

## General Faculty Assessment Reports

**NAME:** Rhonda K. Kitchens LIB 101

**INSTITUTIONAL OUTCOME:**

1. Communication

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

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

**COURSES TIED TO THE ASSESSMENT:**

**COURSE OUTCOMES:**

1. Discuss academic integrity and plagiarism

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

LIB 101 is a new 2 credit library course that began Fall 2020 with 30 students. It is taught by the Faculty Librarian as part of 35 hour work week job duties. As students will be graded and assessed using TurnItIn across disciplines and academic career, I select a TurnItIn specific quiz to be given to students in the Introduction and in the final week of the course. This assessment was used Fall 2020, Winter 2021, Spring 2021, Fall 2021, Winter 2022, and Spring 2022.

**WHAT TOOLS/MEASURES DID YOU USE:**

This is a quiz TurnItIn is using for its own purposes but fits mine as well. It asks a few background questions: Level of Education, High School, College/University, Educator, and Other. It asked the respondent to self-rate understanding of plagiarism from very strong to very weak. It asks if respondent has had a Similarity Report. Has the respondent had an instructor discuss plagiarism and proper citation in class. There are 13 questions in all. Turnitin assigns a name to the number correct, for instance, 10 of 13 is Pro. A 3 is Newbie.

**WHAT WERE THE RESULTS:**

Fall 2021 Pre vs After,  
20.21% improvement,  
Winter 2021 Pre vs After Test  
15.16% improvement,  
Spring 2021 Pre vs After Test  
13.56% Improvement  
Fall 2021, Pre vs After Test  
9.09% Improvement  
Winter 2022, Pre vs After Test  
26.32% Improvement  
Spring 2022, Pre vs After Test  
22.87% Improvement

**WHAT NOW:**

I had planned to develop a pre and post-test more specific to APA and Plagiarism outside of the TurnItIn specific concerns.

However, in Spring 2022, a number of plagiarism and academic integrity concerns encouraged me to develop something outside of LIB 101 to be used Campus wide. I have developed a video, slideshow, and self check tutorial piece that will have a pre-test and post-test to be used by anyone who cares to use it. Currently it is in process. The drafts are being reviewed by Advising, Library, and others as possible.

<https://libguides.bigbend.edu/c.php?g=1247128&p=9125976>

**CHANGES OR RECOMMENDATIONS:**

I need to complete this process by Fall 2023 and have it ready for Week 0 and other library presentation opportunities.

**NAME:** Dawnne Ernette

**INSTITUTIONAL OUTCOME:**

1. Communication

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

NONE

**COURSES TIED TO THE ASSESSMENT:**

CSS102;#247507

**COURSE OUTCOMES:**

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

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

This course was only taught in SP 22 this year. The purpose of this assessment was to determine if the course served the students. CSS 102 Focus on Success helps students examine non-academic strategies for success. Although it was originally designed to logically follow CSS 100 College Success Skills, most students who take CSS 102 are in their final quarter and simply want a 3-credit class to round out their final class schedule. The course has been revised several times, but students tended to feel the course did not serve their needs. We began conducting an exit survey each quarter to focus course revision. We chose Communication as the course outcome for this assessment because students are analyzing and evaluating the course and then communicating their impressions, preferences, and reasons. Outcome 4 was chosen because students are explaining what topics and skills would best serve them going forward in college, work, or life.

**WHAT TOOLS/MEASURES DID YOU USE:**

The assessment instrument is a 3-question exit survey:

1. What topic(s) would you like me to keep in the class? Why?
2. What topics would you like me to toss? Why?
3. What topics would you like to see covered in class that were not? Why?

**WHAT WERE THE RESULTS:**

This quarter's CSS 102 course was the result of several years' worth of exit surveys and revisions. For the first time, all students found personal value in the topics we covered. The topics of time management, developing a contingency plan, transferring to a 4-year school or moving away from home, surviving rejection and heartbreak, and happiness were highly praised. Some of the additional topics students asked for were how to promote world peace, mental health support, and how to get along with parents. It makes good sense that students would ask for mental health and world peace topics considering how the last two years have been with the pressures of COVID and racial violence and awareness of such, for example, that directly affected the lives of the students. There was one request for communication as a topic and one for research skills as a topic, but we already have classes dedicated to both topics.

**WHAT NOW:**

For this class to be success and to be of value to students, it will have to evolve with them. The MCO should be revised to better reflect what the course needs to do and to focus on the interests and needs of students who are getting ready to graduate or transfer. We will continue to conduct the exit survey to keep the course relevant to students.

**CHANGES OR RECOMMENDATIONS:**

We are not sure what the college should do.

**NAME:** Dawnne Ernette Zach Olson

**INSTITUTIONAL OUTCOME:**

1. Communication

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

NONE

**COURSES TIED TO THE ASSESSMENT:**

ENGL99;#247533

**COURSE OUTCOMES:**

11. Compose short essays that are appropriate for an academic audience, are unified around a clear thesis, follow academic standards for critical thinking, incorporate adequate details and support, and show sound structure and mechanics.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Fall 21. For this assessment of ENGL 099/100, we wanted to see if specific interventions would support students in completion of assignments and the course, and encourage quality submissions. The course is ENGL & 101 enhanced with additional instruction to help pre-college writers accomplish ENGL & 101 in one quarter rather than two or three. One of the problems in the course has been students facing barriers in on-time submission of work resulting in ignoring assignments or submitting non-passing work. We removed late penalties and set up a system where students could develop a plan for completion of any late work or work they wished to revise.

**WHAT TOOLS/MEASURES DID YOU USE:**

We used students completed assignments as the assessment instrument comparing fall 21 completions to fall 20 completions.

**WHAT WERE THE RESULTS:**

When comparing the number of ignored and <than 2.0 writing assignments, we found that students ignored fewer assignments than in fall 20. We also found that work submitted late was of very high quality compared to fall 20.

Fall 20: 35% ignored assignments, 52% >2.0 assignments

Fall 21: 22% ignored assignments, 86% >2.0 assignments

More students submitted quality work when given the opportunity to plan a time-line that would work for them. In previous quarters, students became discouraged with 0 grades and would sometimes give up. Helping them understand that they could control the outcome of those 0s seemed to provide incentive and less stress around grades.

Most students only used the completion plan process for one extensive assignment that they could not finish on time. No students used the plan excessively; in fact, being able to plan their own completion time-line seemed to lift students up so that they were able to keep on track the rest of the quarter.

A few students were hesitant at first to trust the process because they had never been allowed to choose for themselves what time-frame they needed to succeed. However, their subsequent success alleviated their fears.

Students expressed gratitude for the additional time—with no penalty—to produce their best work.

Thank you! I am so glad you are doing this!

Thank you so much! I was really stressing out!

Thank you for this opportunity!

**WHAT NOW:**

Not every student can complete a task in the same time frame as others and, for us, it is unreasonable to expect them to. Late-point deductions do not benefit learning nor assessment--nor do inflexible due dates. For assessment to be equitable, we must provide equitable learning opportunities.

We will continue this practice along with other interventions, and we will also better prepare the students to use the process. Our students are usually attempting their first college quarter, and their initial college experiences can determine whether they will continue or not--and a hand up is a good start toward student success.

Our next steps will be to incorporate more equitable assessment in our classes. We do not know how this will turn out yet, but we will try in fall 22 and reassess.

**CHANGES OR RECOMMENDATIONS:**

The College has been supportive of the work we are doing with pre-college level English classes.

**NAME:** Aaron Mahoney - AGR 110

**INSTITUTIONAL OUTCOME:**

2. Quantitative Reasoning

**PROGRAM OUTCOME:**

6

**PROGRAM OUTCOME VERBAGE:**

Students will be able to reason mathematically using methods appropriate to the profession.

**COURSES TIED TO THE ASSESSMENT:**

**COURSE OUTCOMES:**

Discuss the scope, structure, and economic impact of the Columbia Basin Irrigation Project. Describe basic hydrological concepts. Apply basic principles of irrigation. Explain the relationship of soil, water, plants, and atmosphere. Interpret water quality testing results/data. Calculate irrigation rates. Discuss irrigation water sustainability, efficiency, and uniformity concepts.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

For this assessment, I looked at the basic math knowledge and understanding of calculating irrigation rates and their soil moisture budgets in an artificially watered system. An overview of the materials, their formulas, and calculations was demonstrated. Students then were given an initial assessment to observe their understanding of the material. After the initial assessment a step-by-step lecture and multiple reviews of the questions was conducted. A second assessment was given to determine the comprehension and retention of the materials. This assessment covers topics that are used in irrigation management for the majority of production. The skills are essential and required by industry and successful production. A deficiency in these skills would be detrimental to the student's success in their careers.

**WHAT TOOLS/MEASURES DID YOU USE:**

For the spring quarter 2022, a multiple choice, fill in the blank, and true/ false assessment was given twice. The second assessment mirrored the first with new values and randomization of the questions. These questions addressed basic arithmetic, formula rearrangement, and hydrology concepts.

**WHAT WERE THE RESULTS:**

In the initial assessment, an average score was a 62.5% However, with a small class size (6 students), deviations from the mean can be caused by students scoring significantly higher or lower. For the initial assessment, 2 students scored 85% or greater, 1 student scored 75%, and 3 students scored below 60%. Based on the initial scores, a more thorough step-by-step review was conducted. After this review and smaller "low stakes" quizzes, the average score in the final assessment was an 82%. Overall, 6 of 6 students scored higher after the repeated reviews and quizzing.

**WHAT NOW:**

From an initial review of the first assessment, most of the lower scores observed were due to deficiencies in arithmetic or basic formula rearrangement. After reviewing basic math concepts and forcing repetitive work to improve comprehension the scores were improved. This suggests students need a review in math before discussing concepts related to irrigation rates.

**CHANGES OR RECOMMENDATIONS:**

In future irrigation sections, a unit on basic math skills should be conducted before progressing to concepts in irrigation scheduling, rates, and budgeting.

**NAME:** Aaron Mahoney - AGR 211

**INSTITUTIONAL OUTCOME:**

2. Quantitative Reasoning

**PROGRAM OUTCOME:**

10

**PROGRAM OUTCOME VERBAGE:**

Students will be able to reason mathematically using methods appropriate to the profession.

**COURSES TIED TO THE ASSESSMENT:**

**COURSE OUTCOMES:**

Identify when a plant is a weed or not a weed depending on where it is growing. Identify the costs of controlling weeds, to a dollar per acre basis. Describe the competition factors of weeds to crops when given the type and size of weed, to include nutrients, water, and available space requirements. Identify weeds by applying plant anatomy and morphology. Categorize plants into their proper taxonomic family based on external morphology. Identify crop plants and weeds, which are members of the same taxonomic family. Classify weeds by life cycle into categories of winter annual, summer annual, biennial and perennial when provided with an identification list. Define the means of spread or dispersal of a given weed. Classify means by which weeds spread into sexual or asexual. Select an herbicide based on the mode of action and determine its application rate.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

For this assessment, I looked at the basic math knowledge and understanding of calculating herbicide rates and their total volumes based on field area. An overview of the materials, their formulas, and calculations was demonstrated. Students then were given an initial assessment to observe their understanding of the material. After the initial assessment a step-by-step lecture and multiple reviews of the questions was conducted. A second assessment was given to determine the comprehension and retention of the materials. This assessment covered topics that are used in weed management for the majority of production. These skills are essential and required by industry for successful agricultural production. A deficiency in these skills would be detrimental to the student's success in their careers.

**WHAT TOOLS/MEASURES DID YOU USE:**

For the spring quarter 2022, a multiple choice, fill in the blank, and true/ false assessment was given twice. The second assessment mirrored the first with new values and randomization of the questions. These questions addressed basic arithmetic, formula rearrangement, and spraying concepts

**WHAT WERE THE RESULTS:**

In the initial assessment, an average score was a 72% Based on the initial scores, a more thorough step-by-step review was conducted. After this review and smaller "low stakes" quizzes, the average score in the final assessment was an 85%. Overall, 90% of students scored higher after the repeated reviews and quizzing.

**WHAT NOW:**

From an initial review of the first assessment, most of the lower scores observed were due to deficiencies in arithmetic or basic formula rearrangement. After reviewing basic math concepts and forcing repetitive work to improve comprehension the scores were improved. This suggests students need a review in math before discussing concepts related to herbicide and spraying rates.

**CHANGES OR RECOMMENDATIONS:**

In future weed management sections, a unit on basic math skills should be conducted before progressing to concepts in herbicide selection, their rates, and spraying.

**NAME:** Jim Lin

**INSTITUTIONAL OUTCOME:**

2. Quantitative Reasoning

**PROGRAM OUTCOME:**

2

**PROGRAM OUTCOME VERBAGE:**

IO2 Students will be able to reason mathematically.

**COURSES TIED TO THE ASSESSMENT:**

PHYS&222;#247565

**COURSE OUTCOMES:**

3. Apply the mathematical equations of periodic waves to sound waves and waves on strings.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

I used problems involving waves, sound waves, and waves on strings on my 1st midterm exam and the final exam for my assessment in Winter 2022 (I only teach this class in the Winter quarter). These are the papers for me to access their skills effectively.

**WHAT TOOLS/MEASURES DID YOU USE:**

I have students calculate unknown quantities from simple harmonic motions, damped harmonic motions, and wave equations. Examples include period, frequency, amplitude from a harmonic motion and mechanical wave, and sound intensity & level from sound waves. For the three former items, I assess their usage of trigonometric & exponential functions and logarithmic functions for the latter two.

**WHAT WERE THE RESULTS:**

Results show a large achievement gap among students on the 1st exam (Mean: 73.45%; Std Dev: 23.40%). I reached out to a few students who didn't do well and found that one's inability to the usage of equations is connected to the incorrect way of studying physics. They didn't spend time reading course materials, so they had a tough time applying and crafting math equations for problem-solving. A similar outcome occurs on the final exam, but the gap is significantly smaller (Mean: 81.45%; Std Dev: 15.87%) than on the 1st exam. This result is probably due to the post-exam advising I provide to students.

Assessment of Calculus skills is not yet conducted since calculus is merely used for deriving equations in PHYS&221 and 222. Furthermore, this is the first time I have taught Engineering Physics at BBCC, so no past exam stats or data is yet available for me to compare results. Eleven (11) students took this course; 9 passed with a GPA greater than 2.0; 1 student didn't pass; 1 student withdrew due to the difficulty of this course.

**WHAT NOW:**

Based on the assessment outcome above, starting next year, I will assign reading quizzes as a preview to encourage material-reading before a class meeting to ensure students can connect math and physics better.

**CHANGES OR RECOMMENDATIONS:**

None that I can think of.

**NAME:** Jim Lin

**INSTITUTIONAL OUTCOME:**

2. Quantitative Reasoning

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

IO2 Students will be able to reason mathematically.

**COURSES TIED TO THE ASSESSMENT:**

PHYS&110;#247563

**COURSE OUTCOMES:**

3. Use mathematics at the level of elementary algebra to describe and analyze physical situations.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

I used math-based problems on my 1st midterm exam and the final exam for my assessment in Spring 2022 (I only teach this class in the Spring quarter). These are the papers for me to assess their skills effectively.

**WHAT TOOLS/MEASURES DID YOU USE:**

I have students calculate unknown quantities from various physics topics. Examples include finding an acceleration from the Equations of Motions & Newton's 2nd Law, finding speed from a conservation of energy equation, finding a heat transfer amount from the 1st Law of Thermodynamics, etc.

**WHAT WERE THE RESULTS:**

Results show a large achievement gap among students on the 1st exam (Mean: 75.25%; Std Dev: 17.69%). Students were encouraged to meet me in Student Hour for help, and I found that a few students were not yet prepared to perform algebra before taking PHYS 110. Advice is continuously given to the students who fall behind. After reviewing students' work on the final exam (Mean: 79.25%; Std Dev: 15.56%), some students had a better grasp of algebra, but others still struggled.

NOTE: Reading Quizzes are crafted and assigned this quarter as opposed to the last quarter, so students in this class have a better understanding of physics. Compared to Engineering Physics, students in PHYS& 110 seem relatively more engaged in group activities.

This is the first time I have taught Physics for a non-science major at BCC, so no past exam stats or data is yet available for me to compare results. However, eight students took this course, and all passed with a GPA greater than 2.0.

**WHAT NOW:**

Based on the outcome of the assessment above, starting next year, I will assign an algebra proficiency test at the beginning of class. Another plan is to give problem-solving sessions to assess students' algebra skills to ensure all students can keep up.

**CHANGES OR RECOMMENDATIONS:**

None that I can think of.

**NAME:** John Owens

**INSTITUTIONAL OUTCOME:**

4. None

**PROGRAM OUTCOME:**

4

**PROGRAM OUTCOME VERBAGE:**

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

**COURSES TIED TO THE ASSESSMENT:**

MUSC115;#247442

**COURSE OUTCOMES:**

CO4: Display knowledge of a breadth of musical types, styles, time-periods, and cultures by creating liner notes for their personal performances.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

During the Spring 2022 Quarter, students ability to recognize and perform a variety of musical styles, such as blues, western art music, folk melodies, pop, and jazz was assessed.

**WHAT TOOLS/MEASURES DID YOU USE:**

Pretest and posttest of students improvement in recognizing and performing music in a variety of styles. This included playing blues, classical, and folk music melodies and progressions; plus, answering questions about the cultural connections about each style. The pretest occurred during week one of the course. The posttest occurred during weeks nine and ten.

**WHAT WERE THE RESULTS:**

Students ability to perform blues, classical, and folk songs improved significantly. Likewise, students gained a greater understanding of the blues and classical music, which included the ability to articulate greater depth concerning cultural connections. Concerning folk music, there was limited growth in understanding the context and cultural connections of this music, as the frequency of this music was limited and focus was on performance of the works.

**WHAT NOW:**

While the students gained a greater understanding of musical and cultural connections of blues, classical, and pop music, more emphasis on folk music origins and traditions is needed to increase students appreciation and knowledge of these musical styles. This may require additional focus on these tunes and additional folk melodies derived from external sources.

**CHANGES OR RECOMMENDATIONS:**

Add some folk melodies, provide more discussion on these tunes, and use learning methods that are appropriate to genre. For example, rote learning and/or sheet music when applicable.



**NAME:** John Owens

**INSTITUTIONAL OUTCOME:**

4. None

**PROGRAM OUTCOME:**

4

**PROGRAM OUTCOME VERBAGE:**

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

**COURSES TIED TO THE ASSESSMENT:**

MUSC134;#247139

**COURSE OUTCOMES:**

CO1: Demonstrate the ability to read and create sound from basic music notation including traditional melodic notation, chord symbols, and tablature by performing in solo and group settings.

CO4: Display knowledge of a breadth of musical types, styles, time periods, and cultures by creating liner notes for their personal performances.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

During the Fall 2021 Quarter, students ability to recognize and perform a variety of musical styles, such as blues, popular music, folk melodies, classical, and jazz was assessed.

**WHAT TOOLS/MEASURES DID YOU USE:**

Pretest and posttest of students improvement in recognizing and performing music in a variety of styles. This included playing blues, pop songs, classical, and folk music melodies and progressions; plus, answering questions about the cultural connections about each style. The pretest occurred during week one of the course. The posttest occurred during week nine.

**WHAT WERE THE RESULTS:**

Students ability to perform blues, pop music, and folk songs improved significantly. Likewise, students gained a greater understanding of the blues, folk, and popular music, which included the ability to articulate greater depth concerning cultural connections. Concerning classical music (western art music), there was limited growth in understanding the context and cultural connections of this music, as the frequency of this music was limited and the focus was on reading standard notation.

**WHAT NOW:**

While the students gained a greater understanding of musical and cultural connections of blues, folk, and pop music, more emphasis on classical music origins and traditions is needed to increase students appreciation and knowledge of these musical styles. This may require additional focus on these tunes and more frequent discussions about related composers.

**CHANGES OR RECOMMENDATIONS:**

Provide additional discussion on classical works and related composers. In addition, use learning methods that are appropriate to genre. For example, rote learning and/or sheet music when applicable.

**NAME:** Barbara Bush

**INSTITUTIONAL OUTCOME:**

4. None

**PROGRAM OUTCOME:**

4

**PROGRAM OUTCOME VERBAGE:**

PO4: Students will apply and analyze multicultural strategies to facilitate respectful and equitable inclusion of diverse individuals and perspectives to achieve organizational goals.

**COURSES TIED TO THE ASSESSMENT:**

**COURSE OUTCOMES:**

CMST 330 Organizational Communication

This assessment is based on PO4 only.

The course is not listed above.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Winter 2022 was the first year offering CMST 330 Organizational Communication, and an initial assessment was conducted to measure learning regarding PO4. Dr. Bush developed a series of scaffolding assignments, related course materials, and projects to build the students' understanding and application of universal design. Universal Design (UD) is the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability, or disability.

This assessment tested growth regarding PO4 by comparing students' application and analysis of universal design between the initial Module 2 Discussion Post and final Module 5 Competency Project. Grades were awarded for both assignments and were analyzed to show growth and development in students' understanding, application, and analysis regarding PO4.

**WHAT TOOLS/MEASURES DID YOU USE:**

Universal Design (UD) is a key component of the curriculum in CMST 330. It is delivered in a layered learning approach: Module 2 content lecture, related readings, interactive discussion post, Module 3 related podcast, Module 4 Fishbowl-Conflict Resolution project, and the final, Module 5 Competency: Group Re-Design of BBCC. This assessment compared the grades earned in the initial UD discussion compared to Module 5 Competency: Group Re-Design of BBCC.

**WHAT WERE THE RESULTS:**

The grades on the first assignment were around 18, 4 out of 26 students in the class fell below that average. In module four they had a fairly robust assignment where they discussed their individual UD design projects, and the average grade here was around 84% (42/50 points). Out of the 26 students, 13 fell below this average, so half of the students. On the last assignment testing UD the average score was 91/100, though 9 out of the 26 students fell below that mark. The indication is that their grades, overall, were high initially, fell, and then rose again at the end. The comparison between the first and last assignment shows averages were around the same for both assignments. This might be accounted for two reasons. 1) Students were being graded in groups on the last assignment, and 2) my own grading intensified as the learning deepened and students had to apply UD. Given the need to try and not discourage students, the initial assignment, only worth 20 points, didn't really provide a strong indication of where they started. It was merely a discussion post.

**WHAT NOW:**

Based on the results of the assessment, I am going to add an assignment at the end of Module 2 Discussion Post and Module 5 Competency Project asking students to reflect on what they have learned about UD and how they can apply UD for respectful and equitable inclusion of diverse individuals to achieve organizational goals. I do think these results reflect an aspect of my teaching, which is to intensify the requirements, learn to apply theory to real world scenarios, and provide initial "getting their feet wet" types of assignments that don't fully reveal knowledge, but are more exploratory opportunities for the students.

**CHANGES OR RECOMMENDATIONS:**

I think that layered learning is a good way to scaffold skills and/or knowledge. I think this approach isn't unusual in, say, nursing, but perhaps less usual in other fields. It is possible in this way also to meet the needs of assessments, because you are using an assignment to carry through skill/knowledge building as you ask for more, and doing this allows for easier assessment.

**NAME:** Jennifer McCarthy

**INSTITUTIONAL OUTCOME:**

**PROGRAM OUTCOME:**

4

**PROGRAM OUTCOME VERBAGE:**

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

**COURSES TIED TO THE ASSESSMENT:**

GERM&121;#247490;#GERM&122;#247491;#GERM&123;#247492

**COURSE OUTCOMES:**

CO8

Students will be able to articulate an understanding of the value to themselves of learning about other cultures.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

F21 I asked my students to respond to a prompt in a written assignment.

W22 I assessed my students via a question on a Discussion Board. This had the added benefit of allowing them to reply to one other student's response and thus work through the topic more profoundly.

S22 I again assessed the students using a written assignment.

**WHAT TOOLS/MEASURES DID YOU USE:**

I counted how many students completed the assessment compared to the number of students in the class in order to see how effective my assessment was in soliciting feedback from my students.

**WHAT WERE THE RESULTS:**

In F21 17 out of 23 students completed the assignment.

In W22 17 out of 21 students completed it.

Thus far in S22, 3 out of 16 students have completed it. I have every expectation of receiving more in the next week, but I wanted to turn in my assessment early.

**WHAT NOW:**

I will continue to be mindful about giving my students room in my course to experience how studying a new language and culture can open their minds and lives.

I will also make a point of assessing them on CO8 via a Discussion Board where they can interact with each other and thus push themselves further.

**CHANGES OR RECOMMENDATIONS:**

**NAME:** Christophr Riley

**INSTITUTIONAL OUTCOME:**

4. None

**PROGRAM OUTCOME:**

4

**PROGRAM OUTCOME VERBAGE:**

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

**COURSES TIED TO THE ASSESSMENT:**

POLS&101;#247469

**COURSE OUTCOMES:**

Critically examine the process of writing a constitution and why so many fail the test of time.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Spring, 2022. Students were divided into groups representing different political ideologies and asked to write a constitution. They were given specific, broad topics which must be included within their draft. Topics included: civil rights, type of government (monarchy vs. republic vs....), citizenship, judiciary, amendment process, powers of government, &c.

**WHAT TOOLS/MEASURES DID YOU USE:**

Students were asked to reflect in Yellowdig about their experiences and what they learned through the process about politics and negotiating across cultural differences.

**WHAT WERE THE RESULTS:**

This was the first quarter on campus for most of the 20 students taking this class and it showed in their behavior. Students readily admitted being unprepared for the expectations of the class when it came to participation in the classroom and appeared much more comfortable expressing themselves online through Yellowdig. In past quarters the class witnessed rousing debates and raucous group discussions as the students negotiated their draft. But in this instance, only one or two students could be counted on to speak, and even then, only in hushed tones. The in-class portion of the project was deemed a failure by instructors. Online the students were much more interactive as they shared their thoughts and fears. The overarching theme of reflection was not about the difficulties of writing a constitution or how the project helped inform them about the complexities of culture in politics. Rather, they dwelt on their fear of being wrong in front of other students, and their lack of understanding what was expected of them in the process. In terms of reflection, the online portion of the project was a success in that it appeared cathartic for students, but it wasn't the reflection we were hoping for.

**WHAT NOW:**

As stated above, this was the first time many of the students in this class had been in an on-campus class and they appeared unprepared for the expectations for in-class participation. Very few students were willing to contribute without direct requests to do so by the instructors. As the quarter progressed, some became more willing; others continued to look uncomfortable. This assignment has been used in multiple political science classes for nearly 20 years without difficulty and in a variety of formats. In the vast majority of cases the students were proactively willing to contribute—even taking the arguments outside of the classroom on occasion. To return to that kind of participation will likely require a retooling of the project.

The class isn't scheduled to be taught again until spring, 2023 which allows time for instructors to reflect on their experience and develop a plan moving forward. This will likely involve rewriting the instructions booklet and creating a corresponding quiz to ensure students have read them, videos explaining the various components of the assignment in greater detail that can be referenced at key moments in the process, and possibly elongating the project so that it occurs throughout the quarter rather than just during the opening weeks. This has been a suggestion posited by students in previous quarters, in fact, and remains intriguing to instructors. The basic idea would be that the entire course would focus on this project as a means of introducing students to the political game. Currently there are two projects—writing a constitution and running an election—which take up the bulk of the quarter.

This assignment will be reassessed when the course is next taught as a follow-up.

**CHANGES OR RECOMMENDATIONS:**

Offering workshops on in-class engagement and confidence-building could be helpful, especially as we move into a more hybrid and flipped teaching style.

**NAME:** Fran Palkovic

**INSTITUTIONAL OUTCOME:**

4. None

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

**COURSES TIED TO THE ASSESSMENT:**

ART218;#247211

**COURSE OUTCOMES:**

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

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

The criteria I wanted the students to gain experience and competency with were

Students will be able to: Describe an art piece's formal visual elements Analyze different forms of art (objectively) and (subjectively) Identify various styles and the cultures that produced them Identify and describe the concepts behind the works of art

Process Thinking Skills

: Critical, analysis of art, subjectively/objectively

: Creative, produce reports

: Problem Solving, online research, group discussion/written discourse, and reports Information Skills

: Computer/Library - Internet searches and word -processing

: Thesis Writing - Information gathering and rhetoric skills

: Visual- Perceptual and Conceptual skills

Competencies

Gain awareness of:

: The historical aesthetic contributions of past and present cultures

: The universality of themes, styles, analysis of forms and process

: The qualities inherent in the materials and media

**WHAT TOOLS/MEASURES DID YOU USE:**

Students were shown contextual elements: (categories of why the art is made social/political, visual delight, day to day living/ genre pieces/ historical documentation, personal group or cultural expression) Style (Time Period, Regional, Cultural, Personal, and Group Styles) and how they may overlap in weeks one through five.

I chose five students starting with the second student on the list, fourth, eleventh, sixteenth, and seventeenth and looked at each student's research paper for week 5 and week 10. The goal was to see how they described how the formal elements of art supported the contextual elements they thought the artists were trying to achieve:

The artists the students were assigned to research and had a wide variety of backgrounds race, ethnicity, gender, nationality, and time periods. There were artists from the early part of the twentieth century, 1910's 1920's, African American artists: one female contemporary one male from the 1920's and 1930s, a contemporary Eastern European artist working internationally, a Mexican artist from the 1920s and 1930's, two German artists from the early part of the 1920's and 1930's one female one male. A Greek American artist from the middle part of the twentieth century, and two Jewish American artists one male from the 1910's and one female contemporary artist, and one contemporary German male artist. Even picked randomly the diverse instruction in the assignments for the class becomes apparent.

**WHAT WERE THE RESULTS:**

What worked:

Overall they were able to see the art in context of diverse social/political, cultural, personal, and time period connection in their research reports. The class is an integration of formal (how the art was made) and contextual (why the art was made) aspects in the research assigned to be described in the (three) two hundred word reports and

discussion posts per week. So that allows them to build skills to think and evaluate and discuss as they write their research reports.

**WHAT NOW:**

What didn't and what will I do differently?

When I teach this class again in Fall 2022, I will focus the report questions they have to answer more on the art in the social and political context of the historical time period and less on the integration with the formal aspects of making, design, and media. So much of the era this class deals with (1850 to 2000) has framed the current zeitgeist of thought with these contemporary students and their education in other humanities and social science classes. I won't abandon explaining for example, how art is made and with what materials but I'll concentrate more on the why. Brain exercises are like any other physical exercises. It all begins at The Why.

**CHANGES OR RECOMMENDATIONS:**



**NAME:** Allison Palumbo

**INSTITUTIONAL OUTCOME:**

**PROGRAM OUTCOME:** 5

**PROGRAM OUTCOME VERBAGE:**

**COURSES TIED TO THE ASSESSMENT:**

ENGL261;#247296

**COURSE OUTCOMES:**

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

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Six times during Winter quarter 2022, students completed a "Crowd-Sourcing History Lesson" discussion board post. The purpose was to encourage students to connect the lessons about women's lived historical experiences to the topics, style, and approaches women writers used as well as to the obstacles and privileges that allowed women to write in the first place or encouraged/discouraged them to write.

The assignment included writing a post based on the following prompt:

Complete today's research work. You can choose one of two ways to do this research:

Option 1: Pick one point/historical detail/event/literature connection/etc. that you encountered in yesterday's history reading—maybe something that interested or confused you. (You should NOT pick a specific person. You will get to learn more about the authors we read through short biographies that precede the literature in the textbook.) Then, do some general internet searching to learn more about what you chose. Focus on websites with credibility\*\*, like those from universities, scholars, or historical societies or journals, so you can be sure your information is reliable. No Wikipedia.

OR

Option 2: if you want to take a more open approach, do some general internet searching on women during the period (in this case, the Middle Ages and/or Renaissance). Pick a page on a website or an article to read to learn more. Again, focus on websites with credibility\*\*, like those from universities, scholars, or historical societies or journals, so you can be sure your information is reliable. No Wikipedia.

Complete your first discussion post.

Identify whether you chose option 1 or option 2 for your approach.

Provide the weblink of the URL to the webpage you found during your research.

Write a one or two paragraph explanation of the "takeaway"—in other words, share the main lesson or a key point you want to remember.

Complete your second discussion post.

Identify with of the 2-3 posts you read from your peers, and in one or two paragraphs, summarize what each peer's post helped you better understand about women's lives and experiences or their place/role in literature.

**WHAT TOOLS/MEASURES DID YOU USE:**

Assignments were graded pass/fail. (Either the student's work achieved no points if they didn't do it or they didn't follow the instructions, or their work received full points for fulfilling the instructions. This means the first post had to use a credible source and be developed enough to explain what they learned, and the second post had to summarize effectively and make a relevant connection to the readings and lessons). I allowed students to rewrite any posts that didn't pass if they wanted to.

It was clear that the majority of the students could easily follow the assignment and complete the work.

There were 6 total "crowd-sourcing" assignments throughout the quarter. There were 20 students in the class. For the first, 16 out of 20 completed it successfully, 2 tried but did not pass or redo, and 2 didn't submit. For the second, 14 out of 20 completed it successfully, 2 tried but did not pass or redo, and 4 didn't submit. For the third, 14 out of 20 completed it successfully, 1 tried but did not pass or redo, and 5 didn't submit. For the fourth, 15 out of 20 completed it successfully, 0 tried but did not pass or redo, and 5 didn't submit. For the fifth, 15 out of 20 completed it successfully, 0 tried but did not pass or redo, and 5 didn't submit. For the sixth, 12 out of 20 completed it successfully, 3 tried but did not pass or redo, and 2 didn't submit.

**WHAT WERE THE RESULTS:**

The number of students successfully completing the work by the end matching the number of students who passed the class with a 2.0 or above: 12, and all 12 maintained effective posts throughout the quarter. Two more students passed the class in the 1.0 range. These two students performed inconsistently on the "crowd-sourcing" assignments. One student almost earned a 1.0 in the class but was just below, and she missed a 2, didn't earn points on 2 she submitted, and then earned full points on 2. She did not choose to redo any. The remaining 5 students who did not pass didn't turn in any of the "crowd-sourcing" assignments (and missed most other assignments after week 1).

**WHAT NOW:**

I am going to keep the assignment, as over half of students were successful and provided useful information to other students to read and summarize. However, I am going to make some changes, so I can better gauge why students who are otherwise trying to do the work aren't fulfilling the Discussion Board requirements. I am going to add a question about the assignment in my informal student evaluation during week 4 to see if students have any questions or confusions I can anticipate in the future by clarifying or altering the assignment instructions. I will also add an example to the assignment to help students.

**CHANGES OR RECOMMENDATIONS:**

See above

**NAME:** Scott Hagel

**INSTITUTIONAL OUTCOME:**

**PROGRAM OUTCOME:**

5

**PROGRAM OUTCOME VERBAGE:**

**COURSES TIED TO THE ASSESSMENT:**

ART221;#247218;#ART222;#247219;#ART223;#247220

**COURSE OUTCOMES:**

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

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

I chose to compare an assignment regularly taught in Watercolor 1, 2, and 3 pre-2022, with a revised version of that assignment, Spring 2022. My intention was to improve student participation, discovery, and creativity with the particular assignment in mind.

Prior to Spring quarter 2022, students were given an assignment called Experimental Techniques in which students were presented with roughly 20 non-paintbrush techniques for applying or altering watercolor paint. For example, sprinkle salt in a wash for texture or spatter paint onto your paper with a toothbrush. Teaching in person allowed for the instructor, myself, to provide all or most of the additional materials needed for implementation of the assignment. This assignment often opened up an entire new world of possibilities to many of the students who found they enjoyed working with the various non-standard painting techniques. Follow-up assignments often showed a new level of creativity as students altered their ideas specifically to incorporate what to them were fun new methods. Teaching online clearly made this a difficult assignment for the students as many struggled to find the needed materials – the assignment parameters were greatly loosened as needed – this was not, however, a permanent fix.

Spring quarter 2022, I altered the assignment Experimental Techniques with fewer required specific materials needed and emphasized student discovery. I tasked students with implementing 5 techniques from my list and finding online or through experimentation, 5 new techniques beyond my listed examples. Note: my list covered a broad range of possibilities from additives, to application methods, to various masking techniques.

The new variation on the Experimental Techniques assignment was not successful. Many students failed to complete 5 techniques from my list and even fewer came up with 5 more from research or personal experimentation. The success rate for this assignment was disturbingly low.

**WHAT TOOLS/MEASURES DID YOU USE:**

An important aspect of watercolor painting is experimentation and the implementation of a variety of techniques. The particular assignment, Experimental Techniques, is a jump-off point for students once they've learned the basics of watercolor painting. The assignment remains an important part of the class. The bigger question is how to implement it successfully online.

Follow-up assignments showed the depth of the adjusted assignment's failure.

**WHAT WERE THE RESULTS:**

What were your results: This adjustment to the assignment was clearly not successful for either itself or follow-up assignments. I can't say for certain where everything went wrong but it appears to start with giving student a list of options. And then, beyond the list, expecting the students to research or do their own experiments to come up with new techniques. A few students successfully completed the assignment but not enough to consider the assignment a success.

**WHAT NOW:**

The assignment is an important one and I will continue to teach it. However, a few things have become problematic. The first thing, it may be asking too much of students to expect them to choose and implement a given number of techniques from a list. Too many choices and too difficult to decide? The second thing, it may be asking too much to expect students to come up with more experimental techniques on their own whether through research or personal

experimentation. And finally, some students may have struggled with the availability of materials – you cannot assume that everyone will have a pair of scissors for cutting paper, let alone paper to be cut. Again, some were up to the challenge. But most were not.

What will be changed: the list of techniques that I share with students will be adjusted to contain those which most everyone should be able to achieve with minimal extra cost or difficulty. For example, all students should be able to come up with salt and a toothbrush. The assignment specifics will require further consideration. I may need to develop a video specifically to discuss researching techniques and personal experimentation and what that would look like.

**CHANGES OR RECOMMENDATIONS:**

**NAME:** Terry Pyle

**INSTITUTIONAL OUTCOME:**

1. Communication

**PROGRAM OUTCOME:**

5

**PROGRAM OUTCOME VERBAGE:**

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

**COURSES TIED TO THE ASSESSMENT:**

ECON&201;#247499

**COURSE OUTCOMES:**

Solve problems by combining and applying knowledge from multiple sources

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Fall Quarter 2021 Gathering, combining and interpreting data is a major element of economics. Specifically in microeconomics where we study behaviors that lead to success for individual businesses, we take use data to help us know our most profitable production point. This requires a series of calculations and analyses which are taught in Chapter 7 of our current text

**WHAT TOOLS/MEASURES DID YOU USE:**

The Chapter 7 review assignment combines all of the elements required to calculate profitability maximization and will be used to assess student learning of PO5.

**WHAT WERE THE RESULTS:**

71% of students were able to correctly identify the profit maximization point.

**WHAT NOW:**

Based on the results of the assessment, I am going to increase time spent on profit maximization. Will these results change the way you teach? Yes, I will create a new practice spreadsheet to provide more opportunities for learning by doing.

**CHANGES OR RECOMMENDATIONS:**

**NAME:** Counseling - Jaime Garza, Heidi Gephart, MariAnne Zavala-Lopez

**INSTITUTIONAL OUTCOME:**

1. Communication

**PROGRAM OUTCOME:**

5

**PROGRAM OUTCOME VERBAGE:**

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

**COURSES TIED TO THE ASSESSMENT:**

**COURSE OUTCOMES:**

Engage in campus resources, seek support when obstacles appear, and learn how to advocate for academic success.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Counselors identified a cohort of first-year students who earned a GPA of 1.75 – 2.25 fall quarter 2021. These students were invited to participate in an enhanced advising program, which included one workshop presentation and follow up information throughout the quarter regarding student success strategies. The information and support students received was designed to improve academic performance. The plan provided a specialized approach to assisting students enrolled in their second quarter who are struggling academically. This was a continuation of last year's assessment. This assessment activity aligns with Institutional/Program Outcomes 1 & 5.

This assessment occurred during winter (enhanced advising) and spring quarter (assessment) 2022.

This project assessed how an enhanced advising program impacts student academic performance. Students who participated in the enhanced advising program were invited to a group student success session. During winter quarter, students were provided information specific to increasing their knowledge of academic and support resources, building college success skills, and improving academic performance. End of the quarter grades were reviewed as part of this assessment.

**WHAT TOOLS/MEASURES DID YOU USE:**

Students were identified based on their fall quarter GPA (1.75 -2.25). Winter quarter 2022 GPAs were compared to fall quarter GPAs of those students who participated in the enhanced advising program. These results were compared to last year's enhanced advising program.

**WHAT WERE THE RESULTS:**

In this assessment, students were identified using the counselors advising lists as having a GPA of 1.75 – 2.25 at the end of fall quarter 2021. Students were invited to participate in the enhanced advising program titled Goals, Persistence, and Success (GPS). Students were invited via email, then a follow up telephone call. Thirteen students agreed to participate in the GPS program. Seven students demonstrated an increase in their winter quarter GPA. Although the number of participants was small, the results showed a 54% increase in GPA from fall to winter. More than half of the students who participated in GPS improved their GPA. Additionally, three of the four students with a GPA below 2.0 increased their GPA in winter quarter above a 2.0.

**WHAT NOW:**

Based on the results of the assessment, we continue to identify the importance of the advisor taking a proactive approach to contacting students early in the quarter when low academic performance is demonstrated the previous quarter. Counselors will explore ways to connect with advisees who demonstrated low academic performance in a previous quarter and provide them with information and resources regarding academic success. Additionally, exploring ways to correspond with students, soon after fall quarter and before the start of winter quarter, could be considered.

**CHANGES OR RECOMMENDATIONS:**

This assessment was a snapshot of an enhanced advising program. While counselors provided services to students, administrative support could assist the counselors in delivering an enhanced advising program to a larger group of students. Administrative support could also assist with correspondence to students during critical times of the quarter.

**NAME:** David Holliday

**INSTITUTIONAL OUTCOME:**

**PROGRAM OUTCOME:**

**PROGRAM OUTCOME VERBAGE:** 5

**COURSES TIED TO THE ASSESSMENT:**

PSYC&100;#247125

**COURSE OUTCOMES:**

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

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

This assessment was given in two different sections of Psych 100 the last week of the Spring quarter 2022.

The assessment reported comes directly from this assignment:

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

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

**WHAT TOOLS/MEASURES DID YOU USE:**

This comes directly from the assignment:

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

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

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

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

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

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

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

Your summary of Animal Experimentation must include four parts:

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

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

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

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

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

#### **WHAT WERE THE RESULTS:**

This assessment was given in two different sections of psych 100 the last week of the Spring quarter 2022.

A total of 34 assignments were completed from both classes. Of those 34, 27 (79%) were successful in citing at least 3 different forms of evidence in their summarizing. Those who were successful included references back to our textbook, the APA home page, the videos given and/or their own findings that help them think through Ethics in Animal Experimentation. As well, these students were successful in completing all four portions of the summary structure including a review of the problems in Animal Experimentation, key terms/concepts within Animal experimentation, critical questions they still have about Animal experimentation, and a personal story/connection with Animal experimentation.

Of the 34 assignments submitted, 6 (18%) did not cite their own sources they were to add to the sources given to them in the assignment. As well, they did not fully complete all four of the summary parts. These few assignments demonstrated a few students who did not clearly read the assignment, were hasty in their writing and otherwise did not demonstrate the basic criteria for the purpose of the assessment.

#### **WHAT NOW:**

This assignment includes concepts and ideas that we had previously considered in class (Ethics, Animals, Methodology, application of Psychological ideas), as well as using a familiar summary structure we use weekly in Psych 100. This assignment demonstrated that students can integrate different forms of evidence (text, video, web-based), some they are familiar with (textbook and apa.org), some that are new to them (material students found and researched) and integrate them into a familiar written structure, The Summary. This assessment connects with our institutional goal "to communicate clearly" in writing and our program goal to have "students solve problems by gathering, interpreting, combining and/or applying information from multiple sources."

#### **CHANGES OR RECOMMENDATIONS:**

Two changes I will make in my instruction include 1) being super hyper intentional in using multiple sources earlier in the quarter/course and making the integration and purpose of those materials clear to students; and 2) I will continue to use the summary structure and parts of that summary in different assignment formats to continue emphasizing that there are different forms of evidence from different sources (including student's own stories and experiences) that can be integrated to address problems and issues in the Psychology and the Social Sciences.



**NAME:** Hannah Leaf

**INSTITUTIONAL OUTCOME:**

**PROGRAM OUTCOME:**

7

**PROGRAM OUTCOME VERBAGE:**

Assume responsibility and accountability in the practice of registered nursing as defined by the professional standards and codes of nursing.

**COURSES TIED TO THE ASSESSMENT:**

NUR231;#247432

**COURSE OUTCOMES:**

Research and present an evidence based education presentation to a defined nursing unit. (P.2)

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

During the final quarter of nursing school, level II students are asked to step into their instructors shoes and create a nursing-focused presentation relevant to their preceptorship area. Since the onset of the pandemic, student teaching presentations have been done online. After much discussion, faculty agreed to continue having students present online, invite level 1 cohorts, and nurses within their preceptorship department. This assessment included evaluating the Preceptorship Online Presentations with a re-vamped rubric and new goals. Because the online learning environment requires unique skills alongside the ability to soundly present a professional presentation, this assessment not only pushes evidence-based practice forward, but solidifies the professional responsibility of the nurse.

**WHAT TOOLS/MEASURES DID YOU USE:**

Faculty utilized a re-vamped grading rubric that assessed flow/organization, APA formatting, communication/presentation skills, maintenance of technology, and administration of quiz questions to assess teaching effectiveness. The assignment was worth 50 points and represented the culmination of the preceptorship experience. Moreover, it allowed faculty an opportunity to integrate relevant aspects of the post-pandemic teaching style.

**WHAT WERE THE RESULTS:**

The results showed an average of 99% (49.6/50) on the assignment. Furthermore, each student had numerous attendees for each presentation and were asked excellent questions by their peers.

**WHAT NOW:**

Faculty very much appreciated the opportunity to include evidence-based practice and research into the ADN students' curriculum. This assignment has become a staple within NUR 231; however, the emphasis of online teaching is new alongside the graded components. Due to standards set by the COVID-19 pandemic, faculty feel integration of continued, student-led online education is beneficial for their learning and success.

**CHANGES OR RECOMMENDATIONS:**

Faculty would like to continue to increase the amount of student-led research, evidence-based practice, and technologic integration. Faculty will look for a way each quarter (clinical or theory) to engage students in creating education-based projects through case study's, assignments, or class work. To further enhance our student's abilities and comfort within the online arena, we need more of this not less!

## Prepackaged Activity Faculty Assessment Reports

**NAME:** Mariah Whitney

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

This is for a course that should be listed but is missing... We no longer teach BIOL&211, it was replaced by BIOL&160 about 3 years ago.

**COURSES TIED TO THE ASSESSMENT:**

BIOL&211;#247549

**COURSE OUTCOMES:**

Focused on IO3 - not a specific LO from course. The GPA was used and therefore it relates to all course outcomes.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

In Spring 2022 - I started having 2 class days and 1 lab day per week (pre-COVID we were 3 class days and 1 lab day, during COVID we were all online, return to campus we were 1 lab day).

I wanted to see if there was a correlation between class attendance and GPA to determine how I would offer future courses and if I would make more or less attendance mandatory. I also compared hours of work at an outside job per week with GPA.

**WHAT TOOLS/MEASURES DID YOU USE:**

I had student fill out a 24/7 chart detailing their plans of fitting in all of their responsibilities (I have been doing this or at least 1.5 years), however I then compared their listed "work hours" to their GPA to see if there was a correlation (this was new this quarter).

I also "highly encouraged" students who did not do well on the first exam to attend the optional Monday (no points awarded) review days, and continued to give points for the Wednesday discussion days.

**WHAT WERE THE RESULTS:**

I found that there is a correlation between hours worked and GPA. As the number of hours of work at an outside job increased, the GPA decreased.

For the Mondays, some of the lower scoring students began attending Mondays, and saw slight improvements, others did not. There was a slight correlation between overall days attended and GPA.

**WHAT NOW:**

I will continue to have students fill out the 24/7 form, and tell them what I discovered to see if some could cut back on their hours if they are wanting higher GPAs.

Based on the minimal class size as well as only a slight correlation, I am inclined to keep Mondays optional and only require Wednesdays in the Fall. I will tell students that there was a correlation between days attended and higher GPAs to see if I can sway them into coming to the optional days.

**CHANGES OR RECOMMENDATIONS:**

Stop telling students they can "do it all" - If they are working full-time, they shouldn't also be encouraged to take 15 credits. This is too much work in too little time as then it lands on the instructor to have to bring the harsh reality of a failing grade which harms the student more than if they would have take 10 credits and an extra year.

**NAME:** Mariah Whitney

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

None

**COURSES TIED TO THE ASSESSMENT:**

BIOL&100;#247393

**COURSE OUTCOMES:**

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

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

I added a new policy in Spring 2022 to allow for extensions on any assignment as long as the student asked before the due date (based on ESCALA faculty projects). I was wanting to allow for self-motivation but also for flexibility. The students had to frame the extension in the following way (to show professionalism in the acknowledgement they were missing a due date, but had a plan).

Steps for Extensions: Message instructor BEFORE due date. State "I will not be meeting the deadline for the \_\_\_\_\_ assignment." State the assignment's name as shown in Canvas. State "I will submit the assignment by \_\_\_\_\_ (date and time)." This should be reasonable, and NOT after the end of the quarter. I do NOT need to know WHY you won't meet the deadline - just that you will submit it by a reasonable alternative date and time.

**WHAT TOOLS/MEASURES DID YOU USE:**

The number of requests for extensions. I started a list of how many requests for extensions I received, however this became excessively long and unruly. I tried instead to estimate the amount of time I spent each week on extensions.

**WHAT WERE THE RESULTS:**

In the past, I had less than 5 requests for extensions (my syllabus policy was no late work without extenuating circumstances). While there were a LOT of extensions, they were mainly from a select few individuals. Most of the students who made extension requests were able to pass the course, partially due to the ability to get an extension. I implemented this in an online course. I usually spent less than an hour each week doing extensions.

**WHAT NOW:**

While an hour was quite a bit and there were lots of extensions, in this particular asynchronous online course, these were the only drawbacks to the new policy. Students who may not have previously asked for an extension (as they didn't feel like they had a good enough reason), were now able to ask for them. It also didn't keep the class from moving forward, since it was asynchronous and it didn't matter if a student was a week behind the others (other than potentially knowing what was going to be on the exam). I will continue to use this new policy in my asynchronous online course to help improve student success.

**CHANGES OR RECOMMENDATIONS:**

**NAME:** Christy Welch

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

None

**COURSES TIED TO THE ASSESSMENT:**

BIOL&221;#247519;#BIOL&222;#247520

**COURSE OUTCOMES:**

This skill applies to all of the course outcomes for these courses, as the specific course outcomes are mostly biology content-based. This analysis is of the broader IO3 (institutional outcome) concerning the development of workplace-specific skills. The workplace specific skill being evaluated focuses on the development of student self-motivation. I am assessing whether students will utilize the course resources to continue to study even if there are no (or very few points) associated with the utilization of these resources. The resources specifically being used for this analysis are the adaptive reading assignments provided in the Connect program by McGraw-Hill.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

For the assessment of BIOL&221, 222 and 223 in the year of 2021-2022, I scaffolded the reading assignments so that, at the beginning of the year, there were a lot of points associated with the reading assignments. The same students are in BIOL&221, 222 and 223, so I stretched this assessment over all three quarters. By the end of the three quarters, I gave little or no points for the reading assignments (while still assigning them). The goal was to see if students would become motivated enough to complete the assignments, even if there were no points associated with them (ie, students had become self-motivated).

**WHAT TOOLS/MEASURES DID YOU USE:**

I used the grades submitted into Canvas by the McGraw-Hill Connect program. I also used the exams and test scores proctored by Honorlock and completed in Canvas.

**WHAT WERE THE RESULTS:**

I found that, for the most part, students did not complete the reading assignments if there were no points (zero) associated with them. I did find that even if very few points (or even 1 point) was associated with the assignment, students would complete it. So it didn't matter how few points were assigned. Students generally did not complete the assignments if no points were assigned.

**WHAT NOW:**

Student performance appeared to decrease as a result of not completing the reading assignments. Test scores were lower overall. What I found was that even though their grade may have suffered from not completing the (optional) no-points assignments, the students still did not choose to do them. This could have been complicated by the fact that the assignments did have due dates that were several days before the test, and if the assignments had been open right up until the test, students may have chosen to do them as a means of study.

**CHANGES OR RECOMMENDATIONS:**

In the future, I am going to assign points for all of the previously optional reading assignments. I think the utilization of this tool cannot be left up to the development of individual self-motivational skills as currently taught in these courses. I plan to research ways in which I can inspire more self-motivation. I did discover that a reward of a very few points (or even just one point) motivated the students in a way that their perceived association with an improvement in test scores did not. Furthermore, I will find a way to tie the assessment of institutional outcomes with the assessment of my specific course outcomes. My specific course outcomes are mostly content-based and for the most part do not address general work-place skills such as self-motivation. In the future, I will be more careful to choose an assessment activity that will line up with both the institutional and course-based outcomes for my assessment. I do not have any recommendations or changes for BBCC as a college based on my assessment.

**NAME:** Sean Twohy

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

3

**PROGRAM OUTCOME VERBAGE:**

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

**COURSES TIED TO THE ASSESSMENT:**

ENGL&235;#247176

**COURSE OUTCOMES:**

8. Articulate their own place as participants in a particular discourse community.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Teamwork: Fall of 2021, I will Provide Students with a weekly, online, low-stakes opportunity for group work—that will lead up to a larger group project. I will use these activities to practice group work norms and develop group work habits and confidence.

**WHAT TOOLS/MEASURES DID YOU USE:**

In previous years, this course was taught as a hybrid, with one face-to-face meeting day a week. Each day we met, the students would work in smaller groups to complete a task related to the large assignment for the week. These group assignments had no points, other than attendance, and the group would change weekly. At the end of the course, a final project was due which was an official group project. This assignment would face many hurdles because students were not used to working on an official project, which had points associated with it, and which had to be done outside of class, with a group. Many students did not understand how to effectively plan and communicate for the group project.

The course is now fully online. This quarter, I am having students do one graded group assignment a week, focused on the big assignment for the week. The group will be the same throughout the quarter—except for the last assignment. The group will need to meet remotely, to finish the small activity, at a time of their choosing. I want to see if having many smaller group assignments transfers into skills associated with working in a group. Specifically, I want to compare previous quarters to this quarter, as well as compare the students comfort and skills during the small assignments this quarter to their comfort and skill in completing the large assignment this quarter.

**WHAT WERE THE RESULTS:**

In regard to numbers, the average grade on the Final Group project in F21 was an 83%. This is actually lower than every year except W21. The average group grade for courses taught online was 85% and courses taught F2F was 88%. At face value, it would seem that teaching online yields better group project results. However, the online course from W21 and S21 were actually courses that met online as a class for 2 hours each week. Both the F2F and online courses previous to F21 had weekly classroom interaction—whereas the F21 course has recorded lectures and students only meet in small groups. This drop could be seen as an indication that I am not providing enough hand-holding as the students work through the final assignment. Next quarter, I am going to go back to having mandatory conferences for the Formal Sales Proposal (final group assignment).

In regard to grades, looking back to courses that had a physical F2F component, the grades have actually increased with students moving online. Grades previous to online were average 84%. Grades from W21 and S21 were 91%. Average for F21 was a 90%. Again, the raised grade from F2F to online could be related to outside variables. Covid has created a little more leniency in my teaching and the online classes still met once a week, on Zoom. Additionally, the students this quarter are almost all from the new Bachelor's program—with students being on the high-achieving end of the spectrum. However, grades being at an average of 90% for the first quarter of teaching the course fully online is promising.

In regard to comments, students were overwhelmingly positive about the experience. Students responded the following ways: Has doing a small online group activity a week been helpful in understanding your larger assignment? 20/23 answered yes. 2/23 answered sort of. Has doing a small online group activity a week been useful in networking (having a connection at the college which you would not have otherwise had)? 18/23 answered yes. 4/23 answered sort of. Has meeting with a group presented a significant hardship? In other words, would you not take the class again based on this

requirement? 16/23 answered "not at all" and 5/23 answered not really. Overall, are you glad that you had a weekly group assignment (as opposed to doing another individual assignment)? 19/23 answered yes. 3/23 answered sort of. From the 18 comments, 10 students had additional positive comments about the group project. The rest of the comments were about the course, in general. Nobody had negative comments specifically about the group assignments.

**WHAT NOW:**

While my specific aim to have students work in groups throughout the quarter, in order to prepare them for the Final Group project" seemed to not yield the results I was looking for, the small group assignments were received in an overwhelmingly positive light. I will continue to do them. I will also add conferences for the final group project, as had been the case previous to this quarter.

**CHANGES OR RECOMMENDATIONS:**

While students generally claim to hate working in groups, once they become comfortable with the process, it seems to yield positive results. At a time when social contact is limited, it may be worth consideration for every instructor to include a weekly assignment which pushes students toward working with others. This could be especially useful in a course where students are working within a cohort.

**NAME:** Depree Standley (instructor) and Anne Ghinazzi (BAS Coordinator)

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

none. This assessment was based on IO3.

Human Relations/Workplace Skills: Demonstrate effective leadership, critical thinking, teamwork, and technical and information literacy competencies needed to make business-critical decisions to resolve interpersonal

**COURSES TIED TO THE ASSESSMENT:**

**COURSE OUTCOMES:**

This assessment is for MGMT 310 Accounting for Managers. This course has not been added to the course list above.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Spring Quarter 2022

To demonstrate effective leadership, critical thinking, teamwork, and decision making, we implemented an interactive accounting simulation throughout MGMT 310. Students were broken into small groups, who they worked with throughout the quarter to analyze data, discuss company decisions and outcomes, produce quarterly briefings, and compete with other BAS-AM teams. Together through the simulation, they form and run a company from the ground up. Throughout the simulation they must work through creating a brand, distributing products, creating advertising campaigns, hiring and compensating employees, and scheduling production, all while managing their cash flow. The simulation challenges teams to confront, manage, and find solutions to organizational challenges found in the modern workplace. Teams were monitored and scored (as well as graded) for each quarter's performance. They used this data to apply critical thinking, work as a team, and adjust their company's decisions to maintain competition with other student companies.

**WHAT TOOLS/MEASURES DID YOU USE:**

Throughout the accounting simulation, there are knowledge checks, quarterly executive briefings, and group reflection. In the reflection, students explain the decisions that they made that week, the outcome of those decisions, and how they felt their team worked together as a whole.

**WHAT WERE THE RESULTS:**

The teams worked together efficiently to analyze and implement their ideas into the company. They were thrown issues regarding demanding customers, unrelenting competitors, and constant adjustments that had to be made to maintain cash flow and generate profits. Because of the teamwork established at the beginning of the quarter, and maintained through check-ins, groups were nimble and able to apply the technical accounting knowledge into a real-world simulation project.

**WHAT NOW:**

Based on the results of the assessment and student feedback gathered at the end of the quarter, we will continue including the marketplace simulation in MGMT 310 Accounting for Managers. These results confirm the instructor's belief that hands on learning is a necessary part of business courses, and creates a novel, and creative way for students to demonstrate professional teamwork and apply technical knowledge.

**CHANGES OR RECOMMENDATIONS:**

Although initially a pilot, we have requested that the simulation become a permanent piece of this course.

**NAME:** Eric Fleming

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

3

**PROGRAM OUTCOME VERBAGE:**

Program Outcome: IO3: Human Relations/Workplace Skills: Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.

**COURSES TIED TO THE ASSESSMENT:**

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

**COURSE OUTCOMES:**

Course Outcome: Students will be able to demonstrate teamwork

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

During the Fall Quarter 2021, all MATH& 146, MATH& 131, and MATH& 254 sections will do one or more group activities. These activities will be tracked and correlated with average exam scores to determine if the group work is related to individual understanding of the course outcomes. In the Winter Quarter 2022, the MATH& 132 section also did the same correlation study

**WHAT TOOLS/MEASURES DID YOU USE:**

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

**WHAT WERE THE RESULTS:**

MATH& 131: The class had 8 students. The Pearson correlation coefficient between student score on group discussion boards and exam averages was 0.7984, which is a strong correlation.

MATH& 132: The class had 13 students. The Pearson correlation coefficient between student score on collaborative group assignments and exam averages was 0.5014, which is a moderate correlation.

MATH& 146: There were four sections in the Fall Quarter. All together, the classes had 117 students. The Pearson correlation coefficient between student group activities and exam averages was 0.6123, which is a strong correlation.

MATH& 254: The class had 4 students. The Pearson correlation coefficient between student score on group discussion boards and exam averages was -0.0782, which is a very weak.

**WHAT NOW:**

MATH& 131: The group work seemed to correlate well with exam scores, suggesting the group work may have been helpful in preparing students for exams. The plan is to make these group activities permanent in the course.

MATH& 132: The group work seemed to correlate well with exam scores, suggesting the group work may have been helpful in preparing students for exams. As the correlation was slightly lower than MATH 131, new group activities will be explored in future years. The plan is to make these group activities permanent in the course.

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



MATH& 254: While the sample size was small, which makes a correlation more difficult to find, the correlation was still very weak. The data will be collected again the next time the course is taught (Fall 2022) to see if the trend continues. In addition, different group activities may be explored.

**CHANGES OR RECOMMENDATIONS:**

Different online platforms for group work may be worth exploring and their benefit on group work. Many times we are limited to discussion boards for online classes. Having more options for an asynchronous class would be very beneficial to our students and there appears to be a correlation with good group activities and exam scores.

**NAME:** Keith Starcher

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

4

**PROGRAM OUTCOME VERBAGE:**

The program outcome for which we were trying to achieve was to create an environment that would nurture teamwork, communication, and people skills.

**COURSES TIED TO THE ASSESSMENT:**

AMT148;#247534;#AMT149;#247542;#AMT150;#247535;#AMT249;#247541

**COURSE OUTCOMES:**

In this term we plugged students in by teams to work together, each project the teams were changed. This allowed all students to work directly with different students within the class.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

in the Fall of 2021 the AMT 150 & 148 class had 22 students, each student had a list of projects that were due, the students were divided into groups, after each project the groups were changed to ensure all students worked together. This was the same with AMT 150 & 148 Winter 2022 and Spring of 2022 AMT 149 & 249.

**WHAT TOOLS/MEASURES DID YOU USE:**

The primary tool was observation of the students working together, another tool was class conversation about different work habits and personality issues, if any.

**WHAT WERE THE RESULTS:**

Overall the students did very well with teamwork, there were a couple of exceptions. it was good to see students working through issues and find solutions to their issues. Some showed more leadership qualities and others as peace makers, and again there were a couple that wanted to work alone.

**WHAT NOW:**

The overall assessment showed the importance of teamwork and work place people skills. I plan on doing the assessment again to get a better feel for Interaction between students, also adding a conversation in class about work place educate.

**CHANGES OR RECOMMENDATIONS:**

**NAME:** Anne Ghinazzi

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

This assessment focused on IO3 only, as outlined in the BAS-AM 7-year assessment plan. This is for SOC 320 Organizational Behavior.

**COURSES TIED TO THE ASSESSMENT:**

**COURSE OUTCOMES:**

Describe the fundamental principles and conceptual frameworks of organizational behavior, to include individual, group, and manager/supervisor behavior. Analyze how organizations and the people within them work. Apply organizational behavior concepts to real-world problems faced by managers. Explain current organizational behavior research and evaluate the benefits and challenges at the individual, team, and organizational levels. Explain how organizational change and culture affect working relationships within organizations. Identify and apply leadership skills to diagnose problems, communicate clearly, make effective decisions, motivate and influence others, manage diversity, and drive organizational change. Create a personal management development plan after self-analysis of values, perceptions, and behaviors with respect to how individuals, groups, and organizations act.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Fall 2021 This course is the first upper-division core course the BAS-AM cohort takes together. Developing teamwork, interpersonal skills that can be directed towards solving modern workplace challenges is a key component throughout the program. It starts in SOC 320 by developing belonging. Through a series of layered learning activities the students are asked to identify, utilize, and reflect on their belongingness and strengths as a leader and team member to the BAS-AM cohort. This was first introduced in Module 1 Discussion post, then through completing and analyzing the Strengths Finder inventory, Myers Briggs analysis, competency demonstration, and post-quarter survey.

**WHAT TOOLS/MEASURES DID YOU USE:**

Several tools were used through out the quarter including discussion, survey and analysis, case study with application, and post survey. The measure for this assessment was the post-quarter survey results.

Module 1 Discussion: Then, tell me about a place where you truly belonged. What did it feel like? What did people do to make you feel welcome? Did it have physical attributes that contributed to your belonging? How did it feel to be there? And if you haven't had this experience, imagine it and describe it for us.

Module 1 Assignment: Strengths Finder Inventory and report

Module 3: Myers Briggs and analysis

Module 4 Competency Demonstration: case study and reflection: Relate the leadership examples to some of your own experiences. Do you agree or disagree with the strategies discussed? What would you say is your own leadership style? How would you characterize mine as your instructor?

Post Quarter Survey: I felt a sense of belonging: 62.5% strongly agree, 37.5% agree 8 responses out of 29

**WHAT WERE THE RESULTS:**

Post Quarter Survey:

I felt a sense of belonging: 62.5% strongly agree, 37.5% agree 8 responses out of 29

Think back to SOC 320 Organizational Behavior from fall quarter. Based on that course, rate YOUR GROWTH in developing effective leadership, critical thinking, teamwork, and information literacy competencies needed to make business decisions and resolve interpersonal

ave. 7.14 on scale of 1-10. 14 out of 29 students participated in survey

**WHAT NOW:**

Based on the results of the assessment, we need to pinpoint what aspects of the course supported students' sense of belonging. Was is the Strengths for Managers assessment and discussion where students disclosed and explained their strengths along with an opportunity to understand classmates? Was is Myers Briggs analysis with follow up questions

asking how students see their attributes playing out in work, teamwork, collaboration? We will add reflection prompts to Module 4 Competency Demonstration implementing both Strengths and Myers Brigg more directly to see if belonging increases.

**CHANGES OR RECOMMENDATIONS:**

BAS-AM will implement Strengths for Managers analysis to other core courses in the program to continue honing and honoring students' personal strengths, while also understanding how they can compliment and support other classmates' strengths when engaging in collaborative work. This is already moving forward in MGMT 380 Human Resource Management being offered fall 2022.

Also, questions need to be asked at end of fall quarter moving forward. This past year, the second question above was asked in the winter quarter survey.

**NAME:** Terry Pyle (instructor) and Anne Ghinazzi (program coordinator)

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

no program outcomes were assessed in this course this year. this assessment is for MGMT 305 Business Management

**COURSES TIED TO THE ASSESSMENT:**

**COURSE OUTCOMES:**

Courses tied to this assessment: MGMT 305 Business Management (BAS-AM courses are not listed above)

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

- We used Project #4 for our assessment of I03. This was a group project that provided the groups with a case study and raw data. They were required to compile the data, perform financial analysis, and present their conclusions.
- To prepare for this project. We had graded small group discussions each week. Each of these discussions included an open-ended question as a prompt for the discussions. Students met to discuss and problem solve together.

**WHAT TOOLS/MEASURES DID YOU USE:**

- Project #4 was assessed based on the technical completeness and accuracy of the analysis, and on the groups' ability to draw and present reasonable conclusions.

**WHAT WERE THE RESULTS:**

The average score for this project was 96%.

**WHAT NOW:**

In addition to this group project we also had graded small group discussions each week. Each of these discussions included an open-ended question as a prompt for the discussions. The discussions were recorded and the videos submitted for grading. Putting these students in situations where they were required to work in a group environment helped them apply the leadership skills they were learning in this introductory management class. As the quarter progressed it was evident that they were learning to take on new roles in groups and lead when or as needed. The overall success of the groups in Project #4 is validation of the realization of this learning outcome in these students.

**CHANGES OR RECOMMENDATIONS:**

- Excel needs to be a part of our business education programs.
- Using small groups as appropriate is a great benefit to students.

**NAME:** Interpersonal Communication

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

NO PO for 2022

**COURSES TIED TO THE ASSESSMENT:**

CMST&210;#247185

**COURSE OUTCOMES:**

Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. Make conscious and effective choices in interpersonal language.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Group work: Provide Students with low stakes opportunities for group work through discussion on readings and videos we watched. These activities occurred both online and in-person. These activities lead to developing an atmosphere of comradery and a mutually supportive learning system that was both available in and out of the classroom. In order to assess if this work created a mutually supportive environment and improved interpersonal skills I had students conduct two activities in-class by the end of the quarter which was 1) to explain the varied verbal and nonverbal responses they could use to respond to conflict based on small group discussion, and 2) to have students present, with their pre-determined groups, on interpersonal communication topics of their choice, to the class. The goal was to be able to work together outside of class, as well as apply their creativity in finding a topic of interest and be able to apply it to something we'd learned in class. Make conscious and effective choice in language: We sometimes discuss sensitive topics in interpersonal communication, and this requires students to be thoughtful listeners and communicators, managing language, listening, and critical and reflective thinking. To develop this ability, I had them work through smaller assignments in-class, like listening to Brene Brown's video on empathy and discussing it, as well as then taking those reflections in-class into journaling that was part of an overall larger assignment with more point value. The journaling allowed students to reflect on what had been shared in class, and also work through the topics at hand. In these journals they were expected to use interpersonal communication nomenclature (like "perception") in their specific meaning as attached to the class material.

**WHAT TOOLS/MEASURES DID YOU USE:**

Journaling (individual assignments) Discussion posts online and in-class discussions In-class workshops Group presentation

**WHAT WERE THE RESULTS:**

The results were encouraging overall as students' grades, participation, and interpersonal skills improved over the quarter.

At the end of the quarter, I did an unofficial assessment via an in-class workshop with nearly the entire class present. I had students work in groups to respond to several hypothetical and one real-case conflict scenario. In the response session after the group-work was done, and assessment commenced, every student participated and universally all students contributed a point that had real value. It was clear to me, and to the class, that the students had all learned a tremendous amount about interpersonal communication generally, and communication and conflict, specifically. They used class/topic specific nomenclature, they identified communication strategies, they differentiated between (in some cases) general interpersonal communication skills and specifically conflict skills, and they demonstrated collegiality, curiosity, and encouragement throughout the discussion. The entire class period was taken up in student commentary in response to my directed questions.

The group presentations on the interpersonal communication topic of the group's choice (approved by me), showed less clear success. The grades averaged at a B- range. I think the reason for this is that the formal aspect of the presentation and students being required to do research of peer-reviewed articles was somewhat intimidating to them.

In the final self-assessment students were asked what they found the most useful aspect of this class, and each of them mentioned some aspect of developing relationships through thoughtful communication, whether choosing language more wisely, listening more perceptively, or being more curious about other people.

**WHAT NOW:**

I am going to continue to use readings and videos to generate online and in-class discussion, and then also covering those conversations as directed journal entries, as it was clear this really helped students retain concepts and also deepen their understanding of course material, and objectives, as well as developing a more robust communication style that included empathic and active listening and resulted in questions and answers that were a result of curiosity and also feeling that they could explore their answers in a low point/low stakes way. As one student said to me, "I felt like if I made a mistake it wasn't a big deal, and so I wasn't afraid to do the homework."

**CHANGES OR RECOMMENDATIONS:**

I will probably change how I approach the group topic, which will include a library day, so that students will have more directed help in accessing resources and developing group direction.

**NAME:** Dick Wynder

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

**COURSES TIED TO THE ASSESSMENT:**

AUT212;#247276

**COURSE OUTCOMES:**

2. accurately use and interpret automotive service and repair information obtained from manuals, technical service bulletins, and computerized service information databases

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Students customarily work in pairs during transmission disassembly and reassembly. Because I have an odd number of students it required either one student to work alone or adding a third student to a working pair. I have always felt that in pairs, one student was stronger at the hands-on while the other was more adept, or at least willing, to do the necessary paperwork. In the case of three students, I have always felt that one would end up, either by choice or events, to do very little of either. I always have students fill out a detailed worksheet as part of each unit disassembly (I tell them that if it isn't written down; it didn't happen). During the quarter I did mid-transmission assessment.

**WHAT TOOLS/MEASURES DID YOU USE:**

Mid-unit checking of task paperwork to see what was done and by whom.

**WHAT WERE THE RESULTS:**

During the quarter I did mid-transmission assessment and found that, in reality, the pairs proved that one student would rise to the task of both paperwork and hands-on while the other followed along. In the three individual group, the same was true, but the third one would try to get away with doing very little. In the following unit disassembly's, I did away completely with the three individual groups and used pairs and singles. I chose the "weaker" individuals to work alone. In this case the "weaker" individuals rose to the challenge, howbeit with lots of questions, to work individually on an assignment. Students working alone seem to learn better than when grouped as pairs or trios. Constant monitoring of paperwork showed that the hands-on student was doing the actual recording of work done. In the three person groups the third person was merely copying the measurements and other inputs.

**WHAT NOW:**

With smaller classes I will have students working alone as much as possible. To facilitate this with larger groups I will need more component cores for disassembly and reassembly. In the case of large projects like transmission or other removals from vehicles I will continue to have them in pairs for moral and physical support. "Stronger" individuals may need to work alone in odd numbered classes.

**CHANGES OR RECOMMENDATIONS:**



**NAME:** Tom Willingham

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

8

**PROGRAM OUTCOME VERBAGE:**

Students will be able to communicate clearly and effectively within a workplace context.

**COURSES TIED TO THE ASSESSMENT:**

CS289;#247591

**COURSE OUTCOMES:**

Couse outcome 6

Use a Gantt chart for planning and tracking schedule information, find the critical path for a project, and describe how critical chain scheduling and the Program Evaluation and Review Technique (PERT) affect schedule development

NOTE: Students did not use a Gantt Chart for this; the course is actually BUS 289

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

This assessment was done during the Fall 21 Quarter with grade comparisons to Spring 21 Quarters.

Time Management: The instructor had students create a spreadsheet that accounts for all tasks in their life for the quarter (including coursework and life obligations like jobs, social obligations, etc.). As a part of this process, the students were asked to organize their time into manageable blocks by looking at it from a Project Management perspective where possible. Not all personal, work or academic activities fit well into that model.

**WHAT TOOLS/MEASURES DID YOU USE:**

Excel spreadsheets with hourly tracking of time spent on major tasks (class time, study time, work, family obligations).

**WHAT WERE THE RESULTS:**

All students participated in the work. Some put quite a bit of effort and it was obvious that others did the minimum required. Around mid-quarter, the students were asked to identify areas where they could adjust their schedules to be more "efficient" or effective. Interestingly, most students felt that they were being the most efficient already. Several students thought the exercise was helpful and had made a difference in how they viewed their time.

While the overall grades for the Fall 21 class were ~4 points over the Spring 21 grades, it was not evident that this exercise is what made the difference. Interestingly, there were also no missing assignments in the Fall that also could not be directly attributed to this exercise.

**WHAT NOW:**

I believe I will include this assignment in future classes as I think the exercise of putting the time on paper raised awareness for students. I would not necessarily recommend that every instructor do this, it could be quite redundant; however, I believe the students would benefit from this sort of exercise as part of their advising process once per year.

**CHANGES OR RECOMMENDATIONS:**

## **Institutional Outcome 3 Faculty Assessment Reports**

**NAME:** Suzanne Reilly

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

**COURSES TIED TO THE ASSESSMENT:**

SOC&101;#247123

**COURSE OUTCOMES:**

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

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

In preparation for the assignment, students learned about unethical human social research that was conducted in the past. Students also read the ASA's general ethical principles that sociologists adhere to while doing research. Students then read two articles written by sociologists who conducted social research using multiple research methods. Student teams discussed the ethical considerations each sociologist confronted and negotiated in their respective studies.

**WHAT TOOLS/MEASURES DID YOU USE:**

Students worked in teams to construct written answers to questions asking them if and how the researchers in the articles were abiding by ethical principles.

**WHAT WERE THE RESULTS:**

Students gained knowledge about the ethical principles all sociologists must adhere to while doing social research. Students demonstrated an understanding of how ethical considerations are negotiated and managed while in the field as sociologists conduct research on human subjects. Students grappled with "grey areas" in human subjects research.

**WHAT NOW:**

Next year, I would like to develop a card game similar to "Cards Against Anthropology" (<https://seriousplaywire.com/cards-against-anthropology/>) and use those as the basis for discussion in addition to students responding to questions on readings.

**CHANGES OR RECOMMENDATIONS:**

None.

**NAME:** Hannah Leaf

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

3

**PROGRAM OUTCOME VERBAGE:**

Participate as a member of the healthcare team for educational and institutional growth.

**COURSES TIED TO THE ASSESSMENT:**

NUR135;#247131

**COURSE OUTCOMES:**

Course Outcome: Demonstrate an efficient integrated physical assessment of an adult client.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Taking place in quarter one (Fall 2021), NUR 135 is a skills-lab based course aimed at assessing a full head-to-toe physical assessment. This assessment aims to understand the effectiveness of our pre-lab instruction by assessing how the student applies knowledge of the physical assessment after a quarter of practicing these skills both in the lab setting and in the clinical setting. All instructors will participate in this assessment and compile their own observations. Data from scoring (see next section) alongside qualitative instructor comments will be utilized to evaluate gaps in student knowledge and if additional resources or instruction is required for next year. For this lab, students are paired in groups of two and are to perform a physical examination on each other. Faculty are assessing via a live camera feed in an adjoining room.

**WHAT TOOLS/MEASURES DID YOU USE:**

A unique rubric was created to help faculty evaluate individual students on the outcomes listed above. A 3-point LIKERT scale will be utilized to evaluate each student individually on the aforementioned outcomes during that faculty members assigned station. At the end of the day, data will be compiled through Canvas and comments assessed. Faculty hopes 80% of the level 1 cohort scores a 2 or better for each outcome.

**WHAT WERE THE RESULTS:**

With a goal of 80% of first-year students (n= 20) reaching scores of 2 for each assessed outcome, we surpassed our goal. 95% (19/20) of students reached a score of 2 (progressing toward content knowledge) or better on IO3. Faculty also assessed course outcome 3 – demonstrate efficient integration in physical assessment of an adult – with 100% of students reaching a score of 2 or greater.

**WHAT NOW:**

Due to distance learning requirements placed during the pandemic, nursing faculty revamped and integrated new ways of teaching physical assessment content. Knowledge and application occurred both in the theoretical setting, skills lab, and clinical setting. Changes were largely made to the flow of information within the skills lab. What was previously taught in three separate skills sessions was combined into one longer day incorporating true head-toe fashion teaching. Students progressed through three varying pods learning essential techniques of assessing major body systems with the last pod incorporating a physical assessment practice pod.

**CHANGES OR RECOMMENDATIONS:**

As a result of our assessment, we have found major advantages to keeping one longer skills lab day addressing physical assessment. The students had a more comprehensive understanding of a head-to-toe physical examination and produced excellent integrated assessment showing progressing knowledge. We as a faculty decided to keep this format going forward as we felt students were more engaged and prepared seeing this skill from point A to point B in one day.

**NAME:** IST 100 Health and Safety

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

3

**PROGRAM OUTCOME VERBAGE:**

Determine responsibility for safety in the workplace. Learn to recognize workplace hazards. Learn how to develop procedures to eliminate or lessen those hazards. Apply basic Federal and State Safety Rules to the workplace.

**COURSES TIED TO THE ASSESSMENT:**

IST100;#247153

**COURSE OUTCOMES:**

IST 100 - 3040

Canvas posted lecture course. There were 18 students Fall 2021. Observations could only be done via Canvas and Zoom meeting. Covid lock-downs prevented normal classroom sessions.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Specific chapter assignments were assigned and a final. Several videos were shown for chapter subjects. It was impossible to assess teamwork without campus in-person classes. Based only on interaction from Zoom and Canvas. Grades were as follows.

**WHAT TOOLS/MEASURES DID YOU USE:**

Low score was 73.2 and the highest score was 99.8. Every student had been exposed to several Safety topics from a position at work or a home environment.

**WHAT WERE THE RESULTS:**

The established subjects were discussed and a better understanding of the laws and rules or requirements were understood.

**WHAT NOW:**

Once Covid restrictions lift get students back into classrooms so that students have a better ability to interact with the instructor and the other students.

**CHANGES OR RECOMMENDATIONS:**

Once Covid restrictions lift get students back into classrooms

**NAME:** Chris Dinges

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

Become licensed aviation powerplant technicians

**COURSES TIED TO THE ASSESSMENT:**

AMT251;#247536;#AMT252;#247537;#AMT254;#247540

**COURSE OUTCOMES:**

Improve students ability to work with and adapt to other's personalities and skills.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Fall/Winter/Spring 2021-2022It is very important for students to work with each other to accomplish a task by sharing the workload.For different projects, the student's role within a group should change so everyone has practice being the mechanic, parts researcher, and procedure interpreter.Changing group members is also important so students can adapt to each other's productivity styles.

**WHAT TOOLS/MEASURES DID YOU USE:**

Examined the students shop time and noticed "clicks" of students that work togetherAlso examined the same students would only accomplish the same role that they are comfortable with.

**WHAT WERE THE RESULTS:**

Students were often placed in a position they were not used to being and were required to adapt to that role.Students groups were rearranged so they each could learn about each other and notice strengths and weaknesses of the other students.

**WHAT NOW:**

Based on the results of the assessment, I am going to continue changing students' groups and roles within the group. This will help build adaptive skills they will need for future employment.

**CHANGES OR RECOMMENDATIONS:**

**NAME:** ERIK BORG

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

**COURSES TIED TO THE ASSESSMENT:**

AMT151;#247543;#AMT152;#247544;#AMT153;#247545

**COURSE OUTCOMES:**

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response. Fall/Winter/Spring 2021, 2022I have found in the past that some students are good at paperwork and some are good a completing the practical projects. In a group, setting the same students will accomplish the same task for the group every time. This has been a problem when we get to FAA testing instead of being well rounded the students only know how to do the task they had accomplished in the group setting. What I tried to accomplish is to change up the groups and assign a different task to each student every time.

**WHAT TOOLS/MEASURES DID YOU USE:**

What tools/measures did you use for your assessment?During O&P FAA testing and during lecture and practical projects I asked oral questions to determine that students really understood what they were responsible for to complete the project in an airworthy manner.

**WHAT WERE THE RESULTS:**

What were your results: While a number of students were on board with this approach others, as in the past, were trying to take the easy way out. I found it was not easy to keep about 20% the students from relying on the other students who had already completed the task. I did find that by giving the students a specific task in the group setting, that for the most part, the majority of the students were able to accomplish all aspects of the projects to a higher standard than before.

**WHAT NOW:**

Based on the results of the assessment, I am going to \_specifically give every student in the group a specific task so that all the students will be adaptive to the skill requirements to become an aircraft mechanic. Will these results change the way you teach? YES Why or why not? Do the results confirm some aspect of your teaching? Yes

**CHANGES OR RECOMMENDATIONS:**

**NAME:** Kelsey Mach

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

3

**PROGRAM OUTCOME VERBAGE:**

Students will be able to demonstrate teamwork, ethics, safety awareness, and/or workplace specific skills related to unmanned aircraft systems.

**COURSES TIED TO THE ASSESSMENT:**

UMS107;#247250

**COURSE OUTCOMES:**

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Spring 2022.

Because the ultimate goal of this course is for the students to take and pass the FAA Part 107 exam, it is important for students to be able to retain relevant course material and recite information in a multiple-choice quiz style format.

**WHAT TOOLS/MEASURES DID YOU USE:**

Students completed a pretest the first week of class that included questions from a range of topics taught throughout the course, and a post-test completed the last week of class with similar questions as on the pretest. These test scores are able to be compared quantitatively.

**WHAT WERE THE RESULTS:**

Students scored between 45% to 60% (average 52%) on the pretest, and between 70% to 95% (average 80%) on the post-test, for an increase in scores between 25% and 35%

**WHAT NOW:**

While an increase between 25% and 35% indicates students were able to retain and recite course material, an increase of 40% to 55% was possible, indicating there is room for improvement. It is likely that adding a weekly lecture component would help increase material retention and student engagement. A lecture style of class provides a forum for students to ask questions and discuss class material with the instructor.

**CHANGES OR RECOMMENDATIONS:**

**NAME:** Sarah Bauer

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

1

**PROGRAM OUTCOME VERBAGE:**

(Assessing CHEM&110... since not an option below)

**COURSES TIED TO THE ASSESSMENT:**

**COURSE OUTCOMES:**

7: Perform experiments and record observations to develop a conceptual understanding of physical and chemical phenomena.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Students in this online course complete labs at home using science kits purchased through Science Interactive. These kits contain chemicals and supplies that have safety implications for students; but since students are completing the labs in their homes, it is difficult to know how well students are adhering to safety expectations for a chemistry course or what steps should be taken to increase compliance.

**WHAT TOOLS/MEASURES DID YOU USE:**

Student data was taken each quarter (F, W, and Spring) in the following ways two ways:

(1) lab selfies submitted were assessed early in the quarter (week 3) and late in the quarter (week 9) for properly wearing safety goggles in the photo.

(2) An anonymous survey (with a completion rate 70-80% each quarter) was given and data taken to question "To what degree did you follow safety protocol of the labs?"

Fall quarter served as a baseline for students demonstrating safety awareness". During this quarter, students completed the mandatory Lab Safety Lesson through Science Interactive (as normal). For the next two quarters, the following changes were enacted to drive improvement in this outcome.

-Winter: Students received feedback regarding any lab selfie where goggles were not evidence in picture

-Spring: In addition to above, (1) number of required selfies submitted for most labs increased (which means they were taking multiple pictures for each lab rather than one and may be less likely to wear goggles solely for picture) (2) a reminder that at least part of face should be visible in selfies was added to each lab and (3) an instructional video on lab safety was added as an assignment in week 1.

**WHAT WERE THE RESULTS:**

The overall data showed that most students (on average 78%, with a range of 64-90%) are correctly wearing lab goggles in the selfie, with little difference between the beginning and end of the quarter. For each quarter most students (60-75%) reported that they "always" followed safety protocols of the lab. No student ever reported in the survey that they "never" or "rarely" did; the remaining students only ever chose "usually".

The data between the three quarters did not vary significantly despite the changes made in winter and spring: There was little difference between fall and winter data for selfies, which each had averages of students wearing goggles in the mid-seventies. However, 87% of students were properly wearing goggles during the two assessed labs, suggesting the addition of the changes may have had an impact on goggle wearing at least. Yet, this quarter had the lowest number of students (though still 60%) report that they "always" follow safety protocol.

**WHAT NOW:**

The data shows that the majority of students in CHEM& 110 are demonstrating appropriate safety awareness as it regards their lab kits, which is encouraging news. While the changes made did not have a dramatic impact, they will be continued in future quarters to support students' motivation for safety behaviors. The addition of extra selfies to be taken during the lab has been especially valuable for providing feedback on safety issues visible in the photo and other areas as well.

**CHANGES OR RECOMMENDATIONS:**



We would recommend selfie or video submissions for any online or hybrid classes that need to assess safety aspects of course outcomes. It has long been a desire of the chemistry department to make safety videos for our F2F courses to improve safety compliance; this should be completed. Safety awareness/processes on campus should also be improved to support compliance and reinforce the importance of safety to students.

**NAME:** Preston Wilks

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

3

**PROGRAM OUTCOME VERBAGE:**

IO3 Human Relations/Workplace Skills: Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.

**COURSES TIED TO THE ASSESSMENT:**

ACCT&202;#247391

**COURSE OUTCOMES:**

#10 Demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Winter 2022 & Spring 2022

In analyzing how I teach the ACCT&202 class, I realized that we have very few Assignments that are completed in a group setting. One of the major Assignments in this class is a Financial Statement Analysis (FSAP) project, where they run ratios on Nike Inc's financial statements. This project has been done on an individual basis in the past years. I was disappointed in Winter 2022 Qtr with the overall average score on this project AND disappointed that 3 very good students simply did not complete the project.

My goal was to build into my class an opportunity to measure IO3, group interaction/teamwork, and I realized I could possibly accomplish this with changing this project in Spring 2022 to be completed in small groups.

My hunch was that I could increase the participation rate of students AND the average score on this project by requiring groups for completing this project.

**WHAT TOOLS/MEASURES DID YOU USE:**

I used participation rates AND average scores (performance) on the FSAP project from Winter 2022 vs Spring 2022.

As described earlier, the Winter 2022 class completed the FSAP project on an individual basis. In Spring 2022, the same project was given, however, groups were required this time.

**WHAT WERE THE RESULTS:**

The participation rate in Winter 2022 was 22 out of 25 students completed the project (88%). The overall average score of the 25 students was 78%. The average score of the 22 students completing the project was 89%.

The participation rate in Spring 2022 was 18 out of 18 students completed the project (100%). The overall average score of the 18 students was 89%.

**WHAT NOW:**

From the data that I collected, I believe it can be determined that requiring group work on this project definitely helps students stay engaged and they will participate more often vs. completing it by themselves. So I really like this positive improvement that came from striving for the students to complete work in a team setting and learning from each other. I was confused why the average score (performance) on this project didn't increase from Qtr to Qtr. I'm thinking that there was probably quite a bit of "teamwork" already happening in the Winter 2022 Qtr even though my policy was for them to work individually on this multi-day project. If that suspicion is right, then that could explain why there wasn't an increase in the average score from Qtr to Qtr.

Overall I'm happy that I changed the format on this project to be a group project. Being able to analyze financial statements is a key learning outcome and the group setting requirement helped 100% of the students in Spring 2022 complete this important project. It also gave them the valuable experience to learn to work together. I will be utilizing the group format on the FSAP project going forward!

**CHANGES OR RECOMMENDATIONS:**

As I mentioned earlier, I plan to incorporate the group setting requirement on this particular FSAP project going forward each time I teach ACCT&202. And I will look to expand on the group opportunities that I give to my students in my other classes that I teach, where there are projects required and where the IO3 outcome is listed in the syllabi.

**NAME:** Benjamin Altrogge

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

6

**PROGRAM OUTCOME VERBAGE:**

[PO6 & PO8]: The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated and instrument rated pilot level & the student will be able to evaluate effective aeronautical decision-making skills at the FAA commercially certificated pilot level.

**COURSES TIED TO THE ASSESSMENT:**

AVF111;#247370;#AVF117;#247401;#AVF143;#247374;#AVF252;#247378;#AVF253;#247379;#AVF254;#247380;#AVF271;#247615

**COURSE OUTCOMES:**

AVF 111: #8 Diagram airport runway and taxiway layouts. AVF 117: #1 Identify risks associated in general and commercial aviation. AVF 143: #2 Analyze simulated in-flight emergencies and take the required actions per the Private Pilot-Airplane Airman Certification Standards. AVF 252: #3 Troubleshoot simulated in-flight mechanical malfunctions and execute the appropriate procedures needed in a high performance /complex aircraft. AVF 253: #2 Demonstrate aircraft control with the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards. AVF 254: #3 Evaluate various Go/No-Go flight decisions for night solo operations using effective Aeronautical Decision Making (ADM) skills. AVF 271: #1 Verbally explain and teach while physically demonstrating aircraft control by reference to instruments in the three primary phases of flight: departure, enroute, and approach.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

The program level of assessment in the aviation flight program this year revolves around assessing (PO6) "The students will be able to demonstrate the technical aspects of aircraft control and operation of related systems at the FAA commercially certificated" and (PO8) "instrument rated pilot level & the student will be able to evaluate effective aeronautical decision-making skills at the FAA commercially certificated pilot level." The assessment of these outcomes were specifically chosen in order to support the college wide assessment plan related to (IO3: Human Relations/Workplace Skills). In order to achieve these assessment goals, seven courses were chosen from the aviation program to be evaluated at the course level. Below you will find the seven courses that were chosen with a short description of how they support the appropriate IO and PO assessment along with the quarter and year each was assessed in.

AVF 111: Pre-Flight Ground School

This course was taught in the fall quarter of 2021. We assessed the course outcome #8 "Diagram airport runway and taxiway layout." This course outcome was assessed because it allowed us to assess a "work place specific skill" in support of our IO3 assessment this year.

AVF 117: Aviation Emergency Preparedness

This course was taught in the winter quarter of 2022. Our assessment in AVF 117 revolved around the course outcome #1 "Identify risks associated in general and commercial aviation." We chose this outcome to better understand how students perceive the risk associated with flight training as well as gain supporting assessment material for IO3 which contains "safety awareness."

AVF 143: Private Pilot Stage (3)

This course was taught and assessed from the fall 2021 quarter through the spring 2022 quarter. The assessment of AVF 143 was based on course outcome #3 "Analyze simulated in-flight emergencies and take the required actions per the Private Pilot-Airplane Airman Certification Standards." Specifically we were looking at the use of checklists during simulated emergencies as this tends to be a weak area for many pilots. The assessment of this outcome supports the IO3 as it contains both "work place specific skill" and "safety awareness."

AVF 252: Commercial Pilot Stage (5)

This course was taught and assessed from the fall 2021 quarter through the spring 2022 quarter. We assessed this course through the lens of course level outcome #3 "Troubleshoot simulated in-flight mechanical malfunctions and execute the appropriate procedures needed in a high performance /complex aircraft." This assessment provided insight into the level of skill obtained by our students as well as supported the IO3 assessment with regard to "work place specific skill" and "safety awareness."

#### AVF 253: Commercial Pilot Stage (7)

This course was taught and assessed from the fall 2021 quarter through the spring 2022 quarter. The assessment of AVF 253 was based on the fundamental skill of program outcome #2 "Demonstrate aircraft control with the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards." The assessment of this outcome also supports IO3 assessment and will be assessed in this class as a "work place specific skill."

#### AVF 254: Night flying

This course was taught and assessed from the fall 2021 quarter through the spring 2022 quarter. Assessment of AVF 254 revolved around course outcome #3 "Evaluate various Go/No-Go flight decisions for night solo operations using effective Aeronautical Decision Making (ADM) skills." Poor ADM has been found to be the root cause of most aviation accidents, so it only seems natural for our program to routinely assess course level outcomes related to instruction in this area. This outcome was also assessed in support of the IO3 because it contains elements of "work place specific skills" and "appropriate safety awareness."

#### AVF 271: Flight Instructor Instrument Airplane

This course was taught and assessed from the fall 2021 quarter through the spring 2022 quarter. Our AVF 271 assessment revolved around course level outcome #1 "Verbally explain and teach while physically demonstrating aircraft control by reference to instruments in the three primary phases of flight: departure, enroute, and approach." This outcome is by far the most challenging skill for most instrument instructors to develop and it felt natural for us to start our assessment of AVF 271 with this outcome. The assessment of this outcome will also support our assessment of IO3 as it contains "work place specific skills."

#### **WHAT TOOLS/MEASURES DID YOU USE:**

##### AVF 111: Pre-Flight Ground School

Lectures, films, and various presentations were given on the use of the Grant Country Airport Diagram/ ATC clearances followed by a final exam for the class in which the students were assessed with diagramming and labeling all critical parts of the airport infrastructure.

##### AVF 117: Aviation Emergency Preparedness

Two months after the completion of this one-day seminar/class, the cohort of students were given an assessment quiz/survey on 5 key takeaway principles covered in the emergency preparedness and response presentation. The results from the quiz and the additional related anonymous survey about course content and structure were used to assess this class.

##### AVF 143: Private Pilot Stage (3)

A comprehensive stage check (flight) was used to evaluate the use of checklists during simulated emergency procedures. Pass/fail results on the elements related to checklist use were tabulated to correlate trends in student performance.

##### AVF 252: Commercial Pilot Stage (5)

A comprehensive stage check (flight) was used to evaluate troubleshooting simulated in-flight mechanical malfunctions. Pass/fail results on the elements related to troubleshooting simulated in-flight mechanical malfunctions were tabulated to correlate trends in student performance and instruction received.

##### AVF 253: Commercial Pilot Stage (7)

A comprehensive stage check (flight) was used to evaluate the performance of various takeoffs and landings within the Commercial Pilot-Airplane Airman Certification Standards. Pass/fail results on the elements related to various takeoffs

and landings at the Commercial Pilot certificate level were tabulated to correlate trends in student performance and instruction received.

#### AVF 254: Night flying

Each student in this class was required to watch a presentation on safety awareness as it relates to night flying. A written quiz/test was given at the completion of this presentation to assess their awareness of the related safety protocols for night flying.

#### AVF 271: Flight Instructor Instrument Airplane

Each student in this class is required to take the FAA administered practical test for the instrument instructor rating. Pass/fail results from this test were tabulated to correlate trends in student performance and instruction received.

### **WHAT WERE THE RESULTS:**

#### AVF 111: Pre-Flight Ground School

The assessment tool used on the final exam with diagramming and labeling all critical parts of the airport infrastructure accounted for 19% of the student's final grade in AVF111. The overall pass rate of the class on the final exam was 96% with only two students not passing the exam. Looking specifically at questions on the final exam related to evaluation of "workplace skills" with the use of airport diagrams and airport infrastructure the class average was 96% of possible points earned. No students in this class failed the final exam for a deficiency related to this assessment tool.

#### AVF 117: Aviation Emergency Preparedness

Results from our assessment given two months after this one-day course were impressive with students in this cohort averaging 91% on the quiz/survey of the 5 key takeaway principles in the emergency preparedness class. While the class did well, it could be noted that the weakest area was on the use of distress and locating signals. The accompany survey questions also highlighted the length of class (1 day / 8 hours of class time) was difficult for some students. However, the students' surveys were nearly unanimous in the relevance of the material and willingness to recommend this class to others.

#### AVF 143: Private Pilot Stage (3)

The results from our assessment were very limited in nature. With the first time pass rate of over 80% on the stage three exam, we were pleased that no deficiencies were noted with the use of checklists during simulated emergency procedures. However, even though this class was assessed over three consecutive school year quarters, the sampling of students (less than 15% of the first year student cohort) remains very low for assessment purposes with most students actually taking the final exam and assessment exercise during the summer quarter when our classes are typically not assessed.

#### AVF 252: Commercial Pilot Stage (5)

We were pleased with a high pass rate (100%) on our stage five flight checks that we used for assessment in this class. This assessment did not yield any deficiencies on the element of troubleshooting in-flight mechanical malfunctions specifically related to the emergency gear extension process.

#### AVF 253: Commercial Pilot Stage (7)

The first times pass rate on the stage 7 flight check remains very high at 90%. However, takeoffs and landings at the Commercial Pilot-Airplane Airman Certification Standards level can be a challenge. Assessment in this class did notice some trouble with students performing the power off 180-degree approach and short field landings. All of the difficulties found on the assessments for this class revolve around the lack of stabilized approaches and related pilot in command judgments regarding approaches and landings.

#### AVF 254: Night Flying:

The class average on the assessment tool (night flying written test) related to safety protocols for night flying was 84%. While no one in the class scored below 70% on our assessment tool, it did reveal two areas of weakness. These two

areas where procedures related to "black hole" approaches and recommended use of oxygen at night. In these two subject matters nearly 50% of class was unsatisfactory on the test.

#### AVF 271: Flight Instructor Instrument Airplane

This year only five students have enrolled in this course. All of the students passed the FAA administered practical test for a 100% pass rate. The FAA Designated Pilot Examiner did not inform us of any noteworthy deficiencies in training.

#### **WHAT NOW:**

##### AVF 111: Pre-Flight Ground School:

Based on these results from our assessment tool in AVF111 we feel further assessment in AVF 111 should focus on aircraft systems and regulatory knowledge, as casual review of the exam noted weakness in these areas.

##### AVF 117: Aviation Emergency Preparedness

Hands on activities were cited numerous times as a strength (students appreciated the ones that were included) and weakness (students felt there should be more of them) in AVF 117. In order to improve retention in this class and keep students better engaged, we will be looking to enhance learning in the use of distress and locating signals with a practical hands-on exercise in this area. We also will be evaluating the use of breaks and the possibility of spreading this course over two days as recommend by some of the feedback received in the surveys.

##### AVF 143: Private Pilot Stage (3)

The absolute lack of any error noted in the use of checklists for emergencies during the check was interesting. While we don't doubt that procedurally simulated emergencies were dealt with correctly, it seems the actual use of checklists may or may not have been observed. The check/assessment instructors will be given more guidance in the future to further refine the results to see if they are valid in follow-up assessment.

##### AVF 252: Commercial Pilot Stage (5)

This class' results seemed very solid and indicated that further assessment and loop closing should be moved to other course and program outcomes.

##### AVF 253: Commercial Pilot Stage (7)

Guidance from the program will be given to both check instructors and the primary flight instructors on the expectation of performance on the power off 180-degree accuracy and short field landings. This will include the use of various airports and conditions that students will be expected to perform these maneuvers under. Check instructors within the program had already noticed the trend in destabilized approaches and the chief instructor's office published a mandatory pilot/instructor read file to address the issue. Further training will be given during the new instructor orientation in the fall along with this training exercise made a special area of emphasis from the chief instructor during instructor 141 annual checks.

##### AVF 254: Night flying:

Based on the results from our assessment tool (night flying written test), the following has been recommended: Updating the multi-media presentation we use to refresh students' knowledge of night flying safety procedures and protocols. Adding quiz and homework questions in the private and commercial ground schools that will require students to engage and learn the material related to "black hole" approaches and night flying oxygen recommendations in those courses prior to taking the night flying refresher presentation and test.

##### AVF 271: Flight Instructor Instrument Airplane

Based on the results from this assessment tool, we are going to change our assessment tool to better gauge possible areas for improvement the next time this class is assessed. Our current thought is to use the FAA standardized written test results rather than the practical test results. While the practical test is a better gauge on student proficiency it does tend to have skewed results because students are not allowed to take the exam until all deficiencies have been corrected and the student is found proficient.

#### **CHANGES OR RECOMMENDATIONS:**

##### AVF 111: Pre-Flight Ground School

No changes at this time.

##### AVF 117: Aviation Emergency Preparedness

See notes listed above.

AVF 143: Private pilot Stage (3)

See notes listed above.

AVF 252: Commercial Pilot Stage (5)

No changes at this time.

AVF 253: Commercial Pilot Stage (7)

See notes listed above.

AVF 254: Night flying:

No Changes at this time.

AVF 271: Flight Instructor Instrument Airplane

No changes at this time.



**NAME:** ECED& 170-Environments

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

5

**PROGRAM OUTCOME VERBAGE:**

Establish an environment that provides learning experiences to meet children's needs, abilities and interests.

**COURSES TIED TO THE ASSESSMENT:**

ECED&170;#247182

**COURSE OUTCOMES:**

1. Design healthy, respectful, supportive, and challenging learning environments for children.

Core Competency: Area II: Curriculum & Learning Environment-1d.

NAEYC: Standard 1: Promoting Child Development and Learning Key Element 1c.

2. Identify strategies to achieve compliance with Washington Administrative Code and other state or federal guidelines.

Core Competency: Area II: Curriculum & Learning Environment-1d.

NAEYC: Standard 1: Promoting Child Development and Learning Key Element 1c.

3. Create environments that promote growth in all developmental domains and academic disciplines.

Core Competencies: Area II: Curriculum & Learning Environment-3e, 3f.

NAEYC: Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Element 5a.

4. Establish environments, routines, and schedules that promote children's age-appropriate, self-regulated behaviors.

Core Competency: Area II: Curriculum & Learning Environment-3b.

NAEYC: Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families Key Elements 4a, 4c.

5. Establish environments that promote the cultural diversity of children, families, and their communities.

Core Competencies: Area II: Curriculum & Learning Environment-3c, 3d.

NAEYC: Standard 2: Building Family and Community Relationships Key Elements 2b, 2c.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Fall-December 2021.

Students were given a pre-assessment (KWL) to determine their knowledge and experience in using a classroom-based assessment tool called the Early Childhood Environmental Rating Scale (ECERS). The tool is a licensing requirement and used to determine if the environment meets children's needs, abilities and interests.

Of the 19 students enrolled in the course, only 7 (36%) had experience implementing with the tool at the beginning of the quarter.

**WHAT TOOLS/MEASURES DID YOU USE:**

KWLA to determine what students know, want to know, what they learned, and how they applied their knowledge using the ECERS.

**WHAT WERE THE RESULTS:**

By the end of the quarter, all students (100%) had experience implementing and evaluating a classroom environment using the ECERS.

**WHAT NOW:**

The ECERS is a tool that all licensed early childhood programs are required to use. To ensure our students have knowledge and experience with industry-required assessment tools, we will continue using the ECERS to evaluate and assess IO3 and PO5.

**CHANGES OR RECOMMENDATIONS:**

**NAME:** ECED& 120-Practicum

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

9

**PROGRAM OUTCOME VERBAGE:**

Establish supportive relationships with children and guide them as individuals and as part of a group.

**COURSES TIED TO THE ASSESSMENT:**

ECED&120;#247285

**COURSE OUTCOMES:**

Describe the characteristics of nurturing relationships built between teachers and children.

Core Competencies: Area VI: Family Relationships-2h, Area VI: Interactions-Individual-2h.

NAEYC: Standard 2: Building Family and Community Relationships Key Element 2a, Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families Key Element 4a. Practice ideals of professionalism in work with children, families and peers.

Core Competencies: Area VIII: Professional Development-Professionalism in Practice-2f-Ongoing Professional Growth-1a, Area VI: Interactions-Group Experiences-2e.

NAEYC: Standard 6: Becoming a Professional Key Elements 6a, 6b. Recognize cultural responsiveness when observing professionals and programs.

Core Competencies: Area VI: Interactions-Individual, 1h.

NAEYC: Standard 2: Building Family and Community Relationships Key Elements 2a, 2b. Identify practices that promote health, safety, growth and development of children.

Core Competencies: Area V: Health, Safety, & Nutrition-Knowledge of Regulations-1d-Responding to Health Needs for Children-2d-Nutrition-1a, Area II: Curriculum-Environment-2d.

NAEYC: Standard 1: Promoting Child Development Key Element 1c.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

Fall-Spring 2022

Students were required to do 33 hours of child observations/interactions in a preschool classroom over the course of the quarter. I had students do a KWL chart at the beginning of the quarter to identify what they knew about relationships with young children-the importance of them, how to build them, and what their role was as an early childhood practitioner. Since this course is all about relationships, I wanted to know what their knowledge of this topic was prior to the quarter starting.

**WHAT TOOLS/MEASURES DID YOU USE:**

KWLA chart

**WHAT WERE THE RESULTS:**

Students went back to the KWL chart at the end of the quarter and listed what they learned over the course of the quarter and what skills they were able to apply to the classroom environment.

Students who were enrolled in the course in fall and winter were not able to complete their 33 hours of child observations/interactions in a classroom environment due to COVID. They were able to complete what they learned about the importance of building strong relationships with young children through coursework, their peers, and other resources (e.g. articles, videos, etc.) provided, but weren't able to "apply" what they learned with children in a classroom environment.

Students who were enrolled in the class in spring were not only able to document what they learned about the importance of developing strong relationships, but they were also able to apply what they learned in a classroom environment with preschool children.

**WHAT NOW:**

It was very apparent the students who were able to apply what they were learning were able to make stronger connections from their coursework to the classroom environment (based on their weekly reflections). We will continue

to place students in classroom environments as allowed. If not, we are looking into online simulation opportunities to provide students similar experiences (pending cost involved).

**CHANGES OR RECOMMENDATIONS:**

**NAME:** Ryan Duvall

**INSTITUTIONAL OUTCOME:**

3. Human Relations/Workplace Skills

**PROGRAM OUTCOME:**

3

**PROGRAM OUTCOME VERBAGE:**

IO3 is Human Relations/Workplace Skills: Students will be able to demonstrate teamwork, professionalism, and/or workplace specific skills.

**COURSES TIED TO THE ASSESSMENT:**

BIM101; BIM104; BIM106

**COURSE OUTCOMES:**

IO3 is Human Relations/Workplace Skills: Students will be able to demonstrate teamwork, professionalism, and/or workplace specific skills.

**WHAT DID YOU DO FOR YOUR ASSESSMENT AND WHY:**

For our assessment, we were looking at BIM 101, Basic Keyboarding; BIM 104, Intermediate Keyboarding; and BIM 106, Advanced Keyboarding. In these classes we are looking at the skill of keyboarding/typing with accuracy. The standard in each of these classes is that students when typing can only have one error per minute.

**WHAT TOOLS/MEASURES DID YOU USE:**

In the BIM 101 Basic Keyboarding class, students are evaluated as follows:

24 wpm with no more than one error per minute= A = 120 points

22 wpm with no more than one error per minute= B = 90 points

20 wpm with no more than one error per minute= C = 60 points (minimum passing score)

(based on 3-minute timing)

In our BIM 104 Intermediate Keyboarding class, students are evaluated as follows:

36 wpm with 1 error per minute or fewer = A = 80 points

34 wpm with 1 error per minute or fewer = B = 60 points

32 wpm with 1 error per minute or fewer = C = 40 points (minimum passing score)

(based on one 3-minute timing and one 5-minute timing)

In our BIM 106 Advanced Keyboarding class, students are evaluated as follows:

Credit 1

40 wpm with 1 error per minute or fewer = A = 80 points

38 wpm with 1 error per minute or fewer = B = 60 points

36 wpm with 1 error per minute or fewer = C = 40 points (minimum passing score)

(based on 3-minute timing)

Credit 2

44 wpm with 1 error per minute or fewer = A = 80 points

42 wpm with 1 error per minute or fewer = B = 60 points

40 wpm with 1 error per minute or fewer = C = 40 points (minimum passing score)

(based on one 3-minute timing and one 5-minute timing)

Credit 3

48 wpm with 1 error per minute or fewer = A = 80 points

46 wpm with 1 error per minute or fewer = B = 60 points

44 wpm with 1 error per minute or fewer = C = 40 points (minimum passing score)

(based on two 5-minute timings)

## **WHAT WERE THE RESULTS:**

Looking at our BIM 101 class for fall, winter, and spring, we had a total of 87 Students. Out of those 87 students, 83 students were able to demonstrate the workplace skill of keyboarding. This is a 95% success rate. Of those 83 students, 80 of them were able to demonstrate the workplace skill of keyboarding at the 24 word per minute or above with no more than one error per minute. This is a 96% success rate of those 83 students. This shows that our class structure and the way we are teaching the skill of keyboarding is working. The 4 students who were not able to demonstrate any keyboarding skills were students who were no shows and never dropped our class. This further shows the success of this class. If we look at this class and remove the students who did not show up for class, we had 100% of our students being able to demonstrate the skill of keyboarding. We had 96% of our students type at the highest level of the rubric.

Looking at our BIM 104 class for fall, winter, and spring, we had a total of 26 Students. Out of those 26 students, 19 students were able to demonstrate the workplace skill of keyboarding. This is a 73% success rate. Of those 19 students, 16 of them were able to demonstrate the workplace skill of keyboarding at the 36 word per minute or above with no more than one error per minute. This is an 84% success rate of 19 students. This shows that our class structure and the way we are teaching the skill of keyboarding is working. The 7 students who were not able to demonstrate any keyboarding skills were students who were no shows and never dropped our class. This further shows the success of this class. If we look at this class and remove the students who did not show up for class, we had 100% of our students being able to demonstrate the skill of keyboarding. We had 84% of our students type at the highest level of the rubric.

Looking at our BIM 106 class for fall, winter, and spring, we had a total of 4 Students. Some students were registered for all three credits and some were only resisted for one or two credits. Out of those 4 students, 4 students were able to demonstrate the workplace skill of keyboarding. This is a 100% success rate. Of those 4 students, 4 of them were able to demonstrate the workplace skill of keyboarding at the A level of the credits they were registered for. This is an 100% success rate of 4 students. This shows that our class structure and the way we are teaching the skill of keyboarding is working.

## **WHAT NOW:**

Overall, in all three keyboarding classes the numbers show that we had 106 students demonstrate the workplace skill of keyboarding. Of those 106 students, 100 students were able to demonstrate the skill of keyboarding at the highest level in which they were registered for. This is a 94% success rate. Looking at the data, we will continue to keep doing what we are doing as students are able to demonstrate the workplace skill of keyboarding when finishing our class.

## **CHANGES OR RECOMMENDATIONS:**