Assessment Examples
Winter Quarter Assessment Day
January 2, 2025

1. Every fall quarter, you are asked to review your course and program data from an equity lens. Describe at least one intervention you've used to reduce equity gaps and include whether or not the intervention was successful (e.g., resulted in an improvement in your data).
Improved access to college resources. At this time, I am unsure if it has improved equity.
Every quarter, we integrate communications, class visits, and awareness of student assistance programs through the college. 70% of welding students face economic challenges, and we have destroyed the idea of stigmas around this, creating a caring/understanding /successful environment.
I noticed that students who fall behind during the quarter do not always have time to catch up on missing work while completing other coursework. I have been intentional about setting aside finals week to provide extra support to students who fell behind but did not withdraw from the course. In an ENGL& 101 or ENGL& 102 course, this usually means one or two students who would have otherwise failed the course complete the course successfully.
The diversity was an equity gap for the program, so we increased our outreach by attending more career fairs and hosting more events and tours on campus. The previous enrollment numbers were very low, but based on this last quarter, Fall 2024, our numbers have greatly increased, including a dramatic increase in the number of enrolled female students. Same with the class roster for the coming Winter quarter.
I-BEST has been added to our Automotive program to enhance student outcomes.

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We have done a good job of accomplishing our intervention as articulated in section A-11: offering more classes in more modalities to serve a broader range of student needs and continuing to prioritize accessibility in all classes to make sure that all students' needs are met. In general, we feel like we are doing a good job of working to reduce equity gaps.
According to the data, the main equity gap in psychology is the lack of men and people of color taking classes to begin with. However, for those who take the classes, equity gaps do not show up in the data because all genders and ethnicities perform about equally in terms of succeeding in class. However, data does not capture everything. In my classes, the main step I take to reduce equity gaps is in empathizing with students and providing support for those who are facing unique challenges.
The math department has converted most courses to use an online, free program called MyOpenMath (or WAMAP) so that students have access to homework assignments and resources at no additional cost to them.
We have small groups of students who need to miss classes due to work, health issues, or family obligations. This year, we have begun to include class participation points in the grade. We are a work-based program, so this is an important part of our program outcomes. To accommodate this, we have implemented ways for students to show participation during class time.
We are noticing more struggles with test scores for our ELL students related to our medical terminology material, etc. To assist our students, we are strongly recommending IBEST support services as well as getting them involved with Disability Support Services for extended test time and the assistance of translation resources.

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The overall program data suggests that male-identifying students of color, and male-identifying people in general, are the demographic in need of our focus and efforts toward enrollment and retention. ENGL& 101 is a major contributor to our college's ability to enroll and retain all of our students because ENGL& 101 is an entry point for many students on our campus when they are enrolling in college-level courses, and it is a prerequisite course to many other courses and programs at our institution. Data suggests that successful completion of ENGL& 101 directly correlates to a student's graduation timeline and achievement. Our college uses a directed self-placement tool for our composition courses. One specific intervention I've used in ENGL& 101 is incorporating a labor-based grading system, which eliminates points and percentages or a product-based focus towards community-supported, process-based learning, which provides multiple windows of opportunities for every student to express their own voice and agency without judgment, critique, or expectations around parameters or criteria they have previously been preemptively assigned through inherently racist or classist educational systems, for example assuming every student who graduates high school has received the same amount of practice and guidance and education around standard academic English, when our college is an open-access, public institution of higher education which opens the door to global perspectives, processes, writing, languages, etc. and then inadvertently, harmfully and often unnecessarily holds certain students to different standards by way of the status quo.
As a program, Communication Studies is now offering more courses in more modalities to better serve students. Two of our core courses (CMST&220 & CMST&230) are now offered in three different modalities - face-to-face, hybrid, and online—throughout the academic year. CMST&210 is offered in face-to-face and online modalities. The courses with in-person components are offered on varying days and times throughout the week to accommodate student schedules best.
In my previous reviews, I identified the ability to physically attend four in-person sessions per week as a potential barrier for economically disadvantaged students. Following discussion with my dean, we decided to experiment with offering my in-person classes as hybrid, with two in-person sessions per week. Enrollment did increase since these changes were made, however, it is too early to know if this change also improved student success.

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The institution uses the following intervention for Early Childhood Education: I-BEST support offering early morning, mid-day, and evening support to students. Support is offered in class, online, in-person, or Zoom as well as two Saturdays per quarter. Through I-BEST Support, a cohort has been created for ML students. We have a textbook-lending library to help with student costs.
One specific intervention I've implemented in the last year is a change in my late work policy. In the past, I haven't accepted late work past the due date, and I have even closed the assignments in Canvas at the due date. In collaboration with other department members, I changed my late policy to flexibility on due dates with an extension request form without requiring an "excuse" for lateness. I have found this to directly impact the number of completed assignments as well as establishing deeper relationships with students. As a department, we've seen an increase in the success rates of male students of color specifically. It's impossible to tell whether this specific intervention has a direct correlation to the increase, but the qualitative data suggests it has.
Many of us are experimenting with the inclusion of diverse voices in our required materials (reading). There is also a movement toward assigning and accepting multimodal compositions, and we changed the language of our course outcomes and descriptions in order to correspond with this development. A handful of faculty within the department continue to experiment with and evolve the practices of Labor-Based Grading, including contract grading, negotiations, and the ability for all students "to have access to all of the available grades." While we do not have specific data to show that success rates have been directly impacted by these interventions, success rates are improving. Additionally, our anecdotal experience supports that the interventions create a sense of belonging, persistence, and community throughout the courses and to the end of the quarter. Students who would have otherwise "struggled" were able to find their way through the course outcomes using their diverse voices and lived experiences as assets within the learning environment.
I think the biggest thing I've (continued) in my courses is structuring them in a Hybrid format so that attendance is required, but flexibility is built in. So, while not an intervention per se, continuing a practice that was implemented to facilitate flexible learning during the pandemic has proven useful for facilitating potential equity gaps as well.

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Assessment data from the music program shows equity gaps among students of color, economically challenged students, and occasionally males. One intervention that has helped alleviate these gaps is the addition of group testing to music theory classes (the most challenging courses in the program). Taking exams alone, then again with a group, has resulted in improved test scores for 93% of all students over the most recent five terms, and for 100% of students facing an equity challenge.
Utilizing CengageNowv2 online platform
Attendance for the chemistry courses has often been an issue, especially when courses were offered 4-5 days a week. Courses are now offered in different formats and schedules. The STEM chemistry courses are offered two days a week with a longer lecture period with labs often offered on the same day. The first course is also offered with an online lecture and face-to-face lab. In Fall 2024, the nursing chemistry courses offered were offered as a hybrid course with a portion of the lecture presented online. Enrollment for the courses has increased and retention appears to be growing. This change is targeted at all students, but the hope is that it will support economically challenged students who have to work to maintain housing and food issues.
Comparing our demographic data to Longview, our minority attendance is greater. Our largest equity concern is economic. With this in mind, we have developed open source labs, use open source textbooks, and aim to keep costs as low as possible for students.
In general, I assign open-access resources in my courses. These resources are immediately available to students. Each term, several students delay purchasing required low-cost online resources for a variety of reasons, and this directly impacts their performance in class. Recently (Fall 2024), I began applying lab fees paid by the students to purchase these resources and this as resulted in immediate access to these assignments for these students and at least removes the delay in assignment completion for these students at least for reasons due to resource access.

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In collaboration with the adjunct faculty, which has organizational and leadership experience, and our tenured faculty, which has strong academic teaching experience, our OLTM program uses diverse assignments, projects, presentations, and activities to focus on improving our global skill sets. Assignments, projects, and presentations vary, emphasizing written work, verbal skills, and technical/online experiences. We utilize small group/teams where instructors are working collaboratively with all students. Groups and teams are created to honor and emphasize diversity, as well as equity concentrating on differences in education, work experience (including military), socioeconomic backgrounds and gender. Specific interventions/activities and projects used to reduce equity gaps include building international relationships between our students and connections in Japan and Mexico. We have created and/or working to create group work with a woman-owned small business based in Japan. Our connection is through our LCC President and a former OLTM student. We will be creating a case study where students can review how this small business from Japan an effectively enter the US market. Other interventions include in CMST 330 where students share their experiences to support each other through a real-life job application/interview process. In OLTM 440 (Ethics and Leadership in a Diverse Society), we collaborate with a faculty member in Mexico; all students read The Subtle Acts of Inclusion where students monitor and evaluate their responses and how their inadvertently exclude individuals with use of language and nonverbal.
The SUDS program is planning to meet with our adjunct faculty to present equity data and ask our instructors to examine the data and discuss possible interventions.

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The meaning of the data in my classes is sometimes difficult to assess since my class sizes are very small, and one student can skew the big picture, particularly within an equity context. Within my classes, specifically the acting and performance classes, I am dealing with students individually and addressing learning in a very individualized way. In addition, my rehearsal and performance classes contain many students not enrolled for the quarter. Most of them are participating in the classes for enrichment and personal advancement rather than a grade. Again, the skill sets needed are varied and individualized. My Drama 101 Class (survey of Drama/Theater) tends to be the one where data can be helpful, but does not tell the whole story of the area.After a discussion with Advising regarding barriers to student success , I decided to try an intervention to reduce equity gaps by offering a new modality for DRMA101 (Hybrid). This was a recent quarter for which data is not available other than grades for specific assignments and the entire course. In reflection, this intervention was not successful in its initial iteration (perhaps because I have only done it once), but from an anecdotal perspective as an instructor, I found that many of the difficulties I encounter in online courses manifested even more strongly in the hybrid version since students are perhaps hardwired to pay most attention to the content in the face to face classroom over online content.
As a newer program, we have successfully started implementing IBEST support in some education courses. We are continuously working to implement IBEST support across the entire program to ensure students are supported in basic skills across all areas. To reduce equity gaps inside my classroom and courses I have maintained high expectations for all of my students, established an inclusive environment with classroom norms and expectations, encouraged multiple means of engagement and student choice with assignments and groupings for classwork, and continued to reflect on any implicit biases I may bring into the classroom.

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One intervention we have implemented to reduce equity gaps is emphasizing candidate partnership and relationships through personalized faculty advising meetings at the start of the program. These meetings, conducted via Zoom or in person, create a safe one-on-one space where faculty actively ask each candidate how the program and faculty can better support their success. This approach has been successful in fostering open communication, identifying individual needs early, and building trust, resulting in candidates feeling more supported and engaged, as reflected in improved retention rates and qualitative feedback from students.
I often find that Hispanic women are too timid about asking questions, so I have tried to reach out in a relaxed way to encourage them to drop their self-consciousness and pursue what is not clear to them.
In Automotive Technology, we collect and record data from our rubric and use insight to modify or improve our classes.
With English Language Learners, I have encouraged (three students in the past two cohorts) and assisted them with obtaining translation devices through DSS. This was based upon identification of ELL students struggling to pass course exams related to challenges with comprehending the meaning of specific English medical terminology. This showed some improvement with passing the course exams, although I will say at base of 80%. However, each of these students did not pass the state written exam, after multiple attempts. Use of translation devices are not allowed with the state written exam required to obtain their licensure.
We have changed the admission process to be more holistic, which has increased diversity in the classroom. Using simulation, we have also increased enrollment in the program.
Data indicated that male students of color were struggling most, recent data shows a significant increase in success. Language & Literature has discussed the need for students to see and create their stories and develop their voices. In my courses, I have simplified rubrics and shifted the focus from academic language/voice and from the writing to an audience-centered voice of the writer. This includes changing course readings, (Yellowface), dramatically simplifying course rubrics and shifting language away from the academic (which might trigger educational trauma) and incorporating assignments where students verbally reflect on their writing, which I now respond to (focusing on the writer and not the writing).

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More group projects that are designed for individual grading but also utilize peer review of group members' work. Each student can contribute from their own experiences. Economically, use of more OER (low cost) textbooks and materials. We also identify issues due to inequities, contributing to students' understanding of the problems and possible solutions.
One intervention that I've introduced relates to a specific assignment related to language. I created an alternate activity in which non-native English speakers could discuss dialect variation in their primary language – rather than English. While it's difficult to document the degree to which this improved equity (from a data perspective), anecdotally, this has improved success in the assignment and made it more meaningful for those students.
Going out into the community to share about our programs at various sites across Cowlitz, Clark and Wahkiakum counties. We have gained more racial diversity, though we can't prove the cause.

2) How do you discuss assessment within your department or program and use that collaboration to make improvements to student learning?
I am all alone so I don't discuss it with anyone. I do study the information and make judgements.
Assessment is done in group settings with instructors and students to discuss opportunities for improvement and learn what can be improved.
We discuss assessment as a group, guided by program review questions. We discuss learning outcomes in small groups and informally.
During our department meetings, in service days, and informally with each other outside of meetings and classes.
This is usually discussed between the Automotive faculty during meetings.
We engage all faculty who teach CMST& 220: Public Speaking in winter quarter every year to do an assessment activity of the capstone assignment (persuasive speech). This gives us an opportunity to evaluate eight key outcomes, and make comparisons across faculty and modalities.
My department consists of several programs that essentially operate independently, so there is less room for collaboration than there might be in other departments. However, we do discuss assessment from a wider lens and I have used some of those discussions to make changes to course policies, such as my late policy, or to develop new assignments that provide more choice and autonomy to students.
The math department conducts "Communities of Practice" twice monthly. We discuss new and different teaching strategies and the latest technology, address inequities, and discuss strategies to improve success in the classroom.
The program we work in is a certification and outcome-based program. After each course, we review outcome results for weaknesses and discuss adjustments and areas of focus for cross-program outcomes. Most of these conversations are informal and occur daily or weekly.
Since we are under accreditation outside of the college, we have specific core curriculum standards that we have to address each quarter. We meet randomly to discuss class and individual issues and outcomes.
Ideally, the faculty in our department continue to professionally develop AND track their individual course data based on the specific courses they are teaching or invested in, as well as support their own personal interests through the lens of higher education/their roles here in our department. Then, we come together at various department meetings and share what we've found with our peers as more of a buffet of knowledge to further our collective understanding of how we can continue to best serve our students. More often, time isn't available for this kind of deep-seated work, and these conversations end up being held on a one-on-one basis or in smaller collaborative efforts with interested parties.
My department meets once every quarter to discuss assessment. During these meetings, we discuss methods that are and are not working in our classes. For example, my department met today, and one thing we discussed was methods to encourage

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students to complete the assigned reading in their classes. These meetings allow us to share ideas and learn from each other.
I discuss assessment with my department colleagues and dean during department meetings and during assessment days. I use these ideas to improve my courses in a way that is consistent with the rest of the department.
The ECE program meets quarterly with departments, at least once per quarter, with all education faculty and the dean as needed. Some of these conversations include looking at past data, for example, the high number of economically disadvantaged students in our program. Recruit students by attending staff meetings at early learning centers offering information about our ECE program and available funding (Early Achievers Grant, FAFSA, Childcare Aware, etc.). We also explain how the ECE program will integrate seamlessly into our BAS-TE program, improving their future economic status.
Within our department, we discuss assessment during assessment days, at department meetings, in the hallways, etc. We are focused on program outcomes, course outcomes, and assignment details. We work on course-specific shared rubrics and assignment details. We often focus on outcomes/assignments that we find students being less successful with.
We meet quarterly as a department. Throughout the quarter, we meet in small groups to discuss specific outcomes, sharing resources and teaching practices, and informal norming in our hallways and shared office spaces as we experiment with different approaches. This past year, we drafted new program outcomes for the composition sequence and assessed student artifacts with the new language (Fall 2024); this revealed new opportunities for developing student learning activities to achieve the outcomes that are newly refined and clarified. In addition to this departmental cycle and rhythm, the campus-wide assessment of the communications global skill provides us with crucial information and opportunities to share and collaborate across disciplines since these outcomes are so closely aligned with our own. In a previous year, we identified citations as a skill students were not achieving at a satisfactory level, and we worked together to develop a variety of new resources and teaching tools to support that growth. Recently, we added a new outcome that students will "exercise voice." As a follow-up to our assessment of this outcome, I developed an activity where students would outline various points of view and research the strengths and weaknesses of writing with those points of view in both fiction and non-fiction writing.
PVARTS meets quarterly to discuss department-related concerns. Most recently, we discussed the role of reading in our respective courses and the challenges of persuading students to complete assigned readings to fully engage with course content and context.
In our discussions about student success, we recognized a need for a prerequisite course for Music Theory 141 (for those students who came into the program with a deficiency). Because our MRP requires 104 credits, compared to the standard, 95, asking students to take an additional 5 credit course can be a burden. We are currently looking into renumbering our Group Piano Instruction as a 90-level course. This will enable the

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students in need of a prerequisite course to take Group Piano at a lower cost and without maxing out their financial aid or elective load.
The Business and IT departments discuss program changes and improvements regularly in department meetings and advisory groups. Cengage aligns the course outcomes with assessment metrics.
Chemistry is a small department (2 full-time faculty) so assessment is done informally. Feedback is shared on student and curriculum Issues and plans for improvement are made. Natural Science combines the science disciplines where discussions intersect content areas. The science courses generally fall into 3 categories: 1) STEM, 2) pre-nursing, and 3) non-STEM transfer. Over the last two years, a committee where faculty that teach pre-nursing courses meet with nursing faculty to develop cross-discipline strategies. A similar program for Engineering is in development.
We have informal discussions frequently, and quarterly Health Prerequisite Task Force meetings.
Most discussions are informal, with some formality during assessment days. I share ideas with my colleagues—challenges, what seems to work, and what doesn't—and consider trying these in my own classes.
Both our adjunct and tenure instructors work collaboratively to ensure we are effectively meeting course outcomes and utilizing current and relevant business and leadership practices. As faculty, we meet quarterly or more often to share ideas and assignment ideas. Many of our assignments and projects cross-section and thread throughout multiple courses and disciplines.
Starting in the Fall of 2024, we have started quarterly SUDS adjunct faculty meetings to discuss student outcomes and interventions for equity gaps and how we can continuously improve the program.
Within PVARTS and across campus as a whole, collaborative informal (and sometimes more formal) discussions regarding trends around learning and teaching are very helpful. Each time we have development days geared toward assessment I find the guided conversations that I am able to have with my colleagues very helpful. To know that I am not the only one struggling with something like student engagement in reading assignments, developing more robust discussion boards, communication of expectations, etc. is helpful! I also am able to get ideas from colleagues that are useful and am actually able to offer strategies/ideas that I have found success with. Specifically, prior to working with the Quantitative Reasoning Rubric, in one of our assessment sessions, I was able to bring in a lesson that I use in my DRMA 101 class and get feedback from the group of colleagues with which I was working that not only made me more confident in using the assignment but also offered helpful ideas in improving the assignment. I have also met individually with colleagues to follow up on ideas briefly mentioned in

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informal discussions, which resulted in experimentation with tools in Canvas I had not previously used (specifically, the use of the Canvas "To Do List" and revised use of the Canvas Discussion Board). Finally, every time I go into a classroom to observe a colleague's teaching (for a tenure committee or
Within our department, we hold monthly meetings where we discuss data, student progress, and strategies for supporting students. As a professional-technical program, advisory committees are also utilized for feedback on course outcomes and industry readiness. Students participate in multiple field experience courses that contain evaluation reports from observations and mentors in the field. I use this data to analyze my courses, assess student learning, and adjust curriculum and assessment to ensure students are maintaining relevant learning that is as up-to-date and closely related to the teaching industry as possible.
Within our program, clinical supervisors meet bi-quarterly to discuss candidate progress, focusing on successes and overarching growth areas. These discussions include feedback from mentor teachers, observation rubrics, and anecdotal notes, allowing for a comprehensive understanding of candidate needs. Faculty teaching the clinical support course participate in these meetings, enabling them to promptly develop relevant lectures and teaching topics that directly address the highlighted areas for improvement, ensuring targeted and timely support for candidates' learning and professional development.
Every discipline does something different. And, what seems appropriate to one discipline seems not quite useful for another.
We collaborate and use a Rubrik and similar grading process that we helped develop with the Diesel department.
Discuss student outcomes during nursing program meetings. Discussion of the need to utilize open skills lab days/times with faculty available to sign off skills validations.
Program meetings bi-weekly, department meetings quarterly, and student-faculty meetings quarterly, course and student evaluations.
Language and Literature—We have a thoughtfully designed office pod that facilitates as-needed conversations. We also form as-needed subcommittees (such as a subcommittee to redesign English 102 outcomes through an equity lens). We also work collaboratively on our curriculum and program review every term.
I have recommended the development of grading rubrics in Canvas that integrate assessment of Global Skills outcomes. I use these in my courses. We can increase the frequency of the assessment numbers to spur collaboration in improving student outcomes.
Here, we have collaborated to increase the use of rubrics to assess Global Skills in our classes.

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Informal, ongoing discussions between faculty. Discussion includes ideas to bolster outcomes to match assessments, authenticity concerns on assessments, and ways to improve student learning retention.

3) Provide a specific example of how you've used assessment information to make changes/improvements to your courses or program/s to improve student learning.
Improved access to financial aid information in my syllabi.
We found that students thrive with group study sessions, so we build group study session times for other academic courses. We print out student resource guides to live on campus.
I have made sure that all major assessments are assigned and due prior to the withdrawal date. Even if these assessments are not graded, students know before the withdrawal date if they will have trouble completing coursework.
We tend to review how students are doing and change things to the delivery of our curriculum every couple of quarters to see how it affects student success. As we get younger students, it appears that by shifting more things online and reducing the time it takes students to look up resources, students can focus on the key items they need and be more successful. Streamlining the course assessments and delivery, and moving everything online in a clear layout appears to help students by reducing anxiety.
We are helping students through the first year by having one textbook for their first three Automotive classes.
In past cycles, we have seen that specific outcomes are not being met when we conduct our annual assessment of persuasive speech. Some examples include struggles with credibly citing sources or effectively using visual aids. When we see a trend like this across the department, we typically discuss it in spring and then adjust our syllabi for upcoming quarters to provide more/better instruction in these areas.
Last year, assessment information showed that one of the most common career paths for psychology students is in the treatment of substance abuse. Given this information, I have worked to increase access to classes for the Substance Use Disorder Studies program by making an online section of Abnormal Psychology.
The math department is currently planning to deliver pre-college courses through a corequisite model, in which students take a support course during the same quarter as their required transfer-level course. Studies have shown that success rates remain the same, but more students get through the transfer-level course per quarter. Clearly this initiative is designed to shorten the time required for students to get through their programs, especially those with several math courses that are not required for their programs.
Since we are certification-based, we can see pass rates go up or down. When we see them go down, we engage again in conversation to evaluate if this is course-specific or if we fall short program-wise. To date, we have seen steady growth in certification and class pass rates. This has also helped with retention within our program.
A specific example would probably revolve around monitoring test score rates and making adjustments for the class as a whole or for an individual to ensure they are meeting our accreditation requirements.
We continually examine our data, paired with our pedagogical practices, to revise our programmatic and individual course outcomes to best serve our students, with an emphasis on the needs presented by the data.

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The above explanation about adding more modalities is one example of a change that has been made to improve student learning.
As described in the answer to question #1 above, I changed my modality to hybrid in two courses, specifically focusing on improving equity gaps identified during assessment. I also introduced a wide range of online digital media exercises designed to engage a diverse student body.
Looking at market data, we are currently supporting our students to gain the required education needed to continue their employment. We participate in the Early Childhood Teacher Preparation Council, staying current with State ECE requirements and initiatives. We share assessment information with our Advisory Board. Based on this information, we have made the following changes to the program: We added EDUC 230 Social Skills and Trauma Informed Learning and EDUC 246 Linguistically Diverse Education, replacing ECED 263 and ECED 225.
I'm not sure how this question is different than question #1. Please see my answer to question #1.
As mentioned before, we were motivated to simplify and revise our outcomes to account for the different ways that we are modernizing and evolving our teaching to mirror developments in our discipline.
I've used assessment to determine the need for a Professional/Technical graphic design degree. Since the ATA transfer degree doesn't contain enough courses specific to graphic design, a Professional/Technical option would provide career-ready graduates.
Early in the development of the DTA-MRP, we noticed that our students needed more experience and practice performing to be better prepared for transfer to a 4-year program. As a result, we added a final quarterly performance for all students taking individual instruction. We also added 2-3 quarterly master classes to give students additional performance practice as well as the opportunity to asses each others' performances, building their critical thinking skills.
Cengage courses are planned with the process of reviewing, practicing, and testing the information and outcomes covered.
The assessment data has shown that, for the most part, underrepresented groups are succeeding at a better level than the average. One area has been the success level of students who are economically challenged. Providing class lecture videos and reducing the number of days required on campus (2 lectures rather than 3-4) have been implemented to give students more freedom to balance work and family obligations. Having more options for accessing materials has hopefully improved students' ways to succeed.
Majors in biology use a pre- and post- test from an AP biology assessment, and Louis examines the questions students find challenging and adjusts emphasis in course content to address gaps. The Biology program assessment for allied health occurs at the end of each course of the pre-heath track (Biol 160, Biol 260, and Biol 241/2). Data available here:

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https://docs.google.com/spreadsheets/d/1C79rwpcXy5UcOapuirZxhShcAyIiNWiEfDaqxTLS4Nc/edit?gid=0#gid=0
I use a pre- and post-sequence assessment (given to a student when they first enter the biology majors sequence (Biol& 221/222/223) and again when they leave the sequence (not each course). I look at student post-assessment results to see which questions (and associated course outcomes they represent) present enduring challenges and determine how to emphasize those areas in future assignments.
We use assessment information to adjust rigor within our coursework. As faculty, we also correlate specific course outcomes with the assignments. Suppose students are unable (to complete) or struggling with specific aspects of the assignment/project. In that case, we re-evaluate the assignments to ensure clarity and use of language to meet the needs of all students while focusing on a diversity lens.
Currently the SUDS program is taught by adjunct faculty. We have begun to schedule quarterly meetings with our adjuncts. Our plan is to address equity gaps and discuss individual instructors' plans to eliminate the gaps within their courses and the program overall.
In my DRMA 101 class, I reworked an assignment that did not deliver the feedback I was looking for and seemed biased in how it was presented. By offering a choice of how to provide an "analysis" of a short piece of text students were able to show their understanding of the text in a more meaningful way.
In EDUC 246 I have an assignment where students are tasked with analyzing lesson plans to identify supports for multilingual students. During my end-of-quarter review, I noticed that students struggled to effectively integrate culturally relevant considerations into their analysis, even though they had a solid understanding of language acquisition and the legal frameworks around multilingual learners. To remediate this, I added the following for the next time this course is taught: 1. I revamped the assignment to add guiding questions around the cultural background of the student and how it might influence their engagement with the lesson. 2. I added a discussion to the lecture about culturally responsive teaching and provided specific examples that could be beneficial in the assignment. 3. Clarified rubric language to emphasize the importance of cultural considerations as a criterion.
I regularly collect student feedback at the end of each course, in addition to the anonymous evaluations provided by the college. My feedback form specifically asks students to share their big takeaways and areas they wish to learn more about, which helps identify gaps in content or delivery. For assessments, I analyze commonalities in areas where students struggled and view this as a reflection of my teaching. For instance, when candidates consistently struggled with a specific question on lesson planning, I revised the instruction

3) Provide a specific example of how you've used assessment information to make changes/improvements to your courses or program/s to improve student learning.
and practice opportunities leading up to that assessment, resulting in improved understanding and performance in subsequent terms.
I look at a comparatively lower performing outcome, and ponder what can be improved upon in my class presentation and process in that outcome. Most recently I worked on static and dynamic magnetism, and now the outcome trend there has moved upward.
I have an Excel spreadsheet with student lab grade information, which I can compare from week to week to see students' progress.
Based on sharing program challenges and skills validation, I provided a packet of "Best Practices" with step-by-step criteria necessary for students to pass individual skills. This gave non-nursing assistant faculty greater confidence in validating skills demonstrations, knowing this meets the expectations required to pass the state skills exam. Noting students passing the state skills test to obtain their licensure at 95% over the last 12 months. Added skills demonstration videos from the student textbook resource (Hartman's). Have provided time, following final exam, for all NAC students to meet with me to review the steps necessary to complete DOH application for licensure, sign-up for the state written and skills exams necessary to pass for their credentialing.
Utilize course effectiveness evaluations to make needed changes.
A focus on relationship building has led me to focus discussion forums in online classes wherever possible around this goal (over achieving on academic outcomes).
Seeing the assessment numbers of Global Skills outcomes has led to adding better/improved requirements in group projects, in particular with Teamwork.
Over the years, the C&PR process has allowed me to work on revising course outcomes – specifically the language of the outcomes – so that they are more directly assessable.
With the increase in online learning, we have added ways for students to engage with each other, instructors, and course materials. Examples include recorded lectures, intentional, meaningful discussions, and weekly video check-ins.

4) Provide an example of interdisciplinary collaboration related to curriculum, student learning, and/or the assessment of student learning.
The Machine Trades program is now sending students into the welding program to increase their metalworking knowledge.
All welding students are required to participate in the machine trades, and we bring ENG 110 instructors in to meet with students and build community
I teach Industrial Communications, so I frequently collaborate with faculty in automotive, diesel tech, machining, and welding. I want to make sure that I am holding students to the same standard in Industrial Communications they are held to in other coursework and in industry.
We tend to recommend that students take courses from other disciplines that relate and would help develop their skill sets. I discuss with other faculty how they set up their courses and deliver content to keep our classes similar. Many of our students work towards both programs or at least take classes from the other programs as electives.
Incorporating the Diesel and Automotive Training aids to be used in both classes. Utilizing manufacturing 105, which is required for all industrial trades programs.
We have significantly collaborated with college success and career/college prep to incorporate public speaking content and assessment into other areas. We teach content that is meant to be universal across disciplines, and have recently begun to actually talk about methodology and evaluation in those other areas.
I have not had many opportunities for interdisciplinary collaboration yet. However, I have recently joined efforts from other faculty to try to revamp integrative studies and other forms of learning communities, so there will be many chances for interdisciplinary collaboration in the future.
Healthcare Prerequisite Taskforce - a group of faculty who teach courses that are part of degree programs in the medical field. We discuss assessment, equity, and collaboration among the students. Recently changed pathway for MATH 105 to serve as a prerequisite to MATH& 146 (Statistics). The MATH 105 course also helps prepare budding medical professionals for the TEAS test. In addition, students who take 105 and later want to pursue an RN/BSN degree do not have to backtrack through the math sequence. Recently changed pathway for MATH 106 to serve as a prerequisite to MATH& 107 (Math in Society). This way, students who take 106 and later want to pursue a BS degree do not have to backtrack through the math sequence. The modality for MATH& 131/132 was moved to virtual hybrid to accommodate education majors who cannot make it to campus.
In our program, we have little interdisciplinary collaboration. As a program, we work with Computer Science since IT students are required to take CS classes. We discuss and assess minor programming, scripting, and automation exercises to make the transition into programming easier. We also collaborate with the English department, since our students

4) Provide an example of interdisciplinary collaboration related to curriculum, student learning, and/or the assessment of student learning.
need to take a Technical Writing class. Expectations within the professions are discussed to align the English curriculum with real-life experience.
Again, our curriculum and accreditation are subject to a specific set of core standards, so we monitor this every quarter and complete an annual report on our program for passage, retention, job placement, and so on.
We have room to grow as an institution in this category. Smaller cohorts of interested faculty have been informally formed to discuss these efforts. Inservice days or assessment days provided by the institution are very helpful in these attempts.
I've provided an example in response to prompt 2.
Last year, I collaborated with Chemistry and Environmental faculty members to offer student research opportunities using the department's scanning electron microscope (SEM). Three Earth Science students participated in this research. This opportunity was designed with low stakes and a flexible schedule to allow the participation of a wider range of students, specifically those that have a complex work/life/student schedule.
One adaptation made was to replace HIST &137 with HIST 254 History of the Pacific Northwest, including Washington State history and Since Time Immemorial. This was in collaboration with the BAS-TE faculty. Math has collaborated with all disciplines to create a co-requisite reducing the number of pre-college math courses students take.
Attending the faculty-led in-service sessions in the fall often informs my practice. An ECE instructor reinforced the importance of welcome videos and the TiLT format, and a math instructor shared the use of appointment sign-ups through a link in the email.
Arts Magazine Publication courses integrate collaborations with graphic design, speech and debate, drama/theater, creative writing, composition, and various visual arts courses. We solicit and accept literary and visual art from students enrolled in many of these courses/programs. We recruit graphic designers from the graphic design sequence and provide a portfolio and resume-building opportunity as these students fully design and publish an annual publication in print and online. We are developing a performing art category (including spoken word poetry, songs, and video art) and intend to publish professional recordings of our music students. We select a creative writing prize winner as faculty members and add this to the manuscript for the annual magazine. We are pursuing the opportunity to podcast as a compliment to the magazine, and this has been a collaboration with the business department and library (to explore their creative media technology). We also seek out art from unexplored places and have been receiving and publishing metal art from our students in the welding program. There is a subcommittee meeting to revise the Communications Global Skills rubric, which allows Humanities, Library, English, Political Science, Speech, and other disciplines to collaborate and discuss communications in a global way, finding overlap and distinctions between student learning and artifacts in our different fields.
I am working with Business Dept. to add some of their courses to a new Prof/Tech graphic design degree. I have also worked with English Dept faculty on SALAL Review (annual

4) Provide an example of interdisciplinary collaboration related to curriculum, student learning, and/or the assessment of student learning.
literary and visual arts publication). I have provided student graphic design assistance. The visual arts curriculum has been modified to accommodate the needs of SALAL Review.
We recently added Drama 108 and Speech 220 as recommended courses on our degree pathway to enhance our students' performance skills, confidence and stage presence.
Collaborated with CETYS Mexicali utilizing COIL in the OLTM 440 course.
As discussed in #2, pre-nursing faculty meet quarterly to discuss pedagogical and content issues to improve the flow of the courses and reinforce content. Engineering faculty are in the process of developing a similar process.
The Regional Alliance for Inclusive STEM Education interdisciplinary grant program that includes Lower Columbia, Clark, and WSUV STEM instructors to form partnerships across institutions so we can more smoothly help students successfully transfer and overcome equity gaps. The Health Pre-Requisite Task Force is comprised of nursing and other health professional faculty (nutrition, etc.) and the instructors (Biology, Chem, Math, Stats, English) who serve our nursing students on their academic journey to apply for the program. This group meets once per quarter during finals week with the collective goal: To best support students navigating the prerequisites to nursing school through scaffolding learning objectives, aligning skill training, and reinforcing/supporting one another as a team of instructors. These discussions have been excellent for creating greater scaffolding of global skills across our courses. We center on a topic we want to support our students. However, we need to cross-program cross-discipline map learning outcomes. We need to use backward design to 1) identify the actual problems/gaps in learning that limit students from succeeding in their tracks, 2) follow the course outcomes/descriptions from the courses that are assumed to teach that skill, 3) collaborate with other instructors to confirm that those courses do, in fact, teach that skill, and then 4) make decisions about what is missing to best serve student success, together.
I and other colleagues at LCC are part of Southwest Washington RAISE, a science transfer partnership between LCC, Clark College (a community college in Vancouver, WA), and WSU-Vancouver. We are also part of a more recent initiative funded by Howard Hughes Medical Institute (HHMI) -- the Inclusive Excellence 3 (IE3) grant program that is focused on creating more inclusive learning environments for introductory-level STEM students -- especially those who have been historically excluded -- to improve academic success and career prospects. Although our core group is LCC-Clark-WSU-V, we are part of Learning Community Cluster 7 (LCC 7), a group of 15 four-year institutions and 30 two-year colleges.
Interdisciplinary collaboration and examples include our international project with small businesses in Japan. This will be presented in OLTM 330 and/or OLTM 300. We cross-section leadership theory and practice throughout all courses utilizing their Leadership Plans. Interdisciplinary examples between multiple leadership courses (OLTM 300, OLTM

4) Provide an example of interdisciplinary collaboration related to curriculum, student learning, and/or the assessment of student learning.
440). We use interdisciplinary collaboration between OTLM 329 in Emerging Tech and Global Systems (OLTM 445). A very specific interdisciplinary collaboration is our case study with the Japanese small business utilizing this very specific connection through a multitude of skill sets: communication skills, leadership skills, technological advancements, and entrepreneurship.
The SUDS program has worked with the math department to offer MATH 105 online, which was piloted in spring 2024 and will continue for future quarters. The reason for the online options was that many students had experienced barriers due to MATH 105 only being offered in person.
Earlier in this exercise I touched on several ways I have collaborated with colleagues across campus in terms of all three of these areas. Additionally, I had the opportunity to team-teach College 101 (which is "outside" my specific discipline) with a colleague from another discipline. Because we chose to teach the course with each of us in the face-to-face classroom each session, taking turns leading off on content delivery, I learned a lot! Rather than each of us taking one class session, this was meaningful for my professional development and student learning. Coming at the course content from two different perspectives was an amazing experience, and I wish our college could support interdisciplinary classes. In my rehearsal and performance classes, I have collaborated with colleagues who have specific skill sets that enhance our learning. I have collaborated with ESL colleagues who have used our quarter's production script in their classes as texts and then were able to share classroom time in speaking text and attending final performances.
I would like to play a more active role in collaborating across disciplines. Meetings between teacher education and early childhood take place often. While I know student learning is happening in other disciplines, collaboration is minimal. I have had feedback from students that courses can feel repetitive at times, and I would like to work on streamlining that for students.
We are preparing candidates for teaching, and it takes a village. We have faculty, both visiting and tenured, to add to the richness of our program. This includes science specialists from the local school district to teach our science methods course or LCC math faculty to teach our math methods course. We also invite guest speakers, including communications faculty, to work on public speaking or our LCC counselor to cover procrastination and study skills. We appreciate the idea that the more experts, the better to enrich our student's understanding.
I have taught most of the advanced mathematics classes in the past, so I often comment on how the physics we learn is related to their current and coming math classes.
We collaborate and use a rubric and similar grading process that we helped develop with the Diesel department.
eLearning has greatly enhanced students' engagement with learning library resources and eLearning. This is beneficial for them to identify greater layers of support beyond their course faculty. These resources are further beneficial to their awareness of how to

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support them with other courses. I-BEST is a GREAT support to NURS 090 to provide further protected lab time, support for Canvas, and resources to prepare for course exams.
Healthcare Pre-Req team, which includes nursing, English, math, and biology. Working with Math tutors to help with "nursing" math. Student Mentorship program.
The college excels in using service time to create faculty-led mini-conference sessions. In one of these interdisciplinary sessions, we discussed the relationship between punitive policy language and the triggering of educational trauma, which has led to redesigning my late policy and creating a nonpunitive extension request form. In another session, led by an early childhood instructor, she discussed the relationship between motivation and connection, which informed the creation of the reflection video assignments referenced in question one and the discussion forums referenced in question 3 and the focus on the writer rather than writing referenced in question 1.
Over the years, I have worked with the Business Department to improve the Business Law course and assess outcomes.
Our faculty is part of a collaborative team that supports students entering health-related fields. This team includes faculty from math, English, Natural Science, and Allied Health and Wellness. This team (called the Health Pre-rec Collaborative) meets quarterly and discusses themes that cross between pre-requisite subject areas.