

Dakota College at Bottineau
Academic Assessment Report
Reporting Cycle Academic Years 2021-2023

DRAFT

Introduction

Assessment reporting at Dakota College at Bottineau (DCB) is on a two-year cycle. Each department or program is required to assess learning objectives (LO) on a rotating basis. The two-year cycle includes one semester of planning for how the LO will be assessed, two semesters of data collection for that specific LO and the fourth semester for reporting the results.

Each program also identifies which classes within their discipline are to be assessed under the different LOs. Table 1 shows a master list of all departments and programs under the two core areas of general education and career and technical education (CTE). Some assessment happens at the program level and some happens at the department level, usually depending on the similarity of the classes offered in each program as it relates the department. There are seven departments focusing on general education and 11 departments with CTE disciplines. Within those 11 CTE departments there are 33 unique disciplines.

At the beginning of each cycle, planning for assessment of the selected LO occurs. Because doing two-year cycles is a fairly new process at DCB and many departments overhauled their LOs, departments reported on their first learning objective in the 2019-2021 cycle and have now assessed their second learning objective in the 2021-2023 cycle. A list of LOs reported on by department is included in Table 2. During the planning cycle, departments can also reflect on any new courses added and update their overall assessment plans. Department Assessment Plans reflect how their courses will be assessed as they fall under each specific LO. Many courses may fall under only one LO, while some may fall under multiple LOs. During this reporting cycle, no courses fell under multiple learning objectives. The goal for each department is to think about the main focus of their classes and how it relates back to the department's chosen LOs to identify the most appropriate place for the class to be assessed. A total of 110 unique courses were assessed.

Table 1. List of Department and Programs by Area

Core Area	Department	Program/Discipline
General Education	General Education	Mathematics
General Education	General Education	Science
General Education	General Education	Information Technology
General Education	General Education	Wellness/HPER
General Education	General Education	Social Sciences
General Education	General Education	Communications
General Education	General Education	Arts & Humanities
Career and Technical Education	Agriculture	Agriculture Management and Technology
Career and Technical Education	Farm Management Education	Farm Management Education
Career and Technical Education	Horticulture	Horticulture
Career and Technical Education	Business	Accounting Technology
Career and Technical Education	Business	Advertising & Marketing
Career and Technical Education	Business	Human Resource Management
Career and Technical Education	Business	Information Management - Admin Asst?
Career and Technical Education	Business	Small Business Management
Career and Technical Education	Business	General Office Aide
Career and Technical Education	Business	Reception Services
Career and Technical Education	Business	Bookkeeping

<i>Table 1. List of Department and Programs by Area (cont'd)</i>		
Career and Technical Education	Computer Technology	Computerized Office Management
Career and Technical Education	Computer Technology	Information Technology
Career and Technical Education	Computer Technology	Computer Technology - Webmaster
Career and Technical Education	Computer Technology	Information Technology - Web Design
Career and Technical Education	Education and Human Development	Caregiver Services
Career and Technical Education	Education and Human Development	Paraprofessional Education K-12
Career and Technical Education	Education and Human Development	Paraprofessional Education Early Childhood
Career and Technical Education	Education and Human Development	Child Development Associate
Core Area	Department	Program/Discipline
Career and Technical Education	Farm Management Education	Farm Management Education
Career and Technical Education	Health Professions/Allied Health	Medical Assistant
Career and Technical Education	Health Professions/Allied Health	Medical Administrative Assistant
Career and Technical Education	Health Professions/Allied Health	Medical Coding
Career and Technical Education	Health Professions	Diagnostic Medical Sonography
Career and Technical Education	Health Professions	Paramedic Technology
Career and Technical Education	Natural Resources	Environmental Lab & Field Technology
		Environmental Technology - Natural Resource Management
Career and Technical Education	Natural Resources	Recreation Management
Career and Technical Education	Natural Resources	Urban Forest Management
Career and Technical Education	Natural Resources	Wildlife and Fisheries Technology
Career and Technical Education	Nursing	Practical Nursing
Career and Technical Education	Nursing	Nursing - Associate Degree
Career and Technical Education	Photography	Photography
Career and Technical Education	Technical Studies	Technical Studies

Table 2. List of Competencies and the Learning Objectives Assessed in the 2021-2023 Cycle by Program/Discipline

Competency	Department	Learning Objective
Goal 1: Identifies the interrelationships between humans and their environment	Science	LO #2: Demonstrates an understanding of the natural environment.
Goal 2: Demonstrates technological literacy	Information Technology	LO #2: Use electronic resources for the application of completing assignments and problem solving.
Goal 3: Demonstrates the ability to solve a variety of mathematical problems	Mathematics	LO #2: Employ critical thinking skills to solve problems.
Goal 4: Communicates Effectively	Communications	LO #2: Reads at a level that allows participation in collegiate studies and chosen careers.
Goal 5: Employs the principles of wellness	Wellness	LO #1: Demonstrates physical wellness
Goal 6: Demonstrates knowledge of social structures	Social Sciences	LO #2: Examine the world of human diversity.
Goal 7: Evaluates principle of arts and humanities	Arts and Humanities	LO #2: Analyzes Art.
Goal 1: Employs industry specific skills in preparation for workplace readiness.	Agriculture	LO #2: Expand critical thinking skills.
	Farm Management Education	LO# 2: Maintain a complete and accurate set of records, including inventories, balance sheets and farm production records to assist in year-end financial analysis.
	Horticulture	LO #3: Demonstrate critical thinking and decision-making skills.
	Business	LO #2: Employ management of information procedures.
	Computer Technology	LO #2: Efficiently use computers, operating systems, and application software.

Table 2. List of Competencies and the Learning Objectives Assessed in the 2021-2023 Cycle by Program/Discipline (cont'd)

Goal 1: Employs industry specific skills in preparation for workplace readiness.	Education and Human Development	LO #3: Demonstrate effective oral and written communication
	Allied Health	LO #2: Understand foundational job specific concepts.
	Diagnostic Medical Sonography	Not Available
	Paramedic Technology	LO #2: Demonstrate proficiency in clinical skills.
	Natural Resources	LO 2: Utilize technology effectively.
	Practical Nursing	LO#2: Incorporate professional standards and scope of practice as a certificate practical nurse while pursuing professional growth within legal, ethical and regulatory framework.
	Nursing - Associate Degree	LO#2: Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.
	Photography	LO #2: Students will demonstrate proficiency when using Adobe Suite postproduction software including Lightroom, Bridge, and Photoshop.
	Technical Studies	Not Available

Reporting

Reporting focuses on the overall reports received, the reporting by course, and the outcomes by department.

Overall Reporting

The assessment committee was expecting 21 unique reports: seven from the general education departments and 14 from the CTE programs. Even though there are only ten CTE departments, Health Professions and Nursing have some program specific degrees that require additional accreditation requirements and have different LOs. This creates additional reporting for each, three for health professions (Paramedic Technology, Diagnostic Medical Sonography, and Allied Health) and two for Nursing (Associate Degree Nursing and Practical Nursing).

Table 3 highlights the reporting for each program. Of the 21 unique reports expected, 18 (86%) were received and 3 (14%) were not. Two of the three non-reporting departments failed to submit and one had a change in the lead instructor on campus in the last year. Since this data was collected, work has been done to bring the three programs into compliance. In addition, since the completion of the 2019-2021 reporting cycle, work has been done to interweave assessment into part of the new curriculum development process on campus, as well as making training sessions for new faculty during in-service week. All the non-reporting departments were CTE programs, which tend to be led by industry professionals and/or adjunct faculty. These individuals are trained in their discipline and are not usually trained to teach and track student outcomes. Several of these faculty have noted that they are not familiar with the terminology or process of assessment. When new faculty are hired, introducing them to the assessment process should help bridge the gap for these instructors and make them more comfortable with the assessment process.

Table 3. Reporting Statistics by Program/Discipline

Department	Program/Discipline	Report Received	
General Education	Science	Yes	
General Education	Information Technology	Yes	
General Education	Mathematics	Yes	
General Education	Communications	Yes	
General Education	Wellness	Yes	
General Education	Social Sciences	Yes	
General Education	Arts and Humanities	Yes	
Agriculture	Agriculture Management and Technology	Yes	
Farm Management Education	Farm Management Education	Yes	
Horticulture	Horticulture	Yes	
Business	All Programs	Yes	
Computer Technology	All Programs	Yes	
Education and Human Development	Paraprofessional Education K-12; EC; Child Devel.; Caregiver Services	No	
Health Professions	Allied Health (Medical Assistant; Med Admn. Asst.; Med. Coding)	Yes	
Health Professions	Diagnostic Medical Sonography	No	
Health Professions	Paramedic Technology	Yes	
Natural Resources	All programs	Yes	
Nursing	Practical Nursing	Yes	
Nursing	Nursing - Associate Degree	Yes	
Photography	Photography	Yes	
Technical Studies	Technical Studies	No	
<i>Total Reporting</i>		<i>18</i>	<i>86%</i>
<i>Total Non-Reporting</i>		<i>3</i>	<i>14%</i>

Reports by Course

Table 4 shows the courses evaluated by learning objective. While there were 110 unique courses, there were a total of 333 course sections offered. Of those sections, 205 were reported on for assessment in the 2021-2023 cycle. This is a 65.4% reporting rate.

The lowest reporting rates were for the three programs that did not submit any reporting documents. After that, the lowest rates were in Communications on the general education side and Business and Horticulture on the CTE side. Communications and Business have a number of non-reporting sections due to adjunct faculty. Horticulture had sections that were cancelled due to low enrollment and is currently lacking a full-time faculty member to lead the charge on assessment. Figure 1 shows a breakdown of reasons that individual courses were not reported. By far the biggest non-reporting group was adjunct faculty.

Several disciplines had 100% reporting rates; eight of the 21 reporting disciplines, or 38%, reported on all courses promised. For these eight areas, many of the faculty are all full-time and very dedicated to fulfillment of assessment objectives. In addition, some of these disciplines also report to outside accrediting agencies and must also present assessment information on a more rigorous schedule, so sending this same information to the assessment committee was not a huge disruption of their daily tasks.

Figure 1. Reasons for non-reporting by course

- Adjunct Not Reporting
- Section Cancelled/No Enrollment
- Not Offered
- New Instructor
- Instructor Attrition
- Temporary Course Location
- Not Submitted

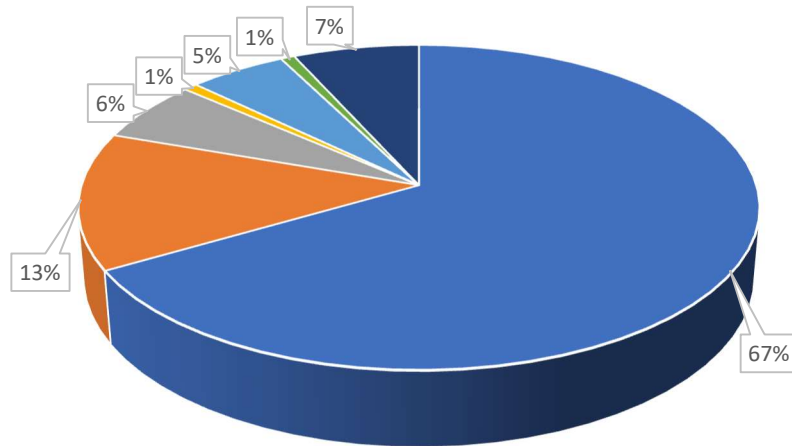


Table 4. Reporting Statistics by Course

Program/Discipline	Learning Objective	Prefix and Number	Number of Sections	Total Expected Courses for the LO	Courses Assessed	Total Submitted	Percent Reported
Science	LO #2: Demonstrates understanding of the natural environment.	BIOL 111	4		4		
		BIOL 124	4		4		
		BIOL 151	2		2		
		BIOL 170	1		0		
		BIOL 202	3		3		
		BIOL 230	1		1		
		BOT 211	1		1		
		CHEM 122	1		1		
		FWLD 121	1		0		
				18		16	88.9%
Information Technology	LO #2: Use electronic resources for the application of completing assignments and problem solving.	CSCI 101	9		7		
				9		7	78%
Mathematics	LO #2: Employ critical thinking skills to solve problems.	MATH 103	14		8		
		MATH 104	3		0		
		MATH 105	2		2		
		MATH 107	9		5		
		MATH 165	2		1		
		MATH 210	3		3		
		MATH 277	3		1		
				36		20	55.6%
Communications	LO #2: Reads at a level that allows participation in collegiate studies and chosen careers.	ASC 87	10		4		
		ENGL 110	13		7		
		ENGL 120	13		7		
		ENGL 125	3	39	0	18	46%

Table 4. Reporting Statistics by Course (cont'd)

Program/Discipline	Learning Objective	Prefix and Number	Number of Sections	Total Expected Courses for the LO	Courses Assessed	Total Submitted	Percent Reported
Wellness	LO #1: Demonstrates physical wellness	HPER 150	5		5		
		HPER 151	7		7		
		HPER 250	4		4		
		HPER 251	7		7		
				23		23	100.0%
Social Sciences	LO #2: Examine the world of human diversity.	ECON 201	4		4		
		HIST 103	2		2		
		HIST 104	2		1		
		HIST 211	1		1		
		HIST 212	1		1		
		HIST 220	3		2		
		HIST 224	2		2		
		HIST 225	1		1		
		PSYC 111	10		7		
		PSYC 250	5		5		
		PSYC 270	4		4		
		SOC 110	6		0		
SOC 251	2		0				
				43		30	70%
Arts and Humanities	LO #2: Analyzes Art.	ART 110	3		3		
		ART 182	3		3		
		ENGL 221	1		1		
		ENGL 225	1		1		
		ENGL 238	4		1		
		HUM 101	2		2		
		PHOT 180	3		3		
				17		14	82%

Table 4. Reporting Statistics by Course (cont'd)

Program/Discipline	Learning Objective	Prefix and Number	Number of Sections	Total Expected Courses for the LO	Courses Assessed	Total Submitted	Percent Reported
Agriculture Management and Technology	LO #2: Expand critical thinking skills.	AGEC 242	1		1		
		AGEC 244	1		1		
		AGEC 246	1		1		
		AGEC 250	1		1		
		UAS 102	1		1		
		UAS 210	1		1		
						6	
Farm Management Education	LO# 2: Maintain a complete and accurate set of records, including inventories, balance sheets and farm production records to assist in year-end financial analysis.	AGRI 242	6		6		
						6	6
Horticulture	LO #3: Demonstrate critical thinking and decision-making skills.	HORT 152	1		0		
		HORT 178	1		0		
		HORT 182	1		0		
		HORT 222	1		0		
		HORT 243	1		0		
		HORT 281	1		0		
		HORT 282	1		0		
		HORT 298	2		2		
		HORT 299	2		0		
		PLSC 253	1		0		
				12		2	16.7%

Table 4. Reporting Statistics by Course (cont'd)

Program/Discipline	Learning Objective	Prefix and Number	Number of Sections	Total Expected Courses for the LO	Courses Assessed	Total Submitted	Percent Reported
Business	LO #2: Employ management of information procedures.	ACCT 200	3		0		
		ACCT 201	2		0		
		ACCT 260	1		0		
		ACCT 297	1		0		
		BADM 202	2		1		
		BADM 297	3		3		
		BOTE 147	1		0		
		BOTE 152	3		0		
		BOTE 209	1		0		
		BOTE 210	3		0		
		BOTE 217	2		0		
		BOTE 218	2		0		
		BOTE 247	1		0		
		BOTE 297	2		0		
		BUSN 170	4		0		
		HRM 120	3		0		
		HRM 140	2		0		
		HRM 160	2		0		
HRM 230	2		0				
				40		4	10%
Computer Technology	LO #2: Efficiently use computers, operating systems, and application software.	CIS 128	1		1		
		CIS 129	1		1		
		CIS 164	1		1		
		CIS 165	1		1		
		CIS 216	1		1		
				5		5	100%

Table 4. Reporting Statistics by Course (cont'd)

Program/Discipline	Learning Objective	Prefix and Number	Number of Sections	Total Expected Courses for the LO	Courses Assessed	Total Submitted	Percent Reported
Paraprofessional Education K-12; EC; Child Devel.; Caregiver Services	LO #3: Demonstrate effective oral and written communication	EDUC 220	3		0		
		EDUC 250	2		0		
		EDUC 260	2		0		
		EDUC 298	4		0		
		SPED 101	2		0		
				13		0	0.0%
Medical Assisstant; Med Admn. Asst.; Med. Coding	LO #2: Understand foundational job specific concepts.	AH 134	3		3		
		AH 136	2		2		
		AH 137	1		1		
		AH 171	3		0		
		AH 231	3		0		
		AH 266	3		3		
		AH 287	3		3		
		NUTR 240	3		0		
PHRM 215	5		3				
				26		15	58%
Diagnostic Medical Sonography	Not Available	N/A					0%
Paramedic Technology	LO #2: Demonstrate proficiency in clinical skills.	EMS 216	1		1		
		EMS 222	1		1		
		EMS 235	1		1		
		EMS 250	1		1		
		EMS 277	1		1		
				5		5	100%

Table 4. Reporting Statistics by Course (cont'd)

Program/Discipline	Learning Objective	Prefix and Number	Number of Sections	Total Expected Courses for the LO	Courses Assessed	Total Submitted	Percent Reported
Natural Resources	LO 2: Utilize technology effectively.	ENVT 105	1		0		
		ENVT 110	1		1		
		ENVT 255	1		1		
				3		2	67%
Practical Nursing	LO#2: Incorporate professional standards and scope of practice as a certificate practical nurse while pursuing professional growth within legal, ethical and regulatory framework.	NURS 120	4		4		
		NURS 121	4		4		
		NURS 122	1		1		
		NURS 124	1		1		
		NURS 126	2		2		
		NURS 127	2		2		
		NURS 129	1		1		
		NURS 145	2		2		
			17		17	100%	
Nursing - Associate Degree	LO#2: Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.	NURS 224	1		1		
		NURS 225	1		1		
		NURS 226	1		1		
		NURS 227	2		2		
		NURS 228	2		2		
		NURS 229	2		2		
		NURS 237	2		2		
		NURS 259	1		1		
			12		12	100%	

Table 4. Reporting Statistics by Course (cont'd)

Program/Discipline	Learning Objective	Prefix and Number	Number of Sections	Total Expected Courses for the LO	Courses Assessed	Total Submitted	Percent Reported
Photography	LO #2: Students will demonstrate proficiency when using Adobe Suite postproduction software including Lightroom, Bridge, and Photoshop.	PHOT 150	3	3	3	3	100%
Technical Studies	Not Available	N/A		295		193	65.4%

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Reports by Discipline

The general education and CTE disciplines are going to be discussed in separate sections. Each discipline will have a separate table. The general education disciplines are ordered by the competency. The CTE disciplines all have the same competency, so they are ordered by their department and then alphabetically, as it appears in the college catalog.

General Education Reporting

Science

The Sciences used an appropriate pre- and post- test to assess their courses. A total of 16 sections of courses were reported on out of 18 (88.9%). Fourteen of the 15 sections reported on met their benchmark goal of having at least 70% of the students show improvement between the pre- and post-tests. The instructor of the course that did not meet, BIOL 230, noted that sample size for the class was two, so this likely skewed the result.

Table 5.1. General Education - Science

Competency	Learning Objective	Benchmark Goal
Goal 1: Identifies the interrelationships between humans and their environment	LO #2: Demonstrates an understanding of the natural environment.	70% of student will improve scores between pre- and post-test

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
BIOL 111	98.6%	29%	N/A
BIOL 124	92.0%	22%	N/A
BIOL 151	81.8%	12%	N/A
BIOL 170	-	N/A	N/A
BIOL 202	94.1%	24%	N/A
BIOL 230*	50.0%	-20%	N/A
BOT 211	85.7%	16%	N/A
CHEM 122	100.0%	30%	N/A
FWLD 121	-	N/A	N/A

*Lower benchmarks likely due to small sample size

Technology

Students were assessed using grades on their final project and final exam. A total of seven sections of courses were reported on out of nine (77.8%). The expectation was that, on average, scores should be 70% or higher. Scores from students during the Fall 2022 and Spring 2022 semesters were compiled. The average score across all semesters was 83%, which was above the 70% threshold. The courses had been adjusted based on previous shortcomings in the LO #1 reporting cycle and they seem to have already paid off.

Table 5.2. General Education - Technology

Competency	Learning Objective	Benchmark Goal
Goal 2: Demonstrates Technological Literacy	LO #2: Use electronic resources for the application of completing assignments and problem solving.	70% score on final project and final exam

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
CSCI 101*	83.0%	13.0%	N/A

*All sections, regardless of delivery mode met the desired benchmark.

Mathematics

Thirty-six sections of mathematics courses were slated for assessment under LO #2, and 20 (55.6%) were assessed. All mathematics courses assessed used selected test questions related to the specific topic assessed in each course. For students to show mastery, the questions selected needed to be answered with 100% accuracy. The expectation was that at least 70% of the students would master the learning outcome. The benchmark of 70% mastery was met in all mathematics courses assessed except for MATH 104 and MATH 105. MATH 104 had only one section with an adjunct instructor that did not report. MATH 105 had only one of the two sections assessed. That particular section only had 3 students, so the small sample size had an impact on the result. Overall improvement plans were not made for MATH 105, but an additional semester of data may be included to improve sample size.

Table 5.3. General Education - Mathematics

Competency	Learning Objective	Benchmark Goal
Goal 3: Demonstrates the ability to solve mathematical problems	LO #2: Employ critical thinking skills to solve problems.	70% of student will show mastery of selected questions

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
MATH 103	73.5%	3.5%	N/A
MATH 104	-	-	N/A
MATH 105*	66.7%	-3.3%	Yes
MATH 107	72.7%	2.7%	N/A
MATH 165	70.0%	0.0%	N/A
MATH 210	75.9%	5.9%	N/A
MATH 277	80.0%	10.0%	N/A

*Lower benchmarks likely due to small sample size

Communications

Communications also assessed the academic skills course for writing (ASC 87), in addition to ENGL 110 and ENGL 120. Of the 39 sections offered during the reporting cycle, 18 sections (46%) were reported on. All students were asked to read an article and complete an assessment about the main topic and the way it was written at the beginning and at the end of the semester. A rubric was used to score students on different areas of reading comprehension. The benchmark goal was for 100% of students to demonstrate at least a satisfactory level of skill or higher.

Planned improvements from instructors include raising the bar for assignments and to keep students on task to a greater degree using Starfish and advisor contacts.

Table 5.4. General Education - Communication

Competency	Learning Objective	Benchmark Goal
Goal 4: Communicates Effectively	LO #2: Reads at a level that allows participation in collegiate studies and chosen careers.	100% of students demonstrate mastery of skills

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
ASC 87	87%	-13%	Yes
ENGL 110	90.0%	-10%	Yes
ENGL 120	97.0%	-3%	Yes

Wellness

The goal for the wellness courses is for 90% of the students to demonstrate physical wellness. The Varsity athletics courses: HPER 150, HPER 151, HPER 250, and HPER 251 had 100% of student athletics demonstrating physical wellness. At this time, no plans for improvements were made to the curriculum. Activity courses need to be reported on for wellness in the future. The assessment committee will work with HPER course instructors to revamp the department assessment plan to ensure all courses are included.

Table 5.5. General Education - Wellness

Competency	Learning Objective	Benchmark Goal
Goal 5: Employs the principles of wellness	LO #1: Demonstrates physical wellness	90% of students demonstrate mastery of skills

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
HPER 150	100.0%	10%	N/A
HPER 151	100.0%	10%	N/A
HPER 250	100.0%	10%	N/A
HPER 251	100.0%	10%	N/A

Social Science

All courses assessing learning outcome #2 utilized a common rubric developed by the on-campus department leader. The rubric contained a 5-point Likert scale of examination of the experience of the individual. A score of five (5) signified thorough (90-100%) examination, whereas a score of one (1) signifies little (<59%) examination. Each instructor used varying methods to assess student learning and then translated the final score into the department rubric. The expectation was that 70% of students will meet the learning objective across all courses. In other words, this means scoring a 3 or higher on the developed rubric. Forty-three sections of social science courses were planned to be assessed and 30 (70%) were reported on at the end of the cycle.

Overall, 87.6% of students demonstrated either thorough, considerable, or partial examination (i.e., a rubric score of three or above). Although the students still met the benchmark, two individual courses did not. Only HIST 220 and HIST 225 did not meet the criteria. The weighted average score for HIST 220, did actually meet, just the number of students scoring a 3 or higher did not. Improvements to Blackboard content are being made to align more closely with the section on campus. More critical thinking and discussion work will be incorporated for history classes.

Table 5.6. General Education - Social Science

Competency	Learning Objective	Benchmark Goal
Goal 6: Demonstrate knowledge of social structures	LO #2: Examine the world of human diversity.	70% of students will meet LO #2; Scoring a 3 or higher on the rubric

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
ECON 201	90.0%	20.0%	Yes
HIST 103	88.5%	18.5%	Yes
HIST 104	75.9%	5.9%	Yes
HIST 211	100.0%	30.0%	Yes
HIST 212	100.0%	30.0%	Yes
HIST 220	66.7%	-3.3%	Yes
HIST 224	77.3%	7.3%	Yes
HIST 225	55.6%	-14.4%	Yes
PSYC 111	87.6%	17.6%	Yes
PSYC 250	95.9%	25.9%	Yes
PSYC 270	90.0%	20.0%	Yes
SOC 110	-	N/A	N/A
SOC 251	-	N/A	N/A

Arts and Humanities

Fourteen of 17 (82%) courses were assessed for learning outcome #2 under arts and humanities. The students were assessed using a rubric based on aesthetics, principles of design, visual communication, technical ability, and oral and written critiques. The expectation is that at least 70% or more of the students will demonstrate at least a basic level of competency. Introduction to Humanities (HUM 101) was the only course not meeting the benchmark.

Table 5.7. General Education - Arts and Humanities

Competency	Learning Objective	Benchmark Goal
Goal 7: Evaluates the principles of arts and humanities	LO #2: Analyzes Art.	70% of students will meet LO #2

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
ART 110	89.0%	19.0%	N/A
ART 182	79.0%	9.0%	N/A
ENGL 221	100%	30.0%	N/A
ENGL 225	100%	30.0%	N/A
ENGL 238	100%	30.0%	N/A
HUM 101	65%	-4.8%	Yes
PHOT 180	90%	20.0%	N/A

Career and Technical Education Reporting

Agriculture Management and Technology

Six courses were evaluated under the Agriculture Management and Technology (AMT) program: AGECE 242, AGECE 244, AGECE 246, AGECE 250, UAS 102, and UAS 210. Specific assignments for each course were selected, which relate to the course specific LOs above. The assignment score was converted to the standardized department rubric. For example, multiple choice test questions, portfolios, or essay responses may all be used, as long as they can be converted to the levels of mastery outlined on the rubric for learning outcome #2. The rubric scores range from having an emerging aptitude for critical thinking (1) to a proficient aptitude (4). The expectation was that 70% of students will score a 3 or higher on the rubric, which would indicate a high aptitude for problem-solving.

Overall, 75% of students scored a 3 or higher on the rubric. By course, one of the six courses had fewer than 70% of the students meeting the criteria for 3 or higher on the rubric. AGECE 244 had only 64% of students receiving a 3 or higher. AGECE 244 assessed students on their ability to make conjectures about the supply and demand process and how the impact would affect the prices in agricultural markets. One student dropped the class midway through the semester and so their lack of score altered the final rubric. If that student was removed from the data set, that benchmark would meet, but just barely. Because supply and demand analysis is a foundational component of the course, improvements will be planned. A comparison to a similar rubric will be done in ECON 201 classes (they also learn supply and demand). The results will be compared. Presently, supply and demand are taught differently between the two classes, so this will be used to determine if the methods used in ECON 201 are better or worse. If better, methods in ECON 201 will be utilized in AGECE 244, if worse, other methods will be explored.

Table 6.1. CTE - Agriculture Management and Technology

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO #2: Expand critical thinking skills.	70% of student will meet LO #2; score of 3 or higher on the rubric

Details

<i>Prefix and Number</i>	<i>Result</i>	<i>Difference from Benchmark</i>	<i>Plans Made for improvement</i>
AGECE 141	100.0%	30%	N/A
AGECE 242	100.0%	30%	N/A
AGECE 244	64.0%	-6%	Yes
AGECE 246	100.0%	30%	N/A
PLSC 110	80.0%	10%	N/A
UAS 102	100.0%	30%	N/A
UAS 107	100.0%	30%	N/A

Farm Management Education

Six sections of AGRI 242 were offered and reported on during the LO #2 cycle. The FME program consists of non-degree seeking students who are engaged in farming and ranching and are pursuing assistance and knowledge in farm record keeping and management principles. The students work individually with the instructors at one of three locations. For LO #2, the participants were scored on the

completion and utilization of record keeping, including balance sheets and farm production records. Overall and individual course locations met the benchmark of having 70% of students meet the rubric of a 3 or higher (which would indicate a complete set of records or complete records which are fully utilized in decision making). Typically, the programs are encouraged to increase enrollment. This year, using the rubric scoring, was eye-opening because we can see how many enrollees are just going through the motions of completing the work versus those that are using the information. This might change how we view our people going forward.

Table 6.2. CTE - Farm Management Education

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO# 2: Maintain a complete and accurate set of records, including inventories, balance sheets and farm production records to assist in year-end financial analysis.	70% of student will meet LO #2; score of 3 or higher on the rubric

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
AGRI 242	81.3%	11.3%	Yes

Horticulture

Several classes were set to be evaluated for the horticulture program in this cycle, however, with the combination of an instructor retiring and some classes being cancelled due to low enrollment, only one course, HORT 298, was assessed. The assessment method for HORT 298 was for students to complete a pre- and post-checklist, which is a self-assessment tool. This tool assessed their development of human relations skills. The expectation is that students would score at least a 3.5 on the 1 to 5 assessment scale by the end of the semester. Plans for improvements have been made around the specific shortcoming on the checklist.

Table 6.3. CTE - Horticulture

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO #3: Demonstrate critical thinking and decision-making skills.	3.5 or higher in the checklist ratings on the post administration

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
HORT 152	-	N/A	N/A
HORT 178	-	N/A	N/A
HORT 182	-	N/A	N/A
HORT 222	-	N/A	N/A
HORT 243	-	N/A	N/A
HORT 281	-	N/A	N/A
HORT 282	-	N/A	N/A
HORT 298	3.75	0.25	Yes*
HORT 299	-	N/A	N/A
PLSC 253	-	N/A	N/A

*Overall average was met, but specific course objectives were not and are adjusted based on the feedback.

Business

Due to the varied course offerings in Business, a variety of methods were used to assess student outcomes. Table 6.4 below shows the various courses and how they compared to the benchmark of 70% of students meeting learning outcome #2. The biggest issue turns out to be a lack of reporting due to a plethora of adjunct faculty not submitting assessment data and low enrollments in some of the prefixes. At this time, it is not clear whether there is confusion around what adjuncts need to report for assessment, whether they feel assessment applies to them, or if they are even aware that anything needs to be done. Strong leadership in some of these disciplines is also lacking to rally the adjunct faculty. Department chair structures will be changing in the coming year so this is something that will be watched to see if improvements are made. Of the courses that were assessed, all met the benchmark goal.

Table 6.4. CTE - Business

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO #2: Employ management of information procedures.	70% of students will meet LO #2.

Details

<i>Prefix and Number</i>	<i>Result</i>	<i>Difference from Benchmark</i>	<i>Plans Made for improvement</i>
ACCT 200	-	N/A	N/A
ACCT 201	-	N/A	N/A
ACCT 260	-	N/A	N/A
ACCT 297	-	N/A	N/A
BADM 202	90.2%	20.2%	N/A
BADM 297	100.0%	30.0%	N/A
BOTE 147	-	N/A	N/A
BOTE 152	-	N/A	N/A
BOTE 209	-	N/A	N/A
BOTE 210	-	N/A	N/A
BOTE 217	-	N/A	N/A
BOTE 218	-	N/A	N/A
BOTE 247	-	N/A	N/A
BOTE 297	-	N/A	N/A
BUSN 170	-	N/A	N/A
HRM 120	-	N/A	N/A
HRM 140	-	N/A	N/A
HRM 160	-	N/A	N/A
HRM 230	-	N/A	N/A

Computer Technology

Five of five sections were assessed using a variety of methods, including a pre- and post-test, exam questions, and simulations. In each of the five courses, the benchmark goals were exceeded. Plans were not made for improvement at this time.

Table 6.5. CTE - Computer Technology

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO #2: Efficiently use computers, operating systems, and application software.	70% of students will demonstrate a high level of competency.

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
CIS 128	95.0%	25%	N/A
CIS 129	90.0%	20%	N/A
CIS 164	98.0%	28%	N/A
CIS 165	85.0%	15%	N/A
CIS 216	80.0%	10%	N/A

Education and Human Development

Education was not reported on during this cycle. The new instructor did not receive feedback from the prior instructor. Work will be done with the new instructor to revamp the learning outcomes and the department mission and goals.

Table 6.6. CTE - Education and Human Development

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO #3: Demonstrate effective oral and written communication	70% of students receive 70% or higher on LO #3 assessment

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
EDUC 220	-	N/A	N/A
EDUC 250	-	N/A	N/A
EDUC 260	-	N/A	N/A
EDUC 298	-	N/A	N/A
SPED 101	-	N/A	N/A

Health Professions

Allied Health

Pre- and post-tests were administered for Allied Health. Of the 26 course sections offered covering LO #2, 15 (58%) were reported on. Currently, all the faculty are adjunct, the advisor is also adjunct, but works on campus as a staff member, and also advises for Medical Coding, Medical Assistant, and Medical Administrative Assistant. This has likely helped improve reporting numbers. Each of the courses reported on met the benchmark of having at least 80% of students scoring a 70% or higher on the post-test.

Table 6.7. CTE - Allied Health

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO #2: Understand foundational job specific concepts.	80% of students will score a 70% or higher on Post test

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
AH 134	87.3%	7.3%	N/A
AH 136	90.0%	10.0%	N/A
AH 137	100.0%	20.0%	N/A
AH 171	N/A	N/A	N/A
AH 231	N/A	N/A	N/A
AH 266	80.0%	0.0%	N/A
AH 287	87.5%	7.5%	N/A
NUTR 240	N/A	N/A	N/A
PHRM 215	85%	5.0%	N/A

Diagnostic Medical Sonography

This program was new to the college in 2020, so there is yet to be assessment documentation for the program (mission, assessment planning, learning outcomes, etc.). This brings to light the process by which we onboard new programs needs to include assessment going forward. A discussion on how and when this happens is necessary to move forward. Outreach to the lead faculty member has been attempted again this cycle. With program review on the horizon, it's likely that we will need to collect information for prior cycles if it is available.

Paramedic Technology

During the Fall 2019 planning cycle, Paramedic Technology was lumped in with Allied Health. However, no EMS courses were listed on their planning forms. As a result, no assessment was completed on EMS courses during the 2019-2021 cycle. Since that time, the assessment committee has worked with the lead instructor to develop a department assessment plan and retroactively submitted information on LO #1, in addition to LO #2 information for this reporting cycle.

All five courses under LO #2 were assessed. Paramedic technology also has a third-party accreditation, which requires continuous monitoring of courses and learning outcomes, so all courses are tracked and monitored each semester with continuous planning for improvement when necessary.

Table 6.8. CTE - Paramedic Technology

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO #2: Demonstrate proficiency in clinical skills.	90% of students will meet LO #2; score of 70% or higher

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
EMS 216	100.0%	10%	N/A
EMS 222	100.0%	10%	N/A
EMS 235	100.0%	10%	N/A
EMS 250	100.0%	10%	N/A
EMS 277	100.0%	10%	N/A

Natural Resources

Three courses were scheduled to be assessed for the Natural Resources curriculum. Two courses were reported on. The course that was not reported on was not offered during the reporting period. One of the courses met the objective and the other did not. However, this was likely due to low sample size for that class.

Table 6.9. CTE - Natural Resources

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	#REF!	70% of students receive 70% or higher on LO #2 assessment

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
ENVT 105	N/A	N/A	N/A
ENVT 110*	66.7%	-3%	N/A
ENVT 255	100.0%	30%	N/A

*Low sample size.

Nursing

Both the associate degree nursing and practical nursing programs also receive accreditation by a third-party. Many assessment activities revolve around this accreditation, including program assessment and course assessment. Some of the measures and benchmarks for the nursing courses are based on standardized testing and can be compared to a national average. These standardized tests can also be used as a predictor of whether a student will pass their nursing licensure exam. A wide variety of benchmarks were used for nursing courses, as some will focus on practical and hands-on skills, while other will focus on nursing exams.

All the nursing courses in both programs effectively met the benchmarks. As part of their third-party accreditation, goals are constantly set to improve courses and the program, so plans for improvement are always made to strive for improvements against previous years. Each course has very specific plans to increase student learning outcomes, exam scores, and student engagement.

Associate Degree Nursing

Table 6.10. CTE - Nursing - Associate Degree

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO#2: Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.	70% students will meet the national benchmark or 70% for SLOs in the course.

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
NURS 224	79.8%	9.8%	Yes
NURS 225	80.7%	10.7%	Yes
NURS 226	80.9%	10.9%	Yes
NURS 227	100.0%	30.0%	Yes
NURS 228	77.0%	7.0%	Yes
NURS 229	87.8%	17.8%	Yes
NURS 237	96.2%	26.2%	Yes
NURS 259	100.0%	28.2%	Yes

Practical Nursing

Table 6.11. CTE - Nursing - Practical

Competency	Learning Objective	Benchmark Goal
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO#2: Incorporate professional standards and scope of practice as a certificate practical nurse while pursuing professional growth within legal, ethical and regulatory framework.	70% students will meet the national benchmark or 70% for SLOs in the course.

Details

Prefix and Number	Result	Difference from Benchmark	Plans Made for improvement
NURS 120	-	N/A	Yes
NURS 121	86.3%	20.7%	Yes
NURS 122	92.2%	22.2%	Yes
NURS 124	100.0%	30.0%	Yes
NURS 126	100.0%	30.7%	Yes
NURS 127	96.7%	26.7%	Yes
NURS 129	79.1%	7.1%	Yes
NURS 145	84.8%	14.8%	Yes

Photography

One course with 3 separate sections was assessed for learning outcome #2. The students were assessed using a rubric based on aesthetics, principles of design, visual communication, technical ability, and oral and written critiques. The expectation is that at least 70% or more of the students will demonstrate as least a basic level of competency. For PHOT 150, 99.5% of students showed a basic competency or higher. No plans for improvement have been made based on the results. However, due to the technological nature of this course, rewrites happen frequently to stay up to date with software changes.

Table 6.12. CTE - Photography

Competency	Learning Objective	Benchmark Goal	
Goal 1: Employs industry-specific skills in preparation for workplace readiness	LO #2: Students will demonstrate proficiency when using Adobe Suite postproduction software including Lightroom, Bridge, and Photoshop.	70% of students will meet LO #2	
<i>ils</i>			
ix and Number	Result	Difference from Benchmark	Plans Made for improvement
T 150	99.5%	29.5%	No

Technical Studies

Nothing was reported for the assessment cycle. The particular challenge with this program is the nature of it combining multiple disciplines into one program. Ultimately, there is not a unique prefix or set of courses tied to the program, so it's not clear what should be included in an assessment of this program. At the very least, this program should have a mission and some clear goals for students working toward this degree. This may be a good home for the UNIV and CARS courses which are a part of the curriculum for the program. That will be explored prior to the next LO reporting cycle.

Summary

The assessment results highlight some major improvements since the last reporting cycle and some unique challenges. The biggest challenge by far is getting adjuncts to report on assessment. It's highly likely that these instructors are doing some form of assessment, but it's just not coming back in a formal assessment for the committee to compile with the other results. Despite having a 63.8% rate of reporting on courses, 86% of departments had some assessment data to report, even if their entire department was not reporting.

During the last two data collection and analysis cycles, several issues with campus-wide assessment were brought to light. The three main issues that surfaced were (1) non-reporting by adjunct faculty; (2) the chain of command between the instructors and the assessment committee; (3) onboarding of new programs to assessment.

First, campus faculty are very aware they need to provide information for assessment purposes. However, when they reach out to their adjunct teaching counterparts about assessment, they sometimes fail to get a response. Certain departments have had more luck than others when it comes to this. Many on-campus faculty feel as though they hold no power to force the issue because they are "just an instructor." Others feel it is not part of their job duties to be the collectors of this information. It seems as though adjuncts are either (1) overwhelmed and not reporting what they might have, (2) not receiving emails, or (3) not caring to report in the first place. This scenario creates a lot of frustration for on-campus faculty because they believe the non-reports reflect poorly on their department/program, but they are powerless to change the situation. This highlights the need to find a way to increase adjunct reporting.

Second, the chain of command for many departments is unclear. If instructors have specific questions about the assessment process, they might ask the assessment committee or their department chairs. Going forward, department chairs will not be designated, so we will not be able to leverage their communications with the department. This might lead us to start collecting data by course, but this may

be difficult, as learning objectives are set at the program/department level and many adjuncts would still need guidance about what LOs should apply to them. Perhaps, the LOs should be reviewed in conjunction with program review and then mapped to the appropriate courses. Once that is done, individual instructors can be held more accountable, especially if technology can be leveraged. A fillable form could be created for faculty to fill out by course and submit electronically. LOs for a course can be pre-populated in the form based on the course selection. This data could be collected and extracted into a spreadsheet. This could ultimately make the reporting process take less time for the assessment committee. In addition, a new process such as this will eliminate the worry of departments/disciplines about whether or not their adjunct counterparts are submitting assessment data.

Third, the onboarding of new programs seems to be an issue when we look at how assessment occurs. Having an extremely informal process prior to 2019 has shown that some programs are not reporting simply because no one ever told them they needed to report. In an ideal world, a new program should have a department mission, learning objectives, and an assessment plan set up prior to its inaugural year. Steps have been taken to include the assessment process into curriculum and course proposals (new) and changes (existing). Starting in the 2023-24 academic year, any new curriculums adopted will be required to submit department plans, learning objectives, and a curriculum map. In addition, new courses will need to indicate where they fit into their department's assessment plan. This should be a good way to include new programs and courses in the process and create awareness for assessment.

During the last cycle, minor issues arose around orphan courses. Many of these are in the process of being remedied. Orphan courses are courses offered, but they fall outside of any departments because they are either required by a majority of programs (e.g. UNIV 105) or they are required for one or two specific majors, but the prefix is not necessarily considered to be part of those departments (e.g. PHRM, NUTR). Since the last reporting cycle, PHRM and NUTR prefixes are now being assessed with the other Allied Health courses. Courses in the GERO prefix have been split between the social sciences and the education and human development programs. Plans are in the works to have UNIV and CARS courses to be assessed with the technical studies program, but a department assessment plan is still needed.

Recommendations

After two assessment cycles, progress has been made for onboarding programs and understanding of assessment on campus. The committee has a strong idea of where improvements are needed. The assessment committee will plan to write some formal goals around assessment. Ideally, these goals will focus on (1) increasing the department reporting rate, (2) increasing the course reporting rate, and (3) streamlining the process for reporting and leveraging technology. There may also be some ancillary goals around increasing awareness about different methods of assessment. Further, we want to ensure that the feedback received from course assessment is used and reflected upon to enhance student learning outcomes. Setting goals and initiatives around the results of the assessment needs to be encouraged. More iterations of the assessment process will help determine what needs to be done to drive that point home. The assessment committee will plan to address these challenges in the upcoming year.