Bluegrass Community and Technical College
2010-2011 Technical Programs - Assessing Student Learning Outcomes: A Snapshot

Environmental Science Technology		

2010-11 Student Learning Outcomes

Activity	Date accomplished	Brief Description
1. Identification of Student Learning Outcome - Identify the outcome that you plan to measure.	8/24/2010	Graduates will be able to keep a field log as part of the sampling process. the field log is an important component (legal document) associated with the sample process.
2. Planning of Assessment - Determine appropriate assessment methodology and criteria for success - benchmarks.	8/24/2010	Sampling is going to be based on observation and the utilization of a 60 point rubric. Class average will be 50 or better.
3. Assessment - Perform assessment	April, 2011	Rubric
4. Review of Results - Gather and summarize data collected. Analyze and document results.	April/May, 2011	NOTE: I changed the rubric to a more in-depth examination of the field notebook. I think it is a much better instrument. In the process, the total points possible changed from 60 to 40. Assessment as stated is that the class average would be 33/40 or better – which works out to
5. Use of Results for Improvement - "Close the Loop"/use the results to make improvements.	May, 2011	Do not have enough to break the assessment down. Going to develop a more defined rubric with more outcome specific evaluations. In 11-12 will actively involve students in evaluations by having the current students grade examples from previous students' field logs. By evaluating both 'good' and 'bad' field logs, the students will have a better understanding of expectations.
Activity	Date accomplished	Brief Description
1. Identification of Student Learning Outcome - Identify the outcome that you plan to measure.	8/24/2010	Graduates will demonstrate information literacy by collection and evaluation of scientific literature ("science roundtable discussions").
2. Planning of Assessment - Determine appropriate assessment methodology and criteria for success - benchmarks.	8/24/2010	Students select an article from an appropriate topic (approved by the faculty), summarizing and presenting their findings to the class. A rubric is used to evaluate the presentation and summary. All students will score 70% or better.
3. Assessment - Perform assessment	April, 2011	All students will score 70% or better.
4. Review of Results - Gather and summarize data collected. Analyze and document results.	May, 2011	All of the students scored 70% or better.

Activity	Date accomplished	Brief Description
5. Use of Results for Improvement - "Close the Loop"/use the results to make improvements.	May, 2011	We will restructure the expectations for the student in reading a professional article. Of primary importance is being able to know where to find the information and instead of having them read the entire article, focus will be on identifying the purpose of the article and it's summary.
1. Identification of Student Learning Outcome - Identify the outcome that you plan to measure.	8/24/2010	The graduates will be able to process and manipulate scientific data.
2. Planning of Assessment - Determine appropriate assessment methodology and criteria for success - benchmarks.	8/24/2010	Students are assessed on their ability to create a file and process the data to include seven different statistical measures and graphs. A 75% or higher is expected of all graduates on the graphing and statistics methods portion of the final examination.
3. Assessment - Perform assessment	April, 2011	Students are assessed on their ability to create a file and process the data to include seven different statistical measures and graphs. A 75% or higher is expected of all graduates on the graphing and statistics methods portion of the final examination.
4. Review of Results - Gather and summarize data collected. Analyze and document results.	May, 2011	All students met the goal with the class average score at 91% correct solutions with the lowest score being 80%.
5. Use of Results for Improvement - "Close the Loop"/use the results to make improvements.	May, 2011	As this is one of the most important skills for graduates to have all students will continue to be assessed on this outcome. From student comments it seems that our EST data processing training is more extensive than the spreadsheet training they are receiving in CIT 130, therefore, we may consider removing this course as a program requirement in the future and substituting with CIS 133 and determine if this change will effect the success of the students. If not, this will allow two hours for other program specific coursework. In 2011-12 we will work with the students in using the Q test to determine if particular data points can be thrown out as a results of statistical analysis.