

# Assessment Report - Annual Update

## Program Assessment (focus on most recent year)

<b>Department:</b>	Academic Development
<b>Program:</b>	Math
<b>Submitter:</b>	Erica Mencha and Kim Nickell
<b>Date Submitted:</b>	9/5/2017

### A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1. Solve math exercises utilizing multiple strategies and recognize the
2. Communicate what they do not understand and the problems they are
3. Work towards possessing a mastery of arithmetic and algebraic concepts
4. Successfully manipulate algebraic expressions to solve multiple forms of
5. Connect mathematics skills from the classroom and apply these skills to program with a positive perception of math.

### B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

Aligned lab (ACDV B201c) curriculum to match classroom (ACDV B72) curriculum. Rearranged textbook content to better meet the learning progression of students. Created Review Worksheets to reinforce continued learning and retainment. Created warm-ups to help students review concepts throughout the semester. Many of the SLO assessment questions

### C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

Last year, we mapped all of our math course for assessment, and we found that our Student Learning outcomes are in alignment with the PLOs.

- Our mapping showed that our that our Student Learning Outcomes are in alignment with our PLOs and the ILOs. Our SLOs deal with critical thinking, communication, demonstration of skills, and engagement in society through. Our assessment of the SLO in math looks at the students' ability to communicate understanding, master and manipulate math expressions, apply these skills to real life applications beyond the classroom and exhibit

**Institutional Learning Outcomes:**

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

**D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should**

**E. How do you engage in collegial dialog about student learning outcomes?**

Faculty in the Academic Development meet with Math Department at least three times a semester to discuss student learning outcomes and address student needs as they progress through the various math sequences at BC.

**F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?**

**\*How has the objective or project impacted equity in your department or program?**

**\*What areas have you identified for program improvements that relate directly to equity in the coming year?**

Extend the Classroom was piloted and is in full implementation. In Spring 2017, the success rates of female students and students who had financial need increased by nearly 20% by attending ETC.

In Fall 2016, ETC increased success rates of Hispanic and African American students by 12% and 11% respectively.

# Assessment Report - Annual Update

Program Assessment (focus on most recent year)

<b>Department:</b>	Academic Development
<b>Program:</b>	Language Arts
<b>Submitter:</b>	Teresa McAllister
<b>Date Submitted:</b>	9/5/2017

## A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1. Think critically about text and information they encounter by evaluating the validity, reliability and bias of sources.
2. Effectively communicate their ideas and knowledge verbally and in writing.
3. Write grammatically, coherently, and persuasively.
4. Utilize a variety of reading strategies to comprehend college level text.
5. Utilize academic support services on campus to enhance their success in other classes.
6. Conduct research and present the findings in an unbiased manner.

## B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

Created new pre-test to correlate more closely with course SLOs.  
Redesigned project sequencing to provide scaffolding to help students be more successful.

## C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

Last year, we mapped all of our reading and writing courses for assessment, and we found that our Student Learning outcomes are in alignment with the PLOs.

- Our mapping showed that our that our Student Learning Outcomes are in alignment with our PLOs and the ILOs. Our SLOs deal with critical thinking, communication, demonstration of skills, and engagement in society through. Our assessment of the SLO in reading and writing looks at the students' ability to communicate verbally and in writing, use strategies to comprehend

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**D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should**

**E. How do you engage in collegial dialog about student learning outcomes?**

We have mentors for each course, routine meetings with course faculty, share SLO and assessment data and work to improve success and retention for students in our study skills courses.

**F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?**

**\*How has the objective or project impacted equity in your department or program?**

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In order to be more culturally sensitive, we revised the text passages used for our pre and post assessment of SLOs to remove any cultural bias.

We will promote and refer students to equity related campus programs or initiatives.

# Assessment Report - Annual Update

Program Assessment (focus on most recent year)

<b>Department:</b>	Academic Development
<b>Program:</b>	Study Skills
<b>Submitter:</b>	K Nickell
<b>Date Submitted:</b>	9/5/2017

## A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

- 1 Understand how learning effectiveness, mindset and motivation impact their academic and personal success.
- 2 Communicate what they do not understand or problems they are confronted with, improving their meta-cognitive and problem solving
- 3 Apply strategies and skills learned in the areas of time management, i
- 4 Know how to utilize academic resources on campus to learn informati
- 5 Know how to utilize other student services on campus to enhance the
- 6 Learn basic problem solving skills for life and problem based courses.

## B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

When reflecting on our student outcomes for our study skills courses, it became evident that there were changes needed to be made within the ACDV 70 series for consistency and ease of teaching and access for students. Student feedback had been usually pretty positive toward the strategy courses, but the organization was found lacking in relevance of topics and

## C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

Last year, we mapped all of our study skills courses for assessment, and we found that our Student Learning outcomes are in alignment with the PLOs.

- Our mapping showed that our that our Student Learning Outcomes are in alignment with the our PLOs and the ILOs. Our SLOs deal with critical thinking, communication, demonstration of skills, and engagement in society through. Our assessment of the SLO in our study skills course considers the students' ability to communicate verbally and in writing strategies, meta cognitively assess when they don't understand a problem, apply a variety of strategies to be successful in their college courses, utilize campus services, and have the problem solve for life

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NA

**E. How do you engage in collegial dialog about student learning outcomes?**

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**F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?**

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We didn't specify a major objective or project previously, but we are extending our Study Skills and Strategies accessiblity through our no credit courses ACDV B281. Students can learn study skills and strategies in a lab setting or access them from home using the PLATO software program. As well, students who are unable to attend probation or financial aid workshops because of time constrictions can enroll in ACDV B281 and receive the workshops they need to satisfy their requirements to appeal their financial aid or probationary status.