

Assessment of Outcomes Achievement

Degree, Certificate, Program

Name of Degree, Certificate or Program: **AAOT**

1. Describe assessment results.

Most of the results were similar to previous years, with targets met for the majority of AAOT outcomes.

However, there was a decrease in student achievement of outcomes 1A, 1B, 2A, 6C and 8A. When the CAAD & department chairs delved into this change, we noticed we noticed that the decrease in student achievement correlated with a large increase in D's and F's in 3 of the courses used to assess those outcomes: WR 121, WR 122 and CH 121

These were the outcomes in the AAOT that were NOT MET:

Speech/Oral Communications

6C - Build and Manage Relationships

Writing

7B- Locate, evaluate, and ethically utilize information to communicate effectively

7C-Demonstrate appropriate reasoning in response to complex issues

Information Literacy (WR 115, WR 121, WR 122, COM 111)

8A-Formulate a problem statement

8B-Determine the nature and extent of the information needed to address the problem.

8C-Access relevant information effectively and efficiently

8D-Evaluate information and its source critically

8E-Understand many of the economic, legal, and social issues surrounding the use of information.

2. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of degree, certificate, or program outcomes.

Changes could be made in the following areas:

- Department chairs shared concerns that many students earned an "F" simply because they did not show up to class after the first few weeks. The DCs discussed that this feels different than a student earning an "F" because they are not able to do the work to the expectations to earn a passing grade. Zip Krummel (ED & Social Science Dept. Chair) suggested creating a policy that states any student that has not been to at least 50% of the course (by week 3-4) are encouraged by advising and faculty to drop the class.

- Increase in student tech support and/or IT staff. Many students experience online/tech struggles. For example, this fall Leigh Hancock (WR Dept Chair) had 20 out of 60 students struggle to get access as late as the 3rd week in class. This puts vulnerable students in “catch-up” mode from the beginning. Wondering how many actually are able to catch up?
- Canceled classes - Cancelling F2F WR courses and asking students to move into OL classes. Some of these students really need/want the F2F format. More failing students?
- Making labs mandatory-A big part of our original plan for supporting students, when we got rid of WR 90, was labs. But since they aren’t mandatory, the students who need them are not taking them. So we are getting poor results.
- Create or use new measures as a way to improve placement of students into the appropriate WR class. Currently advising uses either the Accuplacer for students who have been out of high school for a while and “multiple measures” for students who have recently graduated. These measures include high school grades, classes taken and where the student feels they should be placed.

3. Describe your plan for implementation of any changes.

- Analysis of disaggregated data also indicates that Hispanic students have a higher rate of failure in CH 121. Hiring a science tutor whose first language is Spanish.
- The DCs discussed the growing number of students who register for classes, but then fail to show up or complete the work. In the end, these students earn an F because they do not drop. Perhaps a conversation with Student Services may help to identify more concrete steps for PASS or a different avenue to drop students from classes when they stop showing up.
- Requiring labs for students who need the support.

4. Departmental faculty involvement.

All Gen Ed Department Chairs participated in review of reports and completion of the analysis.

Pam Morse-Math

Zip Krummel -ED and Social Science

Rob Kovacich-Science

Leigh Hancock-Art, Cultural, Communication

5. Evaluate the assessment strategy.

This was the first time, for the Dept Chairs, evaluating how we assess Gen Ed. We discussed how doing assignment grades for assessment might help with assessment results. The CAAD Department is working with Pam, in the Math Dept, and planning on assessing with assignments this year. We will review after the year if we want to try with other classes.

6. Reflect on any adjustments you made from the last assessment of this degree or certificate and their effectiveness in student achievement of outcomes?

There was discussion regarding work study students helping in the Writing Dept. They played an important role last year by helping students, but despite over a month of effort, the WR Dept hasn't been able to get 3 eligible WS Students onboard.

7. Additional comments.

- Chemistry

Online courses are an issue. Labs are very difficult. Students either earning A's or F's

- Canceled Classes

There doesn't seem to be a consistent rule regarding canceling classes. It seems that sometimes classes may be cancelled without consideration of the wide-ranging implications, such as students who need f2f being moved into an online format. Do we need to revisit this and create a policy?

- Faculty advising/mentors

This could help online students. In the scenario discussed, students could not register for classes without faculty's signature. An additional benefit would be making a connection with faculty. Students could meet with faculty either by zoom or in person.

Option to make mandatory. We tried once, but it was not mandatory. Rob only had 1 out of 10 students come to meeting.