spring 2022 (a post-pandemic, hybrid, at home lab year) and Spring 2018 (a pre-pandemic year). I tabulated the number of students that missed each question, then compared the current year to 2022 and 2018.

What were the results of your assessment?

One of the biggest changes I made this year was in the way I presented rate laws and chemical kinetics in the second quarter. Part of this was intentional (I created new worksheets to practice more content, spent a little more time and emphasis on different parts) and part was the fortunate happenstance of having guest lectures done by my SCED 542: Teaching Science in the Community College students from CWU cover my lectures on that content. Because they were coming in with fresh perspectives and different backgrounds, they focused on the material in a slightly different way, which helped to guide some of the intentional changes I made to the way material was presented around those guest lectures.

In looking at the past exams, in 2018, there were 3 rate law-specific questions that were missed by a significant portion of the class. These were numbers 46, 47, and 48 on the 2011 ACS exam. That year, 19/23 (82.6%) missed number 46, 20/23 (87.0%) missed 47, and 17/23 (73.9%) missed 48. Comparing that to Spring 2022, with the 1 day in person, at home lab model that came from the figuring out what things looked like post-pandemic, there were also significant numbers of students who missed that group of questions: 11/19 (57.9%) missed number 46, 12/19 (63.2%) missed number 47, and 16/19 (84.2%) missed number 48. This year, with the changes to the way that the material was presented and subsequently supported, 17/30 (56.7%) missed 46, 17/30 (56.7%) missed 47, and 18/30 (60.0%) missed 48.

What now?

These 3 questions are just a representative sample within the data. There are a number of topics that stand out within the exam as needing more coverage, emphasis, and review. I'm going to take the findings this year and play around with some ways to incorporate some review topics from the first two quarters more intentionally within the third quarter. The third quarter of the series naturally builds on and synthesizes information from the first two, but there are definitely some patterns to the holes in student understanding coming out of the full series that can be more explicitly addressed throughout.

These are changes more within the series of courses, which will hopefully impact student learning and success. The emphasis of the changes will be on more practice with problem solving and trying to help the students make stronger connections quarter to quarter. Every year I teach this class, I change little things here or there, but gathering and analyzing the data this year the way I did as part of this assessment process is going to give me more targeted guidance for more potential changes in future years. I might also re-think my calendar a bit each quarter to weight the different chapters slightly differently in terms of their in-person/lecture time. Just building the time and infrastructure in for them to absorb some of these content areas better might help overall, as well.

Changes or recommendations?

I have been using the 2011 ACS exam since I took over the General Chemistry series from John Peterson. It might be time to update it to a newer format. I wonder if some of the recent years have slightly different wording or if the fact that the exam itself is a bit dated might have an impact on student perception about how challenging the questions themselves are. Support in purchasing a new classroom set of ACS exams from a more recent year would be appreciated, as well as newer study guides for myself, the STEM Center, and the Library (as I always have a few that walk off with students, unintentionally, every year).

Name: Angela Waites

Institutional Outcome: 1. Communication

Program Outcome: 1

IO1 Communication: Students will be able to communicate clearly and effectively.

Course(s): SPAN&121;#247120

Course Outcome(s): [CO 1]: Speak basic Spanish with standard pronunciation of simple words.

What is the problem /concern you are attempting to resolve through this assessment?

Students have consistently struggled with using correct Spanish pronunciations, specifically regarding vowels. When pronunciation is significantly incorrect, it seriously impedes comprehension for the listener. In past quarters I have required an assignment in which students watch four pronunciation videos covering the basic Spanish pronunciations. Students then completed assignments attached to each video. However, through qualitative and formative assessments, it has been noted that students are still struggling with these basic pronunciation rules as seen through their speech in class as well as their grades on the assignments attached to these videos.

In order to improve understanding of these basic pronunciation rules in Spanish which will lead to more effective communication, I instituted the following changes:

1) During the first week of the quarter, I gave all students a basic pronunciation quiz. This provided me with a baseline of student understanding of correct pronunciation. At the end of the quarter, I gave the same assessment quiz to students to assess improvement in understanding of correct Spanish pronunciation;

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

In order to improve understanding of these basic pronunciation rules in Spanish which will lead to more effective communication, I instituted the following changes:

1) During the first week of the quarter, I gave all students a basic pronunciation quiz. This provided me with a baseline of student understanding of correct pronunciation. At the end of the quarter, I gave the same assessment quiz to students to assess improvement in understanding of correct Spanish pronunciation;

2) I incorporated a daily pronunciation practice word for each Spanish 121 class. Each day at the beginning of class, I pronounced the daily practice word for students and used the word in sentences. If possible, I included students in my pronunciation of the word, asking them questions while saying the word multiple times. I then had students practice the word once along with me and one time as I listened and gave tips for better pronunciation.

What were the results of your assessment?

The average score for the first pronunciation quiz, given in the first week of the quarter, was a 67%. It was clear from the verbal responses of the students, as they were completing the quiz, that many of them were simply guessing on which was the correct pronunciation of the word.

Students were given the same quiz the last day of the quarter in which they chose the correct pronunciation of a spoken Spanish word. As students listened and chose their answer, I could hear comments like "Oh! This is so easy this time!"

The average score on the second quiz was an 85%, an average of 18% better than the original quiz.

Anecdotally, I also noted improved pronunciation in spoken speech over the quarter, as well as recognition of correct pronunciation.

What now?

Based on the results of the assessment, I am going to continue using this type of assessment in order to help students understand and practice pronunciation, however, instead of assessing the results in only Spanish 121, I will assess all three quarters of Spanish (121, 122, 123) using these practices. Will these results change the way you teach? Why or why not? I am interested in assessing the other two levels of Spanish in this way, as well. The results will not change the way I teach, per se, other than introducing the assessment in other classes as well. Do the results confirm some aspect of your teaching? One of the philosophies that influences my methodology in teaching is the importance for students to hear the language in a comprehensible manner as much as possible. The results of this assessment do confirm that hearing and practicing correct pronunciation does improve language acquisition and ability to communicate well.

Changes or recommendations?

Name: Scott Hagel (Art Dept.)

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.

Course(s): ART104;#247164

Course Outcome(s): This assignment touches on course outcome 1, 2, and 3. 1 is applying the principles and elements of art to demonstrate knowledge of three-dimensional form. 2 is understanding the relationship between form and space by applying composition for desired effect. And 3 is demonstrating knowledge of shadow and space ...to gain experience in observing, recalling, and interpreting visual environment. Please keep in mind, the changes being made through this assessment are very early in the quarter and are about setting students up to succeed in the above outcomes.

What is the problem /concern you are attempting to resolve through this assessment?

Prior to this quarter, aspects of the learning process were taught via a variety of assignments with students being set out on their own to ultimately draw from a still life of their creation. In student's first still life drawing, this being an online class, too much was expected of them for this early still life assembly. For many students, a queue of objects is created without the objects having any interactions. This delays the learning process where it matters as too much time is wasted getting students to understand and deal with the creation of still life arrangements for their own use.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

I created still life photos and videos in which students followed along in the creation of their first still life drawing. They worked from a black and white image, provided, and mirrored my filmed process of finding basic shapes within the still life and measuring the distances between and size of objects/shapes. Next, they looked for form shadows and cast shadows. Using that information, they transformed their shapes into forms, rendered their objects with cross-contour shading, and finished with the inclusion of highlights and other reflected light.

Following along with my process via a black and white still life photo and my video as guidance, students will understand what a still life is, how to create it, examine it, and ultimately begin working from it. A variety of assignments still leads up to this but their first still life is no longer a solo endeavor. This will also greatly impact their process of looking for shapes and ultimately creating and rendering forms.

What were the results of your assessment?

Based on the initial still life assignment and the follow-up assignments, I believe this has shown an improvement in student understanding. There was less confusion and fewer incidents of students feeling lost or without direction in following still life assignments.

What now?

Future quarters of Drawing 1 will also have the initial still life drawing as a step-by-step follow along piece. I will do my best to improve upon the structure and presentation of the initial assignment. Also, this continues to emphasize the importance of demonstrations in the form of videos for the assignments. Not just explanations but walking through the information and showing the work from beginning through completion. This takes more work on my part but pays off in better understanding for students.

Changes or recommendations?

This assessment continues to show the importance of demonstration videos for online art classes. I will continue to re-make and improve on videos from previous quarters.

Name: Rhonda Kitchens (Library)

Institutional Outcome: 1. Communication

Program Outcome: 1

Students will be able to communicate clearly and effectively

Course(s):

Course Outcome(s): LIB 101

Upon successful completion of the course, students should 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 is the problem /concern you are attempting to resolve through this assessment?

Reaching a successful sequence of creating and improving an effective set of plagiarism activities that consistently result in lower than 8% TurnItIn similarity reports and zero to low plagiarism.

LIB 101 TurnItIn Plagiarism Assessment Fall 2021 to Spring Ongoing.xlsx

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

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, many students come into the course with a 10 (out of 13 possible score on a TurnItIn produced plagiarism test) and exit around 12.

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 did not keep the pre and post-tests in each course. I also added the 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.

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 grave issue. The annotations on these Final Projects were substantive and reflected consistent use of evaluation skills.

What were the results of your assessment?

I feel like I have reached the end of a improvement process with academic year Fall 2023 and Spring/Fall 2024. This is my current process:

Pre-test as part of Introduction to LIB 101 Plagiarism Tutorial with completion certificate as part of Introduction to LIB 101 Rewrote dated SIFT evaluation into a Lateral Reading process that I demonstrated

reduced similarity reports and helped students produce original annotations. Extra Credit TurnItIn assignment where students intentionally turn in copy/pasted material to see how to improve their work. Use TurnItIn on Modules 1-6 Extra credit post-text before the end of course. Maintain a goal of keeping Final Project TurnItIn percentages under 8%

While this list looks lengthy, these consistent check ins are brief.

In my course, I do not use identified similarities to take off points but to have discussions about consequences and corrections

Averages

Fall Pre-Test	10.3
Winter Pre-Test	10
Spring Pre-Test	11
Fall Post-Test	11.5
Winter Post-Test	10.7
Spring Post-Test	12
Fall TurnItIn Similarity Report for Final Project	3.23
Winter TurnItIn Similarity Report for Final Project	3.67
Spring TurnItIn Similarity Report for Final Project	4.22

What now?

I am going to make the post-test an assignment and not extra credit. I am going to keep the TurnItIn copy/paste assignment as extra credit as it is reflective process.

Changes or recommendations?

From 2021 to 2024, I have gone through processes of measurable improvement and identified the best measure of change by using the Final Project's TurnItIn similarity scores. I began by measuring pre and post test scores. However, that did not track learning practice. This assessment found that by keeping original writing as part of a more weekly process with low stakes, students could use critical thinking and new evaluation techniques to create substantive, meaningful work.

My process is replicable.

My next assessments will be about the 4-part clear or muddy questions I ask in Module 7 of LIB 101. This will be quantitative.

Name: Kaja Englund

Institutional Outcome: 4. None

Program Outcome: 9

Students will be able to explain how the criminal justice system impacts the community including connections between diverse cultural, social, or political contexts.

Course(s): CJ&101;#247229

Course Outcome(s): CO6:Articulate the issues surrounding ethics, bias, discretion, diversity, and professionalism within the CJ System and how these relate to, reflect, and influence the community as a whole.

What is the problem /concern you are attempting to resolve through this assessment?

At the beginning of the quarter (spring 24), on a whim, I started incorporating and pulling up current events during the beginning of class sessions here and there. Students were having a difficult time understanding the complexities of current events in the Criminal Justice system within local agencies. In particular, students were having difficulties understanding the verbiage, jargon, and reasoning behind how certain current events played out and why they were posted online for the media.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

For my assessment, I used these current events with supplemental material I would provide (whether that be the textbook or a handout) to start discussions at the beginning of class to review class related content and material and aid in students' understanding and connection to the current events. Overall, I measured this by student participation in said discussions and doing casual pop quizzes that confirmed students' understanding/learning.

What were the results of your assessment?

My findings indicate that student participation and casual pop quiz results were significant. Student participation increased and casual pop quiz results were consistent and accurate relative to the current events in connection to their class related content. Something I have learned through this activity is to forewarn students to be sure they are using appropriate conversation/discussion on said current events as the communities within Grant County are quite small and tight knit. In other words, students may know of or are related to individuals/stories being discussed in current events, so it is important for everyone to use appropriate language and to be respectful when discussing these current events.

What now?

I plan on continuing to incorporate in class discussions on current events within local agencies to connect with class content and further aid students' understanding of the complexities of the Criminal Justice system at a community level. In addition, I plan on incorporating more current events on the federal level as well even though it does not completely relate to this PO.

Changes or recommendations?

N/A

Name: Kaja Englund

Institutional Outcome: 4. None

Program Outcome: 9

Students will be able to explain how the criminal justice system impacts the community including connections between diverse cultural, social, or political contexts.

Course(s): CJ209;#247234

Course Outcome(s): CO2: Explain the basics foundations of human perception, emotion, motivation, and personality.

CO3: Apply your knowledge of human behavior and psychology in basic law enforcement scenarios.

CO4: Identify how police and criminal justice work can affect law enforcement emotionally and psychologically.

What is the problem /concern you are attempting to resolve through this assessment?

As the quarter began (Fall 2023), students had not been provided with real world examples, scenarios, or opportunities of how the psychological side of policing plays out through their work and appeared to have a difficult time understanding the real world applications of this. I saw this through their assignment submissions as they were primarily submitting direct responses that they pulled from their textbook, rather than genuine, well thought out and reflective responses.

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

For my assessment, I "brought in" (online class) corporal Ray Lopez from Moses Lake Police Department for an interview. I conducted a 20 something question long interview regarding the psychological side of policing, how this relates to his own cultural/ethnic background, as well as accurately working with varying citizens with different backgrounds in the community. To measure students' comprehension of the psychological side of policing with a real world application, students had a follow up assignment reflecting on the interview and the connection to their class content they had been learning all quarter.

What were the results of your assessment?

The results were positive. Students overall average was a 76% on this reflection assignment. It was apparent students gained a lot of great 'real world' knowledge from this interview assignment and were able to relate it to course content well. In addition, I made announcements for local police department ride along forms and information as well which I got some good feedback on as well. I had a couple students report to me that they had gone on a ride along and truly loved it and found that it was a fantastic experience that they were able to bridge to course content.

What now?

I don't think I have closed to assessment loop, but I will continue to incorporate real world applications as best as I can and hope that I will continue to receive good feedback and solid results.

I will also continue providing information and encouraging students to go on ride alongs with local police departments!

Changes or recommendations?

Name: Rosemary Parsons

Institutional Outcome: 4. None

Program Outcome: 1

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

Course(s): DVS32;#247513

Course Outcome(s): 1: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What is the problem /concern you are attempting to resolve through this assessment?

BEA Latinx males had a greater equity index grade gap than non-Latinx students in spring 2023 possibly due to less peer connection and limited digital literacy skills. The equity index gap was measured for final grades A, B, or C in BEA courses. This analysis did not consider students who did not receive a grade or had a withdrawal.

Objective for Fall 2024 BEA courses: Latinx Male students will feel more connected to their peers and invested in their coursework through the use of Canvas Discussion Posts. This increased relationship/connection may be beneficial to high context learners and may reduce the equity index gap for Latinx males. Studies have shown that peer discussion improves student performance. These studies show specifically that peer discussion enhances understanding, even when none of the students in a discussion group originally know the correct answer (Smith 2009).

What tools/measures did you use for your assessment (what did you do for your assessment and why)?

BEA included new discussion boards in each Canvas module for HCS/OPD 010 English courses. These discussion boards included three sample sentence starters to guide students in their discussion board post replies. Students were instructed to comment on a peer's post and were given three sample sentence starters from ESCALA Cookbook to use for reply post. Discussion posts were low-stakes assignments graded as complete/incomplete, so that ELA students would not be graded differently based on English competency (fixing the environment rather than fixing the student). Digital literacy skills were guided through direct instruction during classroom time in an effort to foster more confidence in digital proficiency, and students were allowed an opportunity to complete posts while in class. Students were told grading would be complete/incomplete for discussion posts rather than point based to allow for a low-stakes assignment. In-class survey at the beginning and end of Fall Quarter 2024, and an end of quarter comparison of Latinx male grades from Spring 2023 to Fall 2024 were the tools used to determine improved digital literacy.

What were the results of your assessment?

The results of the in-class survey were inconclusive. Latinx male students did not report a significant increase in experience level using Canvas Discussion Posts but did report an increase in the importance of connecting with other peers. It is not certain if this increased peer connection led to higher grades for Latinx male students; Latinx males did see a slight increase in grade average from a B to a B+ grade in the Fall of 2023 after the introduction of the Canvas Discussion Posts.

Hispanic males did see improvement in learning gains from 2022-23 to 2023-24:

Results for ESL

2022-23	Level 4 Hispanic Males	8% learning gains
2023-24	Level 4 Hispanic Males	33% learning gains

What now?

The survey results showed that Latinx male students were more familiar with Canvas and computers in general after one quarter. This is a positive result for the BEdA Department Program Outcome PO4 of increased digital literacy. Based on the results of the assessment, I am going to continue using Canvas Discussion Posts. The results of these assessments did change an aspect of my teaching, and I will be including more low-stakes digital assignments as a result of the findings. It is important to note that Latinx male students face possible barriers in academic environments, such as fluctuating work schedules in an agricultural community, lack of access to the Internet, and less opportunity for technology training.

Changes or recommendations?

One possible flaw with my survey results is that BEdA courses are on a revolving system, so I missed several students who may have finished the program before I administered the post survey. Also, new students entered the program throughout Fall 2023 who were not given the pre survey right away. As a result, the pre survey students are not the exact same students who took the post survey. If I were to repeat this survey, I would need to reconsider when I administer the surveys to ensure consistency.

References

Smith MK, Wood WB, Adams WK, Wieman C, Knight JK, Guild N, Su TT. Why peer discussion improves student performance on in-class concept questions. *Science*. 2009 Jan 2;323(5910):122-4. doi: 10.1126/science.1165919. PMID: 19119232.

Smith MK, Wood WB, Krauter K, Knight JK. Combining peer discussion with instructor explanation increases student learning from in-class concept questions. *CBE Life Sci Educ*. 2011 Spring;10(1):55-63. doi: 10.1187/cbe.10-08-0101. PMID: 21364100; PMCID: PMC3046888.