

2016-2017 Learning Outcomes Assessment Report

COCONINO COMMUNITY COLLEGE

July 26, 2017

Coconino Community College's 2016-2017 Assessment Report Executive Summary

The college's assessment area has a lot of initiatives going. In the next year, the assessment area will assist in the creation of the HLC Quality Initiative Proposal, the completion of the HLC Assessment Interim Report, and the final HLC Assessment Academy Report.

The Assessment Committee has been active gathering and disseminating General Education curriculum maps, creating documents and processes for Program Review, and conducting initial work in developing Institutional Learning Outcomes.

The college continued to participate in the HLC Assessment Academy by submitting updates on the assessment project, participating in the mentor consultation, and creation of a poster for the Poster Fair during the HLC Conference.

Part of the Assessment Committee's work has been to define programs within the college, create a program responsibility timeline, and create meetings to assist programs in creating the Program Review document. These meetings include a Program Review Data Meeting where the assessment coordinator and the program review data collected from the previous five years; a Program Review and Assessment Meeting where the assessment coordinator and the program review the program learning outcomes and identify the best courses to begin collecting program assessment data; and an Annual Review Meeting where the assessment coordinator and the program will review any gathered assessment data from that year, review action items, and budget requests. An evaluation process for Program Review documents has also been created in order for the document to be reviewed before being submitted to the Executive Council for budgetary consideration. Five programs (English, Math, Geology, Anthropology, and ITS) began writing program reviews in the spring.

The General Education Committee and the Assessment Committee collaborated to start building a culture of critical thinking and collecting assessment data. These project not only evolved from semester to semester, but will continue evolving into the 2017-2018 academic year. This is the pilot process to then begin to collect other General Education Learning Outcomes assessment data.

Finally, the Student Development department has completed some initial work in building a co-curricular assessment process.

Overall, there has been quite a bit of progress made in revitalizing our college-wide assessment processes and program review.

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HISTORY OF ASSESSMENT

Coconino Community College's Assessment History

1991 –

- Coconino County Community College (CCCC) offered registration for over 140 classes.

1992 –

- Coconino County Community College (CCCC) begins process of seeking accreditation from the North Central Association's Commission (NCA) on Institutions of Higher Education (which would become the Higher Learning Commission).

1993 –

- CCCC submits a Self-Study Report to the NCA to partially fulfill candidacy status for accreditation.
- NCA Team Concern – The College has not begun to formally develop a plan for student outcomes assessment.

1994 –

- The college received its candidacy status from the NCA.

1995 –

- The college created the Assessment Plan for Student Academic Achievement.
- CCC submitted a Self-Study Report to the NCA.
- NCA had a concern that the plan for assessment of student academic achievement needs to demonstrate progress toward consistent and logical timelines as well as documentation that results are being used for the purpose of instructional and institutional improvement.

1996 –

- Progress report on assessment due to NCA – The 1995-1996 Assessment Program Technical Progress Report focused on what assessment activities were performed that year. The Principal Committee for Institutional Effectiveness (PIE) determined that an annual report was an effective method of documentation that assisted in decision making and planning. The assessment projects during this time included assessment of general education, textbook readability studies, course level assessments, and course retention rates.
- CCC receives initial accreditation status from NCA.

2002 –

- Higher Learning Commission (HLC), previously known as NCA submits a "Team Concern" which states that while the college devoted considerable time and effort to the design of a program of student learning assessment, substantial parts of the assessment plan remain unimplemented. It is not evident at this time that a regular cycle of assessment is in place across all curricular areas,

and that assessment data is being systematically collected, appropriately disseminated, and used for the improvement of instruction.

2005 –

- Assessment Monitoring Report Due – The report illustrates CCC’s comprehensive approach to assessing student learning. It describes initiatives in developmental education, assessment of General Education, transfer education assessment, Arts & Sciences and CTE assessment as well as distance learning assessment. The response from HLC commended the College “for its progress in evaluating and communicating assessment results” and concluded that CCC “has developed a strong assessment program and should continue expansion across the institution into curricular and co-curricular activities.”

2011 –

- CCC submits a Self-Study for Continued Accreditation Report to HLC.
- HLC wrote: “Coconino could continue to map the general education learning outcomes to course level learning outcomes in CTE courses. This exercise would establish the general education learning outcomes are taught across the curriculum at CCC and are the responsibility of all college faculty and staff,” (HLC 12/13/2011:55).
- In HLC’s review of the 2011 “self study” the Evaluation Team noted in 2002: “Among the concerns expressed by the HLC accrediting team were the following: the need to review and update faculty personnel files, the absence of a comprehensive marketing plan, a low ratio of full-time to part-time faculty members, [and] an irregular cycle for the assessment of student learning” (HLC 12/13/2011: 12-13).

2016 –

- CCC submits Assurance Argument to HLC.
- HLC Team Concern – The institution may wish to consider mapping its co-curricular activities and organizations to its institutional learning outcomes as an exercise to demonstrate how these activities and organizations support student learning. The concern went on, “The lack of any assessment data since 2011-2012 comprehensive visit is a significant concern. CCC is in the process of finalizing an assessment plan, and the college appears on track to begin collecting data in the 2017-2018 academic year.” There is a request for an interim report that should include preliminary assessment activity on, “
 - Performance of general education outcomes,
 - Assessment of learning outcomes across different modes of instruction,
 - Revisions/modifications to the assessment plan as a result of the initial implementation and, if possible,
 - Demonstration the assessment results have been used to improve teaching and learning at the institution.”

2018 –

- The Assessment Monitoring Report is due in June.

ASSESSMENT TIMELINES

Assessment Timelines

2011-2012	10-Year Open Pathways Cycle began
August 2016	Assurance Argument was submitted
Fall 2016	CTE division submitted Program Reviews documents
June 2016	CCC received HLC Response to Assurance Argument
	Concerns – Assessment and Shared Governance
Spring 2016	The Assessment Committee reviewed the CTE Program Review documents
	ANT, ENG, GLG, MAT and ITS began to develop their Program Review documents
2016-2017	Critical Thinking Assessment data gathered from various sources at CCC
Summer 2017	CTE division began to work on revising their program outcomes and identified courses to gather program outcome assessment data

Future Assessment Deadlines

Fall 2017	Quality Initiative Proposal due to HLC
	ANT, ENG, GLG, MAT, and ITS will submit the Program Review documents
	CTE division will begin gathering assessment data from the identified program assessment courses and tools
	Gen Ed programs will meet to work on revising (or creating) their performance measures for the Gen Ed outcomes and identify courses to gather program outcome assessment data
June 2018	Interim report on assessment due to HLC
Fall 2018	Assessment Academy Results Forum and Impact Report
Fall 2021	Results report on Quality Initiative Project due to HLC
2021-2022	HLC Comprehensive Evaluation and on-site visit

ATTACHMENTS

ASSESSMENT SCHEDULES

Gen Ed Program Review and Assessment Plan 2016-2020

CTE Program Review and Assessment Plan

Liberal Arts Program Review and Assessment Plan 2016-2020

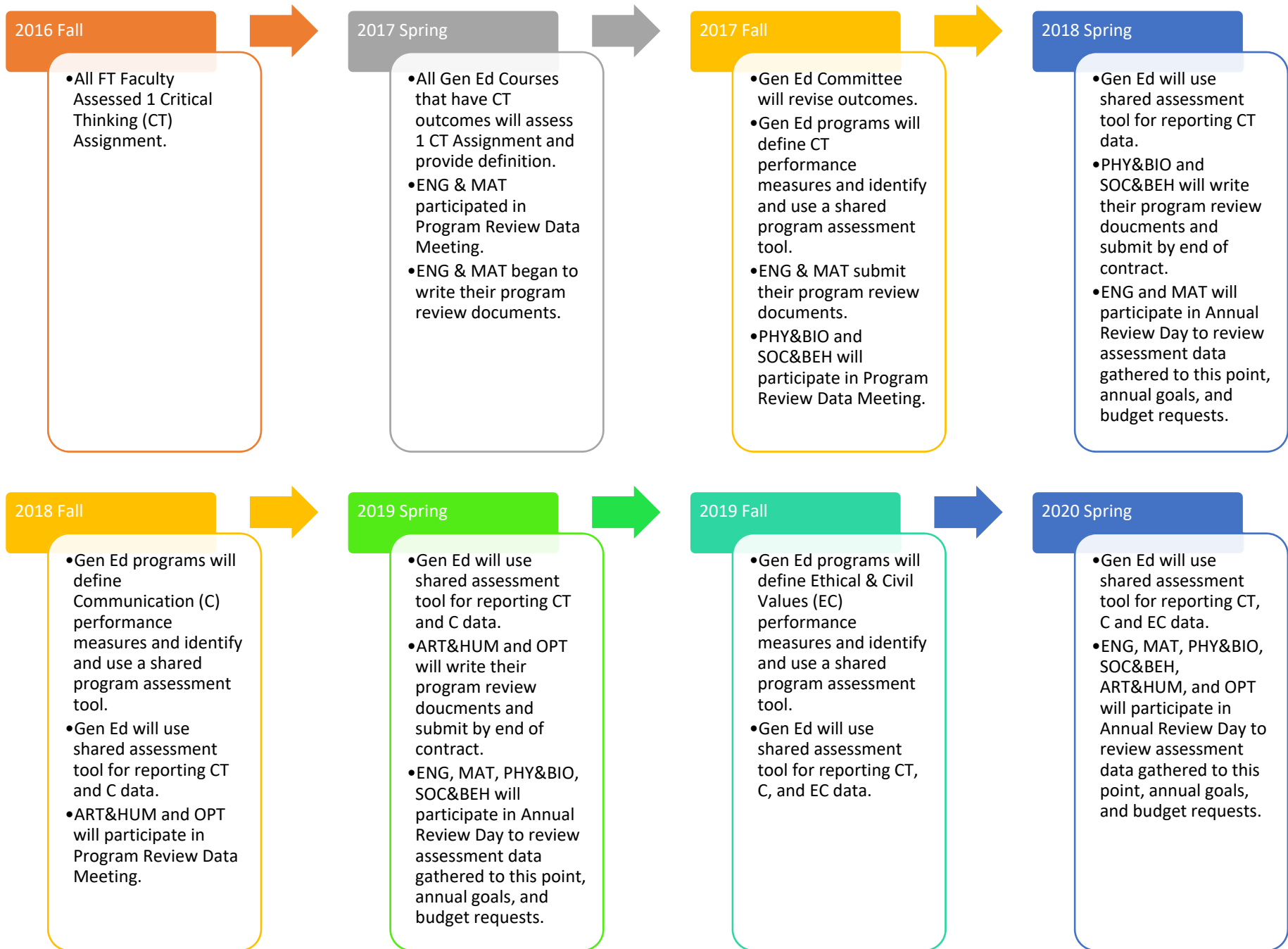
ASSESSMENT TIMELINES ATTACHMENTS

Gen Ed Program Review and Assessment Plan 2016-2020

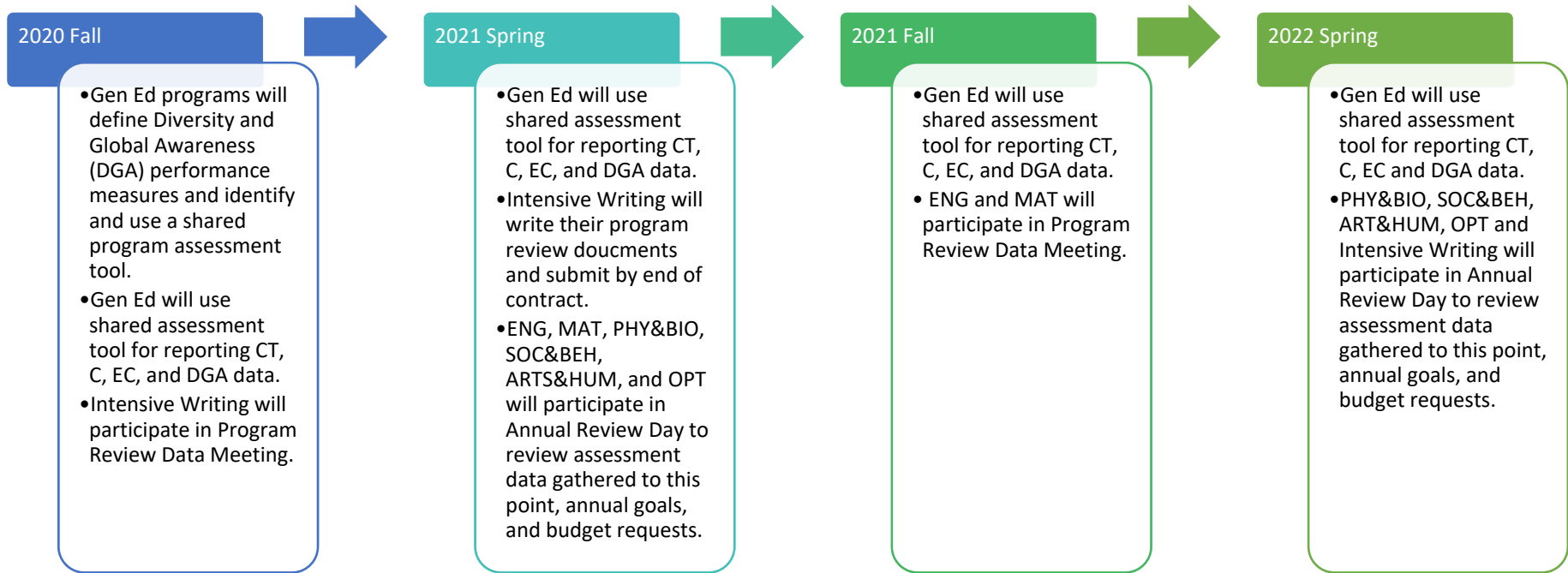
CTE Program Review and Assessment Plan

Liberal Arts Program Review and Assessment Plan 2016-2020

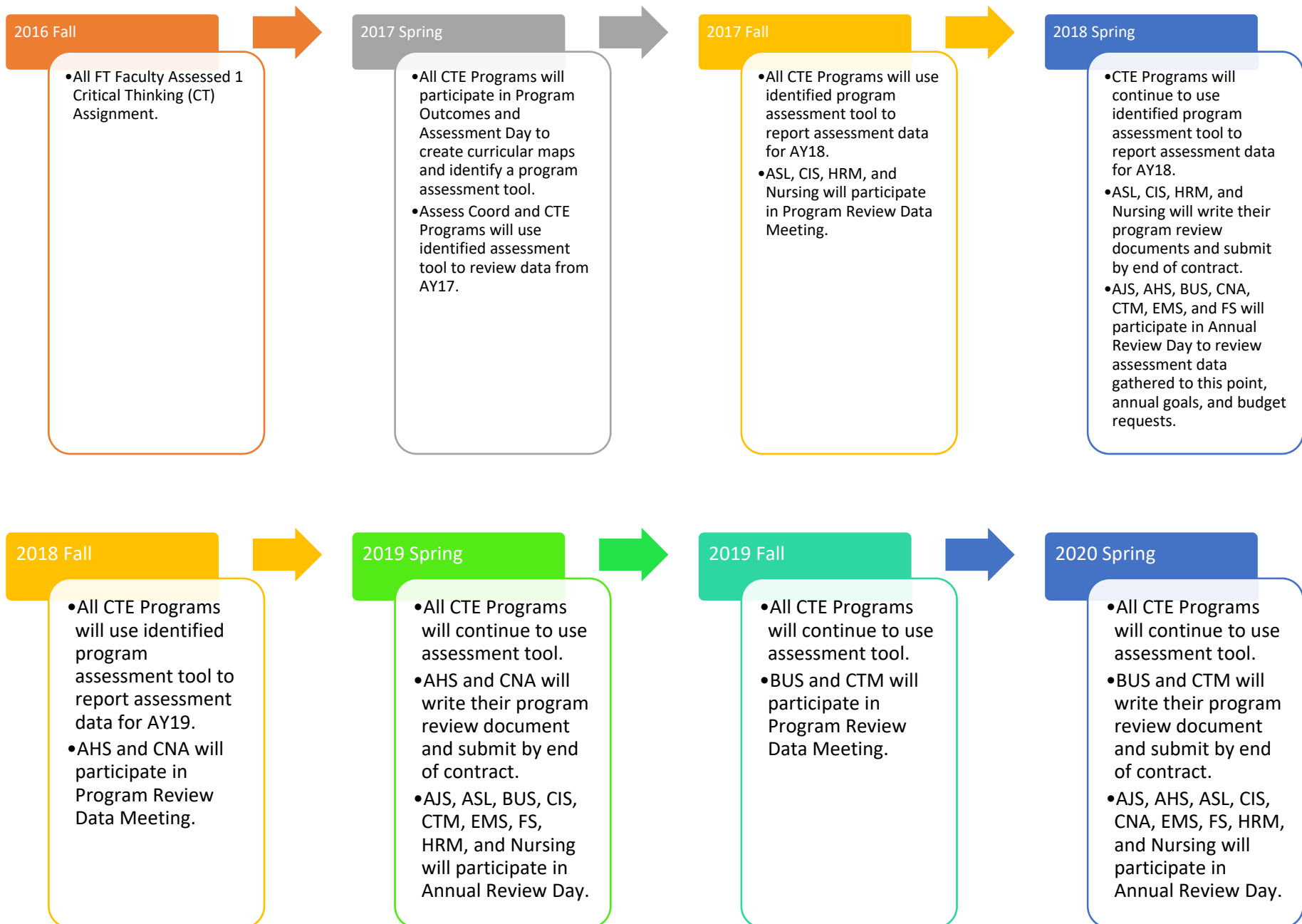
GEN ED PROGRAM REVIEW AND ASSESSMENT PLAN 2016-2020



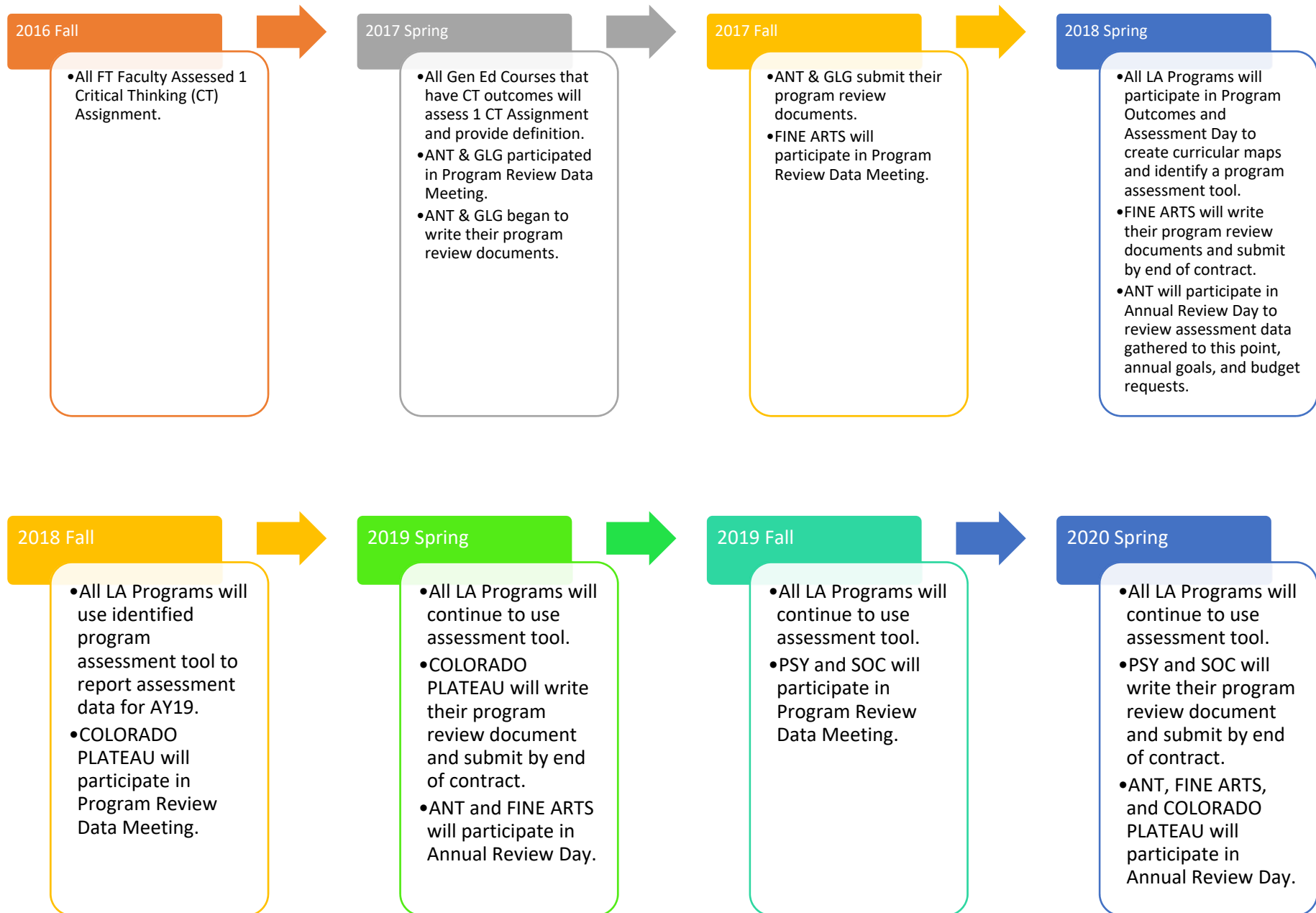
GEN ED PROGRAM REVIEW AND ASSESSMENT PLAN 2020-2022



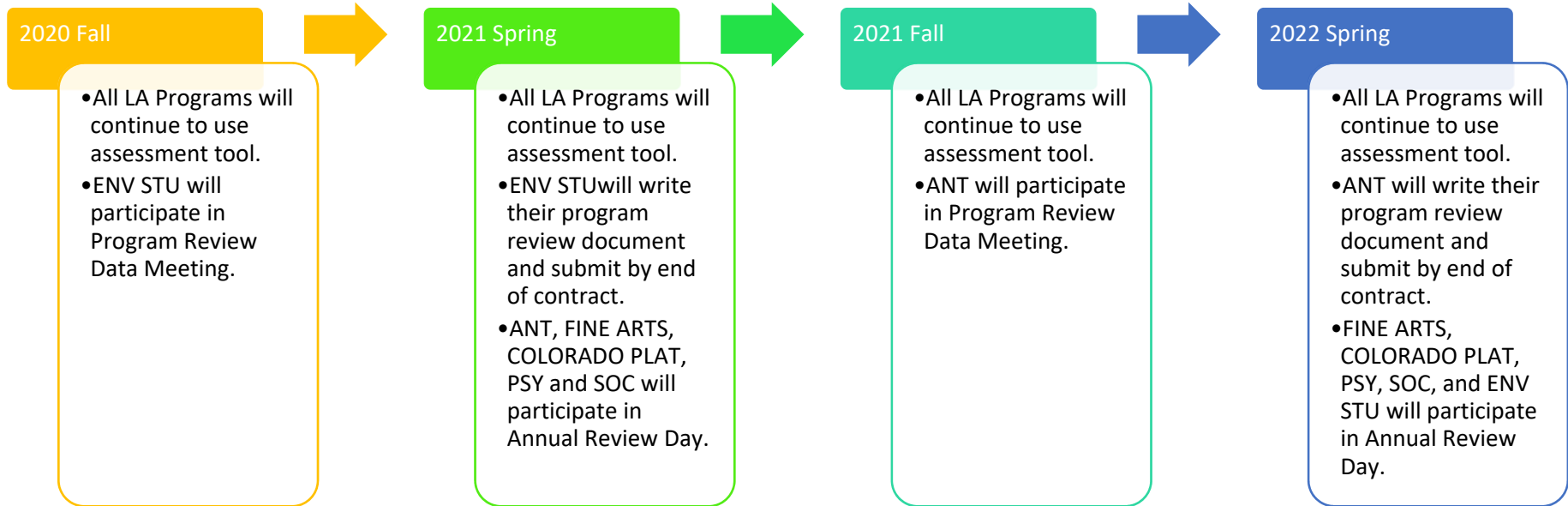
CTE PROGRAM REVIEW & ASSESSMENT PLAN 2016-2020



LIBERAL ARTS PROGRAM REVIEW & ASSESSMENT PLAN 2016-2020



LIBERAL ARTS PROGRAM REVIEW & ASSESSMENT PLAN 2020-2022



ASSESSMENT COMMITTEE

2016-2017 Assessment Committee Meeting Summary

09/09/16

The committee met the new Assessment Coordinator and reviewed the coordinator's job description. There was an update on the Gen Ed Outcomes alignment project. The committee set goals for FY17.

09/23/16

The committee modified the charter to add the Assessment Coordinator position. There was a demonstration of how to add outcome rubrics to Canvas courses. A discussion for Institutional Learning Outcomes began and there was an update on the General Education Outcomes Curriculum Mapping project.

10/14/16

The General Education Outcomes Curriculum maps had been received and the assessment coordinator will begin to compile them. There was a suggestion to use the curriculum maps to have courses measure course outcomes with rubrics and then use the map to reflect measurements on program level outcomes. The committee began to review program review documents.

10/28/16

Institutional Learning Outcomes project was addressed. There were some concerns, but as institutional outcomes are present among other colleges, the project will proceed forward. Program Review Document project was discussed. Many of the previous chairs felt this document had meaning. The assessment coordinator reviewed the compiled Gen Ed curriculum maps.

11/18/16

HLC Assessment Academy response had been drafted and presented to the committee. The Gen Ed Committee is beginning to collect critical thinking assessment data.

- Institutional Learning Outcomes project - The chair will create a preamble and send out other ILOS to the committee for consideration.
- Program Review Document project – The assessment coordinator suggested that the committee review the CTE program reviews and the drafted program review document.

12/09/16

- Institutional Learning Outcomes project – The committee reviewed the preamble and created some ILOs for vetting. A vetting plan was created.
- Program Review Document project – This discussion was tabled. The committee will review the CIS Program Review document together at the next meeting.

01/13/17

- Fall 2016 Critical Thinking Data – The assessment coordinator shared the compiled data from the Fall 2016 critical thinking collection. The committee suggested creating a Canvas page to share the results out with faculty.
- Canvas Data Collection – The assessment coordinator has been working with Barton Community College to address some of the faculty concerns about the program outcome data in the courses.
- Program Review Document project – The CIS Program Review was tabled for the next meeting. The committee requested to have a rubric created to evaluate the program review documents.
- Institutional Learning Outcomes project – The committee reviewed the ILOs again and will continue with the vetting plan.

01/27/17

- Program Review Document project – The committee reviewed the Program Review Flowchart. It was decided to continue using the Program Review document used by the CTE division the prior year.

02/01/17

- Program Review Document project – Any discussion of revisions to the Program Review document was tabled until the following year.
- Program Review Data Meeting – The assessment coordinator proposed a pilot process for programs writing program review documents. The process would start with a “pre-program review” meeting between the program, assessment coordinator and Institutional Research with data collected and compiled by the assessment coordinator in conjunction with IR. The committee agreed with this pilot process. The program review matrix for evaluating program review documents was evaluated and modified.

02/24/17

Part-faculty member Michael Harpst was welcomed to the committee.

- Program Review Document project – The committee finalized the Program Review Checklist. The committee created subgroups to complete the checklists for the CTE Program Reviews.
- ILO Project – The outcomes need to go to College Council and Staff Forum for discussion and feedback.

03/01/17

- Program Review Document project – The committee will evaluate the CTE program review documents with the matrix, renamed checklist, but the comments will only be for future recommendations and consideration when the CTE program writes their program review in the future. The committee evaluated the CTE program review as a group.

03/24/17

Dr. Gardner addresses the committee about the reorganization occurring in the college.

- Program Review Document project – The committee approved the checklist and will begin to use it to evaluate the other CTE program reviews. The assessment coordinator presented a proposal for what would be considered programs in the college.

04/14/17

- Program Review Project – The committee will forward any typos within the CTE program review documents to Sarah. The committee accepted the proposed programs and the timeline with the caveat it could be subject to change. The committee began to review the Non-Academic Program Review. There was discussion of the Quality Initiative.

04/28/17

The committee would like the Non-Academic Program Review to include how it contributes to student success and a definition of student success. The committee expressed concern about the Quality Initiative. There was a discussion concerning the committee membership and summer assessment projects. The committee decided on goals for the next year – Making assessment relevant, Working on Program Outcomes, Assessment Deadlines in September, Address ILOs, and post meeting minutes on Canvas site.

ASSESSMENT COMMITTEE ATTACHMENTS

Assessment Committee Charter

Assessment Committee Position Statement for the Creation and
Implementation of Institutional Learning Outcomes

Outcome Level Flowchart

Institutional Level Outcome Examples

Committee Charter

Date Originated: 10/12/15

Date modified: 10/16/16, 4/28/17

Title of Group: CCC Assessment Committee / STANDING COMMITTEE

Titles of Members:

1-Assessment Coordinator

1-Dean or Assistant Dean

1-Assistant Registrar and Articulation coordinator (2 year commitment) *

1-Student Services representative (2 year commitment) *

2- Full-time faculty Members: (1 year commitment) *

2- Full-time faculty Members: (2 year commitment) *

2- Full-time faculty Members: (3 year commitment) *

1-Part-time Faculty Members (1 year commitment)*

Chair/Co-chair: A chairperson may be nominated and elected at the end of the academic year. (2 year commitment) *

Purpose: To support the College's commitment to educational achievement and improvement through ongoing assessment of student learning. To review Program Review documents for the college.

Goals of Group: To provide leadership regarding CCC assessment practices and coordination; to share information and provide feedback; to oversee faculty assessment activities and monitor progress; to organize and implement HLC and strategic planning assessment process; to conduct annual review of assessment plan; to appraise, revise and/or edit annual Program Review documents

Term Limit of Group: Ongoing

Product from

Group's Work: Manages and documents Assessment Activities and Practices in regard to HLC Standards. Provides direction, decisions, oversight of curricular assessment activities, training, Information sharing, and recommendations. Editorial board for Program Review documents.

Level of Authority: Vice-President of Academic Affairs

Frequency of Meetings: Semi-Monthly (To be determined with additional meetings as needed) with an annual hiatus in June and July, unless otherwise needed

Meeting Norms: Show up on time, informed and prepared to discuss agenda items. Discussions are respectful, ethical, truthful, well-reasoned, and positive.

Communication/Information

Dissemination Vehicle: Agenda and minutes are posted electronically.

Evaluation: Annual written report to College Council, Deans, faculty and staff.

Assessment Committee Position Statement for the Creation and Implementation of Institutional Learning Outcomes (ILOs) 2/3/2017

The CCC Assessment Committee is initiating the adoption of Institutional Learning Outcomes (ILOs) for our college. ILOs are present at most post-secondary institutions and provide a framework to shape assessment activities, including measurement and data reporting required for accreditation. We want our ILOs to express a shared, campus-wide articulation of expectations for our students. These student learning outcomes define the critical core of what we impart at CCC. Collectively, throughout all environments and services provided, it is our intention to instill these qualities in our students. Shared outcomes throughout all environments will enable us to articulate, measure, and improve student learning. Additionally, the ILOs align with our mission, vision, and core values.

The Higher Learning Commission criterion four is written here as a reminder of best practice. The ILOs can serve as a basis for evaluation and comparison.

HLC Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Lastly, the draft ILOs document begins the journey to our shared vision for students. These can serve as outcomes for every component of the college. As stated in our mission, they reflect our commitment as a learning-centered college to creating a culture for continuous improvement of student learning.

CCC Institutional Learning Outcomes (ILOs) DRAFT 2/3/17

As a Learning Centered College, CCC has developed Institutional Learning Outcomes (ILOs). The ILOs embody the broad areas of competence that enable students to be successful. Students will develop the knowledge, skills, abilities, and attitudes described by the ILOs as a result of their overall engagement with the college, including courses, programs, and services. They are:

- Communication

Students will effectively express and exchange ideas through listening, speaking, reading, writing, and other modes of expression.

- Critical Thinking

Students will analyze a situation and evaluate the accuracy, credibility, and relevance of information, identify and research a problem, propose a desired outcome, evaluate alternatives, implement, and assess creative and effective solutions.

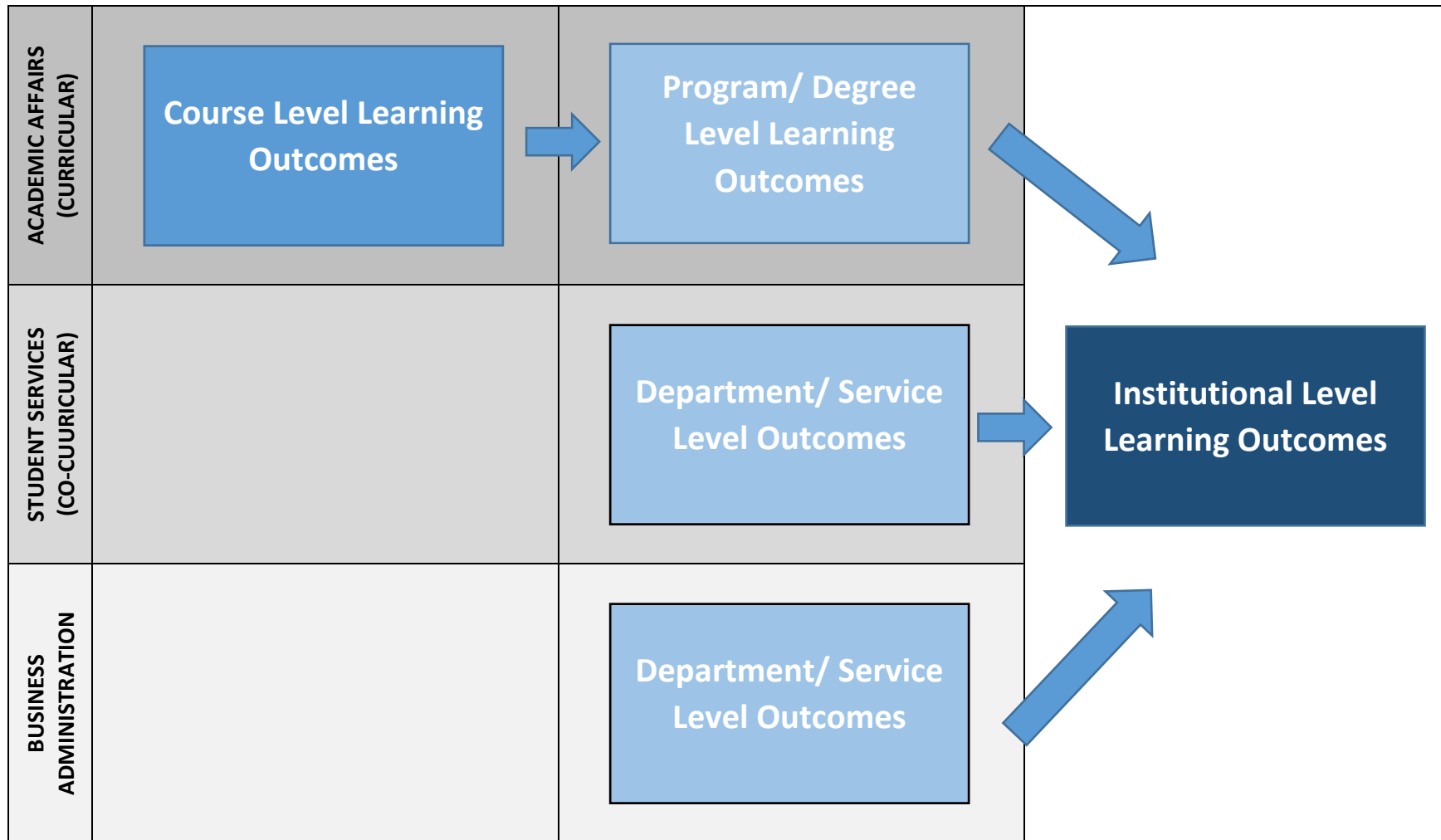
- Local and Global Community Awareness

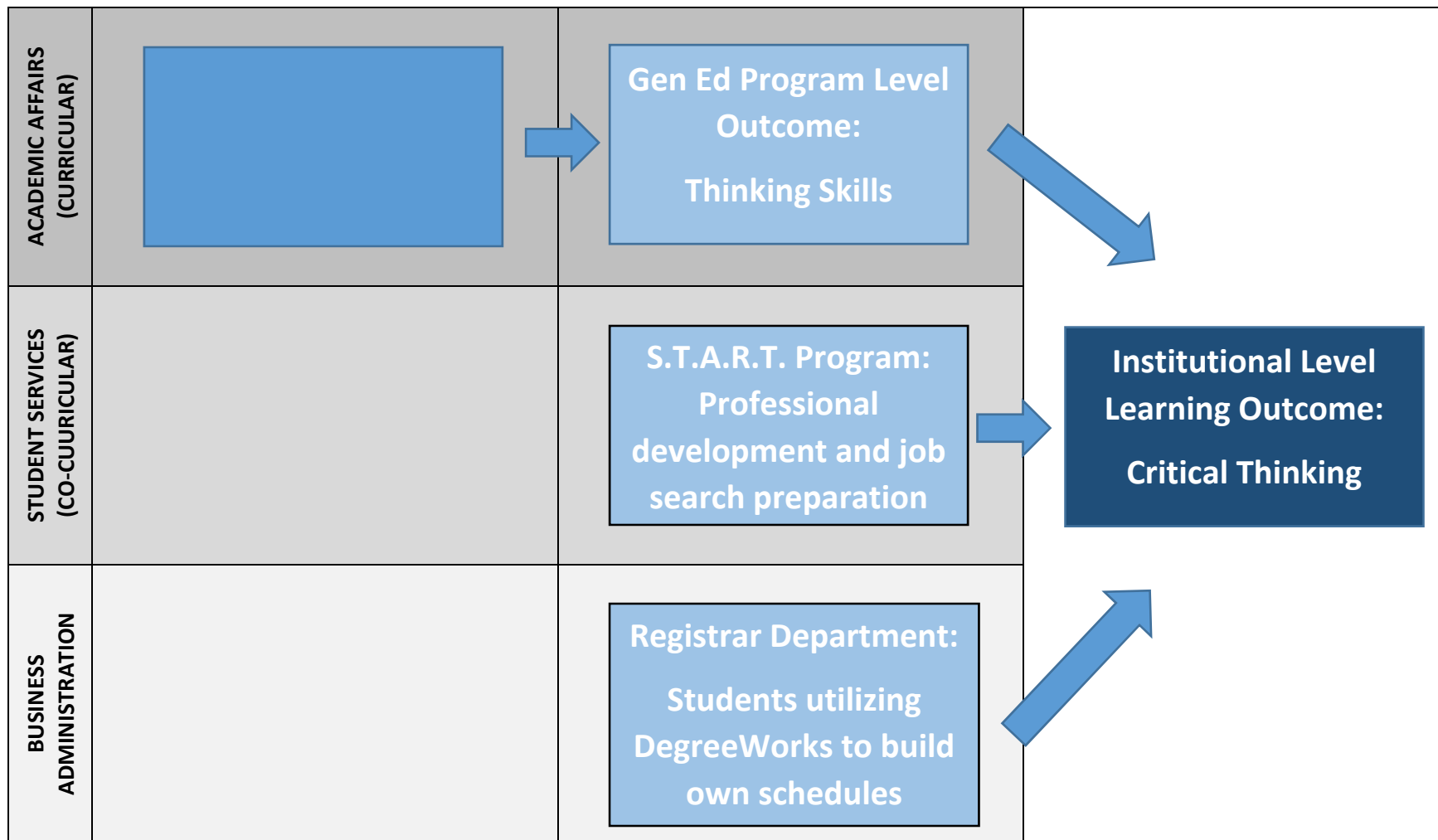
Students will demonstrate knowledge of social, cultural, environmental, and aesthetic perspectives.

- Skills for Life Long Learning

Students will acquire the ability to be life-long learners so that they can insure their physical, social, economic, mental and emotional health in an ever changing world.

OUTCOME LEVEL FLOWCHART





Institutional Level Outcome (ILO) Examples

Examples –

Registrar's Office: Students will utilize DegreeWorks to access available courses and build their own schedule. **ILOS: Skills for Life Long Learning, Critical Thinking**

Career Services: Students will effectively organize and document their qualifications in their resumes submitted to employers. **ILOS: Communication**

Student Involvement: Students in student organizations will interact successfully with others who differ from them. **ILOS: Communication, Local and Global Community Awareness**

START: After completing a START workshop, students will be able to identify offices and resources that can assist them in being academically successfully. **ILOS: Skills for Life Long Learning**

HLC ASSESSMENT ACADEMY

HLC Assessment Academy

In June 2014, Coconino Community College (CCC) joined the HLC Assessment Academy. The academy provides a structured, four-year program to assist us in developing our efforts to assess student learning. We were assigned a Primary Mentor Kirstan Neukam and a HLC Scholar Susan Hatfield who provide feedback on our project updates and act as points of contact when we have questions.

As part of the academy, we have access to a Collaboration Network of other institutions who either went through the academy or are currently going through the academy.

During Year One, our team attended an Information and Planning Workshop which provided an in-depth view on how the academy works as well as expectations and opportunities offered through participation. This team also attended an academy roundtable where the team began to build the academy project and goals.

At Year Two, there is a midpoint report and roundtable, but our cohort was not required to participate in either.

In Year Three, we had our mentor consultation with our assigned HLC Scholar at the HLC Conference. The consultation was attended by Colleen Carscallen, Interim Dean; Maxie Inigo, Math Faculty and Assessment Committee Chair; and Sarah Southwick, Assessment Coordinator. During this meeting, the CCC team shared what had been accomplished with the General Education Critical Thinking Project, the draft of the Institutional Learning Outcomes, and the forms and processes being developed by the Assessment Committee. Overall, the HLC Scholar stated that we are on the right track, but she emphasized that assessment without having clear outcomes that are understood by the faculty could not be used for program assessment.

Additionally, we participated in the HLC Conference Poster Fair. We completed an assessment poster that depicts the process of creating a culture of assessment.

Looking towards Year Four, we will participate in a Results Forum where we will share our accomplishments and findings and define strategies to sustain our assessment efforts. We are responsible for completing an Impact Report which documents our process and accomplishments throughout the academy. Finally, we will receive a Consolidated Report from our HLC Mentor and HLC Scholar.

ATTACHMENTS

Assessment Academy Proposal and Response

Assessment Academy Project Updates Vers. 2-6 and corresponding Responses

Assessment Academy Presentation to Faculty

Assessment Academy Poster Submission

HLC ASSESSMENT ACADEMY ATTACHMENTS

HLC Assessment Academy Project and Response

HLC Assessment Academy Updates Vers. 2-6 and Responses

HLC Assessment Academy Faculty Presentation

HLC Assessment Academy Poster



Higher Learning Commission's
**Academy for
Assessment of
Student Learning**

June 2014 Academy Cohort

Dear Academy member,

In order to facilitate your entry into the Collaboration Network, please complete the following:

- a. Submit the name, position title and contact information of the Academy team leader.

Dr. Michael Merica, Ph.D. Director of Institutional Research and Assessment
Coconino Community College
michael.merica@coconino.edu

- b. Submit the Academy project title.

- c. Answer the following questions regarding your Academy Plan and Project. Send the information to Kim Davis at kdavis@hlcommission.org. **The submission deadline is Friday, August 01, 2014.**

PROJECT TITLE:

**Improving student learning through a comprehensive, systematic,
and sustainable assessment practice.**

PLAN

1. SHARED RESPONSIBILITY

Describe your plan for creating shared responsibility for assessing and improving student learning. (100 - 200 words).

Shared responsibility will occur through the organization of the assessment process. The practice will rely on the office of Institutional Research (IR), Student Services (SS), and Faculty Representatives (FR) from the colleges' primary academic discipline areas forming an organized assessment committee. The assessment committee members will have staggering terms, with the intent of establishing redundancy, continuity, and involvement in assessment practices. The IR office will be responsible for coordinating data collection and compilation, while FR/SS will coordinate assessment and reporting strategies with stakeholders across the institution. The formal Assessment Committee will write the annual assessment report collaboratively.

2. IMPACT OF ACADEMY PARTICIPATION

What is the broader impact of your Academy work on the institution, faculty and staff, students, or other stakeholders? How will this work influence the culture of your organization, build institutional capacity, advance teaching and learning...etc.? (100 - 200 words)

Coconino Community College is going through several transitions which make Assessment Academy work particularly valuable at this point in time. Specifically, the institution is enacting a financial austerity plan, while beginning a new strategic planning cycle. In addition, the Academic Affairs division is undergoing significant organizational changes, which has eliminated the positions of department chairs; individuals that had been responsible for compiling student learning assessment data into annual reports. Given this context, establishing a sustainable assessment practice is essential.

Our Academy project has far reaching potential within this climate. In essence, we believe that enacting a comprehensive, systematic, and sustainable assessment process that yields actionable information that is directly related to student learning will improve curriculum, programs, and instruction. This project will also pull in various splintered groups across the college, forming a more cohesive whole that is re-focused on the common goal of student success.

3. OTHER IMPORTANT ASPECTS

Optional: What else is important to know about your work on assessing and improving student learning? (100 - 200 words)

CCC is a small institution. A few individuals, in the recent past, were responsible for initiating, coordinating and directing assessment of student learning. This foundational process has been difficult to keep up when those that are primarily responsible are no longer with the institution. Therefore, a primary emphasis of our project is to develop an integrated assessment process that is inherently more sustainable.

This integration takes the form of involving primary stakeholders, while not burdening them with excessive responsibility. Those individuals include: faculty, student services, Deans, Vice Presidents, President, and ultimately, District Governing Board Members. Obviously each role is invested differently, and would be interested in different levels of information. The objective is to compile program review and assessment of student learning data in a manner that it can be collected fairly easily, and translated into actionable information for various stakeholders.

PROJECT (First version of project)

1. DESCRIBE THIS STUDENT LEARNING PROJECT

Describe the project you developed at the Roundtable. Focus particularly on the general strategies you developed. (500 words)

Coconino Community College has many fundamental assessment practices in place. Those processes do not need to be entirely re-invented, rather, as a senior faculty member noted "they need to be reinvigorated." We will focus on refining existing general education assessment tools, incorporate some new processes, and cultivate faculty ownership with the intent of creating an ingrained and sustainable assessment of student learning practice.

General Strategy:

- Create an inventory of our recent institutional assessment efforts
- Identify practices being used in colleges that are "similar" to ours
- Communicate refined set of results for feedback
- Create and convene new standing assessment committee with responsibility for college wide assessment and reporting
- Design process/product that links course-level, program level, and institutional-level assessment.
- Determine Gen. Ed. pilot areas, enact process and document
- Review, modify, and repeat

2. CONTRIBUTIONS TO ASSESSMENT OF STUDENT LEARNING

How will your project contribute to making assessment an activity that leads to the improvement of student learning?

An accurate and timely feedback loop is essential for improvement of student learning. We aspire to provide pertinent feedback to instructors so that they can make the adjustments that are necessary to improve student learning by creating a feedback loop that includes annual assessment reports and consistent forums such as an Assessment Showcase in faculty meetings and an Assessment Day.

3. DESIRED RESULTS FROM THE PROJECT

What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?

The following outcomes will point towards success. In general, assessment is an opportunity to gain access to valuable information. When stakeholders are enthusiastically participating because they value the information found in annual reports, it will represent a truly valuable practice. In addition, when the processes required to generate annual reports are not an excessive burden on individuals, then we will know that a sustainable institutional practice is being developed. Additionally, the formation of a well-defined, functional, and organized standing committee focused on improving student learning indicates that we're well on our way.

4. CHALLENGES AND EXPECTATIONS

What serious challenges do you expect to encounter? How will you deal with them?

A likely challenge takes the form of competing projects and priorities, often resulting in employee burnout. Though there will continue to be many tasks to be done, the institution is currently in the process of narrowing its focus to improve fiscal responsibility, student success, and overall sustainability. We will integrate the assessment of student learning into this effort. We will strategically communicate the development of this project so that institutional awareness and momentum is generated. In addition, the strategic design of the assessment process within the committee will minimize burnout.

A second challenge may be to create faculty, department, and college-wide buy-in for our assessment efforts. This challenge will be minimized by encouraging and promoting current assessment practices that are meaningful, by creating educational opportunities regarding best practices in assessment, and by creating a standing Assessment Committee.

5. PLANNING AND MANAGING THE STUDENT LEARNING PROJECT

Describe the specific steps you will be taking in Year 1 to develop and implement the early stages of your project.

SU 2014

- Review Historic Assessment/Program Review Processes and Reports
- Identify Comparable Institutions for Potential Practices to Adopt
- Document Roundtable Notes
- Create Presentation and Prepare To Present Plans in Upcoming Meetings
- Begin Drafting Charter for Assessment Committee

FA 2014

- Meet With General Education Committee
- Present to faculty the institutional expectations for assessment
- Refine Processes and Begin Drafting Annual Report
- Verify That Necessary Data is Being Collected
- Collect and Compile End of Term Data
- Document Processes
- Review Projects of Comparable Institutions in the Academy Collaboration Network
- Identify Faculty Assessment Representatives
- Create and Convene Assessment committee

SP 2015

- Assessment Committee Faculty Members Strategically Collaborate with Faculty Representatives and Instructors to Refine and Solidify the Annual Assessment Report

SU 2015

- Gather and Compile all Data for Annual Reports

FA 2015

- Work With Faculty Representatives to Produce Annual Assessment Reports

Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Response - Version 1

2014-09-28

Please give your name and contact information (email address and/or phone number).

Kirstan Neukam, nkirstan@aol.com/708-495-4676

Susan Hatfield HLC Senior Scholar for Academy Projects SHatfield@hlcommission.org

What are some strengths of this project/Academy work? Why are these strengths?

Both mentors agree that a major strength of the Coconino Community College (CCC) project is having many organizational areas involved and including many key individuals/groups. This will help create support for the project. We also admire that their first step is to review their historic assessment/review processes as well as report templates. Many schools seem to forgo this important first step and ignore their history. It is critical to first understand where you have been and where you are now before moving forward.

When reviewing your website regarding your assessment efforts in the past, it appears that CCC has built a fairly solid foundation of assessment over the years. This will allow CCC to focus on refining their assessment processes rather than "reinvent the wheel," which will help maintain faculty and staff participation in the assessment process overall.

What remains unclear or what questions do you still have about this work to assess and improve student learning?

Kirstan Neukam

I noticed on your site, that your annual "assessment report" template appeared more like a program review template. My question is how is this report different from your program review template? Wouldn't it be easier to revise the assessment report to be an "assessment report," that will then be used in the 3-5 year program review report? This might help reduce the workload burden.

I also noticed that you have course-based assessment that is connected to general education assessment. Additionally, your programs submit an annual assessment report. Do your programs not have assessment plans? I know that you regularly conduct curriculum maps to track where outcomes are taught in each program; however, I never saw any reference to program assessment plans, program outcomes, a timeline of when those outcomes are assessed over a span of time (varies by level), what assessment measures will be used, who is involved in analyzing the results, how are the results used, etc.

Susan Hatfield

I am interested in the same questions that Kirstan mentions -- connecting assessment reporting to a program review cycle makes a lot of sense. We are not finding a lot of schools in the Academy that are finding value with annual assessment reports, just because of the timing -- it's hard to be able to provide timely feedback to programs before the next cycle is well underway.

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Kirstan Neukam

From your posting, it appears that the only focus of your project is reporting (e.g., creating a sustainable annual assessment report). When reviewing your website, it appears that you already had an annual assessment report in place for a number of years. I know that you mentioned that you are restructuring the campus (e.g., eliminating departmental chairs—primary people completing the reports); however, how will the establishment of an assessment committee help maintain a sustainable assessment system and culture of assessment on your campus? Are you not concerned that by taking the assessment process out of the hands of the faculty teaching the courses you will create less support for the process? For example, faculty typically do not view NSSE or CAPP results as relevant to what they teach and are reluctant to make changes in their program/courses as a result. Thus, institutions collect the data, create a very pretty trend line, but cannot report and direct impact or changes that have occurred as a result of the information. By having a 'committee' review all data and write up reports that will be distributed to various stakeholders, how will this impact faculty's willingness to make changes in their program? I know that faculty members will be part of this newly formed "assessment committee" however, are they faculty members with whom faculty from their programs/departments view as representative (e.g., speaks for them)? I've seen many campuses take this approach and end up creating wonderful systems in which reports are created and distributed to various stakeholders; however, they have a difficult time indicating how any of the information collected resulted in improvements in student learning on their campus. Other schools seem to function very well under the committee structure, it really depends upon the school and its culture. Just keep in mind the possible pitfalls of having everything run through a single committee.

Susan Hatfield

Again (and as always), Kristan's comments are right on target. I'm all about infrastructure and applaud the focus on strengthening and streamlining the processes that currently exist. But like Kirstan points out, there's a danger of losing sight of --and support --for learning in the process (no pun intended). The further the process gets from faculty, the harder you will have to work to keep it relevant and useful. Continuing to focus your messaging on the connection between **assessment** and learning is critical. I've often had a difficult time engaging faculty in assessment discussions -- it's a lot easier to get faculty to talk about learning. So positioning your conversations in this direction might be useful. Another thing we are starting to notice is that when faculty, programs, and the institutions reinforce the student learning outcomes, students are provided with both a language and perspective to think and talk about their education. This can be powerful when students are putting together resumes and cover letters, as well as interviewing for positions. (To say nothing about the conversations with relatives over Thanksgiving dinner!)

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

Kirstan Neukam

When considering if you have program assessment plans in place, you might review Susan Hatfield's paper (http://ideaedu.org/sites/default/files/IDEA_Paper_45.pdf) or one of the other resources listed below.

- Designing Effective Assessment: Principles and Profiles of Good Practice (2009) by Trudy W. Banta, Elizabeth A. Jones, Karen E. Black
- Assessing Student Learning: A Common Sense Guide (2009) by Linda Suskie, Trudy W. Banta (Foreword)

Finally, you are taking on a noteworthy task of trying to streamline your assessment processes while maintaining a culture of engagement on your campus. Given this fact, remember that I am here to help. Please do not hesitate to call or email me any time you need help or want suggestions regarding how other institutions have addressed similar issues. I am happy to assist you in any way I can. All you have to do is ask.

Reviewed by **Kirstan Neukam** (Primary Mentor)

Reviewed by **Susan Hatfield** (Scholar)

Coconino County Community College, AZ

Project: Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Version 2.0- Project

Q: Identify and explain any specific changes to your project scope or design since August 2014.

A: Project changes of particular importance are: 1) Clarifying how our Assessment Academy group defines our current and future role in the college, and 2) focusing on a specific area of student learning to assess. It became apparent this last semester that our Assessment Academy group was being perceived as an assessment committee. The expectation being that our small group was to dictate how the assessment of student learning was to be conducted across the college. **This is not our intent.** It took many discussions across multiple assessment group meetings to help us clarify that we are an assessment work-group that is focusing on a specific project. The initial purpose is to develop a sustainable process to collect and compile data related to student learning and implement reporting of that information across all organizational levels of the college: from instructor, to department, to program, to division, to institution. This project is to serve as a seed that can then be expanded upon and owned by a much larger and formalized assessment committee. The second change relates to focusing on critical thinking skills within the general education curriculum. In the past, multiple skill areas were being examined with little success. Currently, our general education committee has given focus to critical thinking and it only makes sense that our project focus align with assessing those skills.

Q: What were your goals for the past six months—since August 2014? Did you achieve them? Why or why not?

A: The bullets below summarize our group's goals. Those with strikethrough indicate completion or substantial progress made. The goal of creating and giving a presentation to members of the college began by building a webpage to share our progress and is included in this section. The underlined goals represent areas that we are focusing our current attention. One reason for not completing all of the goals was that we were overly optimistic about the amount of time it takes to clarify and focus our role and project. For example, in the past, program was used to describe a collection of courses (usually with the same subject) taught by a department. We have determined that program refers to the organizational components that support and fall under a degree/certificate. An additional accomplished goal, not previously outlined, was to develop a program review template.

We have developed a model that integrates program tuition revenue and expenses with other relevant details for all the colleges programs (degree/certificates). This is a (mostly) automated annual reporting process that the Institutional Research office is responsible for; replacing previous reviews that were very demand intensive for many faculty.

SU 2014 Goals

- ~~Review Historic Assessment/Program Review Processes and Reports~~
- Identify Comparable Institutions for Potential Practices to Adopt
- ~~Document Roundtable Notes~~
- ~~Create Presentation and Prepare To Present Plans in Upcoming Meetings~~
- Begin Drafting Charter for Assessment Committee

FA 2014 Goals

- Meet With General Education Committee
- Present to faculty the institutional expectations for assessment
- ~~Refine Processes and Begin Drafting Annual Report~~
- ~~Verify That Necessary Data is Being Collected~~
- ~~Collect and Compile End of Term Data~~
- Document Processes
- Review Projects of Comparable Institutions in the Academy Collaboration Network
- Identify Faculty Assessment Representatives

Link : CCC Academy Project Website

<http://http://www.coconino.edu/institutional-research/hlc-academy-for-assessment-of-student-learning>

Q: How did you incorporate the feedback that you received on your previous posting in August 2014?

A: One suggestion, or question from our reviewers, pertained to program assessment plans. They highlighted the importance of having clearly articulated program assessment plans that include: program outcomes, a timeline of when those outcomes are assessed over a span of time (varies by level), what assessment measures will be used, who is involved in analyzing the results, how are the results used, etc. To begin organizing and clarifying this information, we have put together a matrix of the four critical thinking skills and all of the courses in our general education curriculum. We are beginning to map out which courses we will be targeting for assessment. In addition, we will be working on documents to address the additional points made above. All of this information will be available to the public through our websites.

Our reviewers also inquired how the establishment of an assessment committee will help maintain a sustainable assessment system and culture of assessment on your campus; with the concern that taking the assessment process out of the hands of the faculty teaching the courses will create less support for the process. Our assessment workgroup is acutely aware of this dilemma. Because not every faculty member can (or should) sit on an assessment committee, we have devised another approach to assure involvement. This

approach also addresses how we will be getting course level student learning outcome information. Our proposed solution is to create and distribute spreadsheets to designated instructors in targeted general education courses. Those instructors will populate the spreadsheet, which will also contain pivot tables and pivot charts. This will provide some immediate feedback on the data. Course level data will then be compiled and collaboratively developed into departmental level assessment reports; allowing for involvement and discussion at that level. Department reports will then be integrated into institutional level reports by the assessment committee. We plan on involving each instructor and department in the process.

Q: What are your plans and goals for the next six months—up until July/August 2015? What challenges do you anticipate?

A: Our goals for the next six months are ambitious. We would like to formulate a “somewhat” polished example to present to groups in the college. We will meet with the General Education Committee to discuss our progress and intent at this point in time. Similarly, we have begun the process of meeting with departments to identify which general education courses in their prospective areas will be assessing critical thinking skills, determine existing assessment tools that are in place, and developing new tools. Similarly, lead faculties in departments are being identified to coordinate assessment in a small area of courses. We will also be reviewing similar projects, done by comparable Institutions, in the Academy Collaboration Network.

Version 2.0- Update

Q: Please confirm that this Activity is ready for review.

A: This project is ready for review.

Context

Q: Describe your plan for creating shared responsibility for assessing and improving student learning. (100 - 200 words)

A: Shared responsibility will occur through the organization of the assessment process. The practice will rely on the office of Institutional Research (IR), Student Services (SS), and Faculty Representatives (FR) from the colleges' primary academic discipline areas

forming an organized assessment committee. The assessment committee members will have staggering terms, with the intent of establishing redundancy, continuity, and involvement in assessment practices. The IR office will be responsible for coordinating data collection and compilation, while FR/SS will coordinate assessment and reporting strategies with stakeholders across the institution. The formal Assessment Committee will write the annual assessment report collaboratively.

Q: What is the broader impact of your Academy work on the institution, faculty and staff, students, or other stakeholders? How will this work influence the culture of your organization, build institutional capacity, advance teaching and learning...etc.?(100 - 200 words)

A: Coconino Community College is going through several transitions which make Assessment Academy work particularly valuable at this point in time. Specifically, the institution is enacting a financial austerity plan, while beginning a new strategic planning cycle. In addition, the Academic Affairs division is undergoing significant organizational changes, which has eliminated the positions of department chairs; individuals that had been responsible for compiling student learning assessment data into annual reports. Given this context, establishing a sustainable assessment practice is essential.

Our Academy project has far reaching potential within this climate. In essence, we believe that enacting a comprehensive, systematic, and sustainable assessment process that yields actionable information that is directly related to student learning will improve curriculum, programs, and instruction. This project will also pull in various splintered groups across the college, forming a more cohesive whole that is re-focused on the common goal of student success.

Q: Optional: What else is important to know about your work on assessing and improving student learning? (100 - 200 words)

A: CCC is a small institution. A few individuals, in the recent past, were responsible for initiating, coordinating and directing assessment of student learning. This foundational process has been difficult to keep up when those that are primarily responsible are no longer with the institution. Therefore, a primary emphasis of our project is to develop an integrated assessment process that is inherently more sustainable.

This integration takes the form of involving primary stakeholders, while not burdening them with excessive responsibility. Those individuals include: faculty, student services, Deans, Vice Presidents, President, and ultimately, District Governing Board Members. Obviously each role is invested differently, and would be interested in different levels of information. The objective is to compile program review and assessment of student learning data in a manner that it can be collected fairly easily, and translated into actionable information for various stakeholders.

Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Response - Version 2

2015-02-15

Please give your name and contact information (email address and/or phone number).

Kirstan Neukam, nkirstan@aol.com/736-435-4575

Susan Hatfield HLC Senior Scholar for Academy Projects SHatfield@hlcommission.org

What are some strengths of this project/Academy work? Why are these strengths?

Kirstan Neukam

Coconino County CC has created a very clear and manageable project to assess critical thinking skills across their campus. By focusing on the one general education outcome, Coconino County CC will be able to pilot test this general education outcome in hopes of creating a process that can then be used as a model for the other general education outcomes.

I also think by taking the time to clarify the terminology to be used is very important. For this project to be successful, it is critical that there is no confusion amongst the various parties involved. By realizing that the term 'program assessment' was not what you intended, rather you wanted to convey that you would be assessing one general education outcome across campus, you have instantly clarified the focus of this project.

As you move forward, you might want to start assembling an assessment terminology document that you can publish on your website. This is often a very useful artifact for many institutions. Lastly, by taking the time to create the excel spreadsheet data collection format in order to include the faculty in the process was marvelous. The academy team was able to find a reasonable solution to a potential problem that would work on *their* campus.

Susan Hatfield

I agree with Kirstan -- CCC's project is clear and manageable. Focusing on critical thinking will allow you pilot test your processes and learn what works and what you will want to do differently when you approach the next outcome. It will be a valuable experience.

What remains unclear or what questions do you still have about this work to assess and improve student learning?

Kirstan Neukam

According to your posting, you have accomplished the following tasks: refine process and begin drafting annual report, verify that necessary data is being collected, and collect & compile end of term data.

I understand that you created a process of how you will assess critical thinking and I am assuming when you speak of an annual report, you are referring to a report that will be used to disseminate the results of the critical thinking assessment done that year; however, what data are you verifying if you are just now implementing the project? Also, what data was collected and compiled last term? What were the results? Were they what you expected?

Susan Hatfield

I was also unclear as to what those items were referring.

Have you defined critical thinking? There are often many different interpretations of critical thinking on campus (especially across different disciplines), so the first thing that may need to happen is to be sure there's an institution wide definition of CT. Your plan is to meet with departments to find out what is already being done is a great idea and should yield some processes and tools that might be able to be scaled-up to the entire college.

Just to be sure, when your goal for the next six months is "...to formulate a "somewhat" polished example to present to groups in the college." -- of what are you creating an example?

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Kirstan Neukam expands on Susan's question (above):

One of the task you mentioned that you plan on accomplishing over the next 6 months stated that you will be meeting with departments to identify which general education courses in their prospective areas will be assessing critical thinking skills, determine existing assessment tools that are in place, and developing new tools.

If I understand the scope of your project correctly (to assess critical thinking skills across your campus), you may need to take the time to determine some key aspects.

First, it will be important to have the discussions regarding how faculty are defining what it means to say that a student can think critically across your campus. You will find that this will be defined differently not only amongst faculty who teach different subjects (e.g., English vs Biology), but often even between faculty teaching the same course in the same subject matter. This difference often found in definition (esp. for the term 'critical thinking') will greatly affect any results you will collect.

I am a strong proponent of allowing faculty the freedom of designing the tool in which they will use to assess the learning outcome; however, if you want to be able to compare the results across various courses, you might consider taking the time to try to gain some consistency not only with the assessment tool that will be used to score critical thinking, but also with the types of projects that will be used as the basis of the evaluation.

For example, if in Class A students are having their ability to write effectively assessed based on a freshman essay then in Class B students are being assessed based on a senior paper. If you were to just look at a simple score such as a rubrics, you may find no difference in students' ability to write at the freshman level compared to the senior level (e.g., average rubric score of 3.4 on 5 point scale for freshman, and a score of 3.5 for the seniors). Thus, before you move too far into the data collection process, it will be important for you to consider how you plan to analyses the results in order to implement change. This will allow you to determine the best way to move forward with your implementation plan.

The freshman paper results could actually produce higher overall critical thinking results than the senior level class when clearly the freshmen should not be at the same level as seniors). Before you move too far into the data collection process, it will be important for you to consider how you plan to analyses the results in order to implement change. This will allow you to determine the best way to move forward with your implementation plan.

Rebounding from an initiative that didn't go as planned can be difficult - we both recommend that you move forward cautiously and deliberately -- engage as many faculty as possible as you tease out the definition of critical thinking and consider the different ways to assess it. We recommend running one or two small pilot tests (with friendly faculty) to test and refine processes before taking the initiative to the entire campus.

What are some other possibilities or resources that might contribute to the success of this project?

For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

Kirstan Neukam

As you are moving forward in your project, it may be overwhelming trying to find schools in which to review potential practices to adopt. Given the scope of your project (focusing on the one general education outcome), you might try thinking outside the box. For example, there are several schools who have dedicated a lot of effort designing ways to assessing student writing across the curriculum.

Although it is not the same student learning outcome, your team may still find the basic framework/process that they develop to be very useful for your team. Two schools who you can find listed on the collaboration network are listed below. Both institutions chose to use a rubrics as their measurement tool of choice, which may not work for your institution, but you may find other things regarding how they addressed trying to assess one specific outcome across multiple courses and departments (e.g., faculty training and participation issues as well as possibly assessing critical thinking in Student Affairs areas as well as Academic Affairs).

- Critical Thinking at Maryville University: From Inference to Evidence
- General Education Requirements: Assessing and Improving Students' Writing

Lastly, always remember that I am here to help. Please do not hesitate to call or email me any time you need assistance or want suggestions regarding how other institutions might have addressed similar types of issues. I am happy to assist you in any way I can. All you have to do is ask.

Susan Hatfield

I too was going to suggest the Maryville project -- they did great work and would be a great resource for you. Their Team was great to work with and I am sure that they would welcome interaction with you. Additionally, Kirstan will be a great resource as well.

I hope to see you at the annual meeting! There will be programming for Academy schools, as well as the opportunity to meet with Academy schools and Academy mentors to talk about your project.

Reviewed by Kirstan Neukam (Primary Mentor)

Reviewed by Susan Hatfield (Scholar)

Coconino County Community College, AZ

Project: Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Version 3.0- Project

Q: Identify and explain any specific changes to your project scope or design since February 2015.

A: One notable change to our project relates to how we intend to collect SLO data from instructors. Previously, we had identified using MS Excel pre-populated workbooks that would be disseminated and then recollected from instructors as a means of gathering data. Our group explored this as an option and believed that it would still be cumbersome and labor intensive, though the best choice in lieu of few other options. However, we have since discovered that CANVAS, the LMS that our college uses, has made several fairly recent advances. The tool has some built in features for setting up learning outcomes and compiling this data. We are now exploring this as an option.

Q: What were your goals for the past six months—since February 2015? Did you achieve them? Why or why not?

A: One of our goals was to develop an informational PowerPoint for our project and present it to faculty, staff and administrators. We were able to present to the faculty committee at the end of the spring 2015 term and again just prior to the fall 2015 term at the faculty retreat. The Vice President of Academic Affairs was present at both occasions. There was lots of enthusiasm, conversation, and suggestions from faculty members. Overall, it has been a very successful way to communicate the intent behind the project.

One goal that has been slow to achieve is forming a faculty led assessment committee that is separate from our assessment academy workgroup; though there would be much overlap in members and objectives. The intent is to help initiate this committee with a concrete plan based on our project. From this foundation, the committee could focus on working with faculty members more directly on specific topics. For example, what are appropriate tools and methods to measure SLO's in the classroom? Part of the delay was that there was concern about forming this committee prior to presenting the project (concrete plan) to the faculty. Now that we have accomplished the first task we are in position to form the committee and intend to do so ASAP.

Q: How did you incorporate the feedback that you received on your previous posting in February 2015?

A: One central recommendation from the previous posting resonated strongly with our group (though all feedback was appreciated and considered). In essence, the importance of coming up with some standardization of what it means for a student to think critically across the college curriculum, and how to assess this in separate courses at different levels (Developmental, 100, and 200). How will we balance instructor's academic freedom to assess SLO's in their classroom with needing to have some consistency across the curriculum to make sense of the data; especially in a longitudinal picture of developing critical thinking skills?

There is no easy fix to this challenge. However, our first steps in that direction have involved communications and the intent to collaborate with our General Education committee. This group has identified the critical thinking learning outcome as a focal point within their group and is interested in assessment in writing courses. It only makes sense to combine our efforts towards clearly defining outcomes and coming to some consensus as to how it can be measured. We have made strides towards aligning this assessment effort and intend to continue in this direction.

Q: What are your plans and goals for the next six months—up until January 2016? What challenges do you anticipate

A: Set up Critical Thinking SLO's in CANVAS shells for a select sample of pilot courses. Gather data as a pilot.

Set up a faculty led assessment committee with clear goals and objectives related to supporting faculty in SLO assessment and identifying assessment tools.

Work directly with the General Education committee to clearly describe Gen Ed. learning outcomes and coordinate assessment with them.

Primary challenge will be competing priorities and change related to transitioning into new college leadership (new president).

Version 3.0- Update

Q: Please confirm that this Activity is ready for review.

A: This project is ready for review.

Context

Q: Describe your plan for creating shared responsibility for assessing and improving student learning. (100 - 200 words)

A: Shared responsibility will occur through the organization of the assessment process. The practice will rely on the office of Institutional Research (IR), Student Services (SS), and Faculty Representatives (FR) from the colleges' primary academic discipline areas forming an organized assessment committee. The assessment committee members will have staggering terms, with the intent of establishing redundancy, continuity, and involvement in assessment practices. The IR office will be responsible for coordinating data collection and compilation, while FR/SS will coordinate assessment and reporting strategies with stakeholders across the institution. The formal Assessment Committee will write the annual assessment report collaboratively.

Q: What is the broader impact of your Academy work on the institution, faculty and staff, students, or other stakeholders? How will this work influence the culture of your organization, build institutional capacity, advance teaching and learning...etc.? (100 - 200 words)

A: Coconino Community College is going through several transitions which make Assessment Academy work particularly valuable at this point in time. Specifically, the institution is enacting a financial austerity plan, while beginning a new strategic planning cycle. In addition, the Academic Affairs division is undergoing significant organizational changes, which has eliminated the positions of department chairs; individuals that had been responsible for compiling student learning assessment data into annual reports. Given this context, establishing a sustainable assessment practice is essential.

Our Academy project has far reaching potential within this climate. In essence, we believe that enacting a comprehensive, systematic, and sustainable assessment process that yields actionable information that is directly related to student learning will improve curriculum, programs, and instruction. This project will also pull in various splintered groups across the college, forming a more cohesive whole that is re-focused on the common goal of student success.

Q: Optional: What else is important to know about your work on assessing and improving student learning? (100 - 200 words)

A: CCC is a small institution. A few individuals, in the recent past, were responsible for initiating, coordinating and directing assessment of student learning. This foundational process has been difficult to keep up when those that are primarily responsible are no

longer with the institution. Therefore, a primary emphasis of our project is to develop an integrated assessment process that is inherently more sustainable.

This integration takes the form of involving primary stakeholders, while not burdening them with excessive responsibility. Those individuals include: faculty, student services, Deans, Vice Presidents, President, and ultimately, District Governing Board Members. Obviously each role is invested differently, and would be interested in different levels of information. The objective is to compile program review and assessment of student learning data in a manner that it can be collected fairly easily, and translated into actionable information for various stakeholders.

Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Response - Version 3

2015-09-23

Please give your name and contact information (email address and/or phone number).

Kirstan Neukam rkirstan@aol.com

Susan Hatfield SHatfield@hlcommission.org

What are some strengths of this project/Academy work? Why are these strengths?

Kirstan Neukam

As I mention in my previous review, one of the major strengths of Coconino County CC's project is that they have chosen to focus on assessing critical thinking before moving forward with other outcomes. I was also pleased to hear that Coconino County CC has decided to create a faculty committee that will be responsible for the assessment of SLO whereas the academy team will serve in more of a resource/training role. It was also mentioned that the Academy team will coordinate their efforts with the General Education committee. This is a very important step to increase sustainability of the project long-term. Finally, I was pleased to hear that CCCC host multiple campus meetings this past spring to inform and explain the project to faculty, staff, and administration.

Susan Hatfield

CCCC has made good progress in all of the ways Kristan has mentioned above. Utilizing Canvas has a lot of potential!

"There was lots of enthusiasm, conversation, and suggestions from faculty members." -- that's a phrase we don't see very often and it's great that the presentation was met in such a positive way! That bodes well for the future!

What remains unclear or what questions do you still have about this work to assess and improve student learning?

Kirstan Neukam

Do the various committees engaging in the process of collecting the pilot data agree how the SLO should be defined (e.g., faculty assessment, general education, HLC committee)? Do they agree on the assessment tools/measurements that will be used? What about the types of assignments that will be used as artifacts or how those artifacts are scored, interpreted, and results used for improvement? This is a very important step that many institutions tend to overlook and then realize the importance after the initial data collection period when they collect a lot of data and are unable to use any of it given the vast differences in how faculty implemented the outcome assessments. It is better to get agreement before pilot phase to allow for better refinement and quicker implementation.

Have you thought about collecting faculty feedback regarding the overall process/rubrics/definition of the SLO/etc.? Before moving too far along in the project, it will be important to get the faculty/staff feedback about the pilot of the critical thinking SLO. When doing this level of redesign, taking the time to assess the assessment is a valuable step to better ensure long-term sustainability of your project.

Will you be collecting indirect as well as direct measurements of critical thinking? When getting faculty's opinion regarding how to define critical thinking, have you also thought about asking the student's how they define critical thinking? Does their definition match the definition given by the faculty and staff? It is very important to engage students in the assessment process as much and as often as possible. This may be a wonderful opportunity to get the students to assist the faculty in the creation of the definition of each outcome.

Susan Hatfield

As you will always be able to count on, Kirstan brings up important questions. Thinking through the ENTIRE process up front is important, especially when it comes to being able to actually interpret and understand the data. You've build up some momentum and good will, so at this point you want to make sure that you're not going to lose any of that by having created a process that doesn't yield any genuinely useful information. I have no real question here except to echo Kirstan's and remind you to be deliberate in your processes.

Kristen also mentions indirect evidence. There might be some opportunities there for student life or co-curricular programming. That's just a thought and not a suggestion that you expand your project at this point. But it would be fun to consider at some point.

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Kirstan Neukam

I am still very unclear how you plan to handle the consistency issue that is required if you chose to use standardized rubrics across the entire campus. Given the difficulty often associated with doing this task, have you given any thought to using another form of assessment (e.g., common exam questions, pre-post measurements, essay/portfolios, etc.) There are many ways to assess SLOs and often times institutions find using a mixed model works best rather than insisting on using just one form of assessment measurement type. If using rubrics, what training have you provided to ensure inter-rater reliability?

Susan Hatfield

This gets to what I was mentioning in the previous posting in terms of being deliberate during this step (well, during all steps really) of the process. Regardless of whatever measurement tool you select or develop, be sure to pilot test it with a few friendly faculty.

Another consideration will be the nature of the tasks generating the critical thinking performance -- having guidelines about the nature of the assignments / tasks / prompts may be a good idea. There are also some pretty good critical thinking tests which might be another approach (supporting Kirstan's suggestion of utilizing multiple methods). It might be possible to develop a rubric that has a "Core" set of nonnegotiable criteria, but also allows for faculty to add additional criteria to make it more useful and relevant to their own assignments.

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

Kirstan Neukam

It was mentioned in your posting that one of the major challenges that you will face will be competing priorities and change related to transitioning into new college leadership. My question to you would be do all of your various committees (e.g., general education, faculty assessment committee, and HLC Academy team agree on the SLOs, the overall processes that you have created, etc.? I understand that with the addition of a new president, things inevitably change; however, a president maybe less likely to make massive changes in the assessment process if all parties involved are in agreement regarding the current process/project plan. Change for the sake of change is never a good thing and often leads to massive resentment and disengagement in the assessment process. Be sure that any changes you make are due to improving learning on YOUR campus rather than just another one of the current assessment trends that come and go (e.g., Voluntary accountability system, AACU value rubrics, common core, etc.).

Susan Hatfield

I don't know if other Academy schools are utilizing Canvas the way you suggest, but it would be worth a search of the projects to see if you might contact some of those schools for implementation tips and tricks.

Reviewed by Kirstan Neukam (Primary Mentor)

Reviewed by Susan Hatfield (Scholar)

Coconino County Community College, AZ

Project: Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Version 4.0- Project

Q: What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

A: Our assessment work group compiled a list of institutions with projects related to assessing gen. ed. outcomes. However, up until this point we have spent most of our time trying to work out how to utilize our learning management system, CANVAS, to set up SLO's as outcomes, link them to rubrics, and then compile this data. A primary focus of our project is determining a sustainable process and this has been our priority. Another priority has been to create a faculty led assessment committee, which we have done. We have made significant gains in both areas and may be able to utilize the portal to a larger degree, especially with more members doing assessment work.

Version 4.0- Update

Q: How have you incorporated the feedback from the Consolidated Response to your previous Project Update?

A: Our mentors have provided great feedback and tend to prompt us on obstacles that we are about to encounter. For example, our group was naively believing that we were going to be able to implement a standardized set of SLO's across a variety of courses. This plan was questioned by our mentors and when it came time for our group to actualize standardized outcomes the mentors suggestions mad immediate sense.

We initially imagined standardized outcomes because we wanted assessment information across a broad range of courses and subjects to be able to be compiled at an institutional level. However, we found that unless the outcomes make sense in the classroom, the more important purpose would be lost. Our solution was to use program level outcomes as a heading, under which more specific course level outcomes appear. This has required re-mapping our program level outcomes to subject level and then more specific course level outcomes and then link them to rubrics.

Q: Your team has reached the midpoint in the Academy. Summarize your team's accomplishments thus far.

A: Re-defining what constitutes program vs. departmental outcomes

Creating a hierarchical reporting structure

Identifying our LMS as a vehicle to support measuring SLO's and figuring out how to do it

Vetting the entire project as a new assessment framework and process with faculty and administration

Forming a faculty led assessment committee

Q: Describe the most significant challenges and opportunities encountered in the development and initial implementation of your Academy project.

A: We were able to foresee that our attention on assessing SLO's was going to be spread across competing priorities, primarily from changes in leadership. In the last year we have found ourselves with a new president, an interim dean, and an interim vice president of academic affairs. In addition, we are also writing our HLC Open Pathways Assurance Argument.

An unforeseen opportunity has been found in widespread support and adoption of our project as a new approach to assessment in the college. We have spent a great deal of our time vetting and there has been little to know resistance; what a fantastic surprise!

Q: To this point, who has been engaged in the Academy process. Are there additional stakeholders who need to be included in the Academy process? How can they be engaged?

A: We began by having a very focused engagement within our academy work group. This was maintained until we felt that a strong foundation had been created. Then we opened involvement up to a larger group of faculty. Next, we will be bringing in more academic affairs administrators, including deans and the interim vice president. In addition, our president has a very strong background in assessment of student learning, and we look forward to drawing on her experience and support.

Q: What are your goals for the next six months? How will this advance your project?

A: We are going to map course level outcomes to program level outcomes, set them up in our LMS, train a handful of instructors on how to use the system, and pilot the process across several high enrollment gen ed courses. We will then work on compiling and reporting on the data. In addition we plan on surveying our faculty through the process to find out what worked and areas that we need to improve on. We will then expand on the number of courses/instructors using the process and eventually increase the number of outcomes being measured. That's our plan anyway.

Q: What challenges do you anticipate? How will you address them?

A: The challenges associated with filling interim administrative positions into full time permanent may lead to anxiety and uncertainty among faculty and staff; this is nearly always the case. Focus and perseverance will likely be what allows us to continue to move forward. This will be supported by good documentation and communication regarding the necessity of the work that we are doing. Fortunately, concurrently writing our assurance argument highlights assessment as an absolute priority within the college.

Context**Q: Describe your plan for creating shared responsibility for assessing and improving student learning. (100 - 200 words)**

A: Shared responsibility will occur through the organization of the assessment process. The practice will rely on the office of Institutional Research (IR), Student Services (SS), and Faculty Representatives (FR) from the colleges' primary academic discipline areas forming an organized assessment committee. The assessment committee members will have staggering terms, with the intent of establishing redundancy, continuity, and involvement in assessment practices. The IR office will be responsible for coordinating data collection and compilation, while FR/SS will coordinate assessment and reporting strategies with stakeholders across the institution. The formal Assessment Committee will write the annual assessment report collaboratively.

Q: What is the broader impact of your Academy work on the institution, faculty and staff, students, or other stakeholders? How will this work influence the culture of your organization, build institutional capacity, advance teaching and learning...etc.? (100 - 200 words)

A: Coconino Community College is going through several transitions which make Assessment Academy work particularly valuable at this point in time. Specifically, the institution is enacting a financial austerity plan, while beginning a new strategic planning

cycle. In addition, the Academic Affairs division is undergoing significant organizational changes, which has eliminated the positions of department chairs; individuals that had been responsible for compiling student learning assessment data into annual reports. Given this context, establishing a sustainable assessment practice is essential.

Our Academy project has far reaching potential within this climate. In essence, we believe that enacting a comprehensive, systematic, and sustainable assessment process that yields actionable information that is directly related to student learning will improve curriculum, programs, and instruction. This project will also pull in various splintered groups across the college, forming a more cohesive whole that is re-focused on the common goal of student success.

Q: Optional: What else is important to know about your work on assessing and improving student learning? (100 - 200 words)

A: CCC is a small institution. A few individuals, in the recent past, were responsible for initiating, coordinating and directing assessment of student learning. This foundational process has been difficult to keep up when those that are primarily responsible are no longer with the institution. Therefore, a primary emphasis of our project is to develop an integrated assessment process that is inherently more sustainable.

This integration takes the form of involving primary stakeholders, while not burdening them with excessive responsibility. Those individuals include: faculty, student services, Deans, Vice Presidents, President, and ultimately, District Governing Board Members. Obviously each role is invested differently, and would be interested in different levels of information. The objective is to compile program review and assessment of student learning data in a manner that it can be collected fairly easily, and translated into actionable information for various stakeholders.

Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Response - Version 4

2016-03-05

Please give your name and contact information (email address and/or phone number).

Kirstan Neukam, nkirstan@ccol.com

Susan Hatfield SHatfield@hlcommission.org

What are some strengths of this project/Academy work? Why are these strengths?

Kirstan Neukam

As I mentioned in my previous review, one of the major strengths of Coconino County CC's project is that they have chosen to focus on assessing critical thinking before moving forward with other outcomes.

They have also created a faculty committee that will be responsible for the assessment of SLO whereas the academy team will serve in more of a resource/training role. It was also mentioned that the Academy team will coordinate their efforts with the General Education committee. This is a very important step to increase sustainability of the project long-term. Additionally they are hosting multiple campus meetings to inform and explain the project to faculty, staff, and administration.

Additionally, they realized that implementing standardized rubrics across campus would be very difficult and they are now taken a different approach to the process. Wonderful insights that will save you a lot of time and frustration. Great Catch!

Finally, while they are currently writing their HLC Assurance argument, this appears to have created a high focus and support of the assessment efforts on campus and reinforced the support of the academy project. This is good given most time it tends to take the focus away from the project rather than increasing it.

Susan Hatfield

Kirstan has (as always) done a great job of identify the strengths of CCCC's project. In addition to those strengths, I'd like to add that I continue to be impressed by how their Assessment Team has managed to engage the faculty in the project. This stood out in the last posting as well -- I'm glad that the faculty's good will toward the project persists.

What remains unclear or what questions do you still have about this work to assess and improve student learning?

Kirstan Neukam

You mentioned that you are assessing your program level outcomes via course level assessments. You also mentioned that you will be piloting testing learning outcomes in several general education courses in the next six months. I am confused regarding exactly which outcomes you will be pilot testing. Also confused regarding if program level faculty have input in the content taught in general education courses. Example, learning MLA style writing is common in Freshman English; however, at the program level writing effectively implies that students are capable of writing in APA format. Additionally, scientific reasoning in a biology class may not be the same as in an experimental psychology class. My question is does that mean you are just assessing general education outcomes separately (e.g., both assessing writing but doing it differently and/or defining it differently)? Or are you assessing them with the same rubric?

I know your main general educational goals are Ethical and Cultural Values, Diversity and Global Awareness, Critical Thinking, and Communication. I also know that you mentioned that your group was primary focused on assessing critical thinking for this project to start. However, I am unclear as to what insights you have found up to this point. You also mentioned in your latest update that you will be pilot testing the Canvas system this fall, will you be focusing on assessing critical thinking or are you looking to just pilot test the system in general (e.g., setting up the system to collect data that is usable rather than focused on specific program and general education learning outcomes? I ask this mainly because I haven't seen you mention in your postings lately how the work you have been doing is showing any impact on collecting meaningful data that the faculty are now using to implement changes in student learning. Is that still a focus of your project?

Susan Hatfield

I was wondering about the assessment of critical thinking as well -- is that moving forward? How is it being assessed? Any insights on the process / implementation / results?

It sounds as if our feedback on the previous posting asking whether or not the definition of the outcomes had been standardized and urging caution when using standardized rubrics may have resulted the decision to allow each program to define the SLOs -- is this the case?

If it is: While that was not the intention of the feedback (we were hoping that you'd engage in a campus wide discussion about what Critical Thinking actually means), the program by program approach can still work, though it will provide more of a challenge when trying to address the question of your students' learning at the institutional level. The challenge will be to identify the common themes in the various definitions of the outcome and determine a process for aggregating data on those common themes across programs. Again, it's not impossible to do, but may be a little more challenging when it comes time to answer the question of whether or not students who graduate from CCCC are good critical thinkers.

The plan for the next six months involves piloting assessment (of critical thinking, I assume) in several high enrollment classes, as well as compiling and reporting the data. Will that happen yet this spring?

Will each program be designing their own way of assessing the outcome? Are there parameters for the characteristics of the assignments that will be used for assessment?

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Kirstan Neukam

Over the next few months while you are writing up your Assurance Arguments, it will be important for you to take the time to reflect on the work you have done up to this point. What is working, what is not working, are you still developing ways that will aid in better collection of assessment data that can be utilized to make changes in student learning or has it become more process driven with less emphasis on the type of information you are collecting? The big issue is to make sure the data you are collecting can be used by the faculty to make changes. Before you move too far into the process, be sure to pause and see if you are still accomplishing the goals you originally set when you joined the academy.

Susan Hatfield

Kirstan's advice is sound. You've been working a lot on process issues (which makes sense given the integration of CANVAS into the mix), but you want to make sure that's what you're going to be putting into CANVAS is genuinely useful information. Remember -- the goal is not to populate CANVAS with data, but to be strategic about what data is being collected and make sure that data can answer your critical questions about your students' learning.

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

Kirstan Neukam

As you are implementing your new Canvas software, don't forget to consider the large amount of time it will take the faculty to learn the new system and fully embrace it. Many times institutions assume that they will do training one time and that will be all that is required. In reality, faculty often need the introduction training (e.g., how it all works), then in 6 months require more specific training once they have had time to play with the system and discover aspects they are not sure how to do. This will need to be repeated again in another 2-3 months for the more advanced types of questions as the data starts to be collected. Thus it typically takes one training group 1-2 years before full understanding and if you split training into multiple groups, you should expect to hold these training sessions for at least 4 years before everyone is fully trained and you only have to focus on the new hires. Thus, keep this in mind if you are hoping to have all of your assessment collected with this software platform. It may be several years before you will actually collect enough meaningful data that can be used for the purpose of improving student learning.

Susan Hatfield

My comments from above are particularly relevant given Kirstan's observation. Think strategically about what information you want to collect and in what format it is being collected so that the data is ultimately interpretable. The worst case scenario when working with a database (any database, not just CANVAS) is that once the data is entered, it actually loses any potential meaning because it is unclear what the data actually represents.

Reviewed by **Kirstan Neukam** (Primary Mentor)

Reviewed by **Susan Hatfield** (Scholar)

Coconino County Community College, AZ

Project: Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Version 5.0- Project

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

Q: *To learn more about the progress and development of other projects, get alerts by following other projects.*

A: We have had several email exchanges and phone calls with Barton County Community College. They have also identified using the Outcomes feature in their learning management system (Canvas) as a necessary priority. Establishing a sustainable assessment process by leveraging technology is a priority that share. That technology is in its infancy and we are collaborating to determine exactly how to make it work.

It has been great to hear from another college that has the same vision related to technology and assessment process. We are fortunate to have a LMS staff member that is highly involved with the vendor as well as the larger Canvas community, frequently participating as a mentor. We have begun to and will continue to collaborate with Barton Community College to compare and refine assessment solutions using Canvas.

Version 5.0- Update

Identify and explain any specific changes to your project scope and design since the Q: last Project Update.

A: The larger context has changed in the following ways: Assurance Argument feedback identified lack of measurable assessment data, assessment of student learning outcomes established as high priority, and full time Assessment Coordinator has been hired.

Project specific changes in scope include all Full Time (FT) faculty measuring at least one of four General Education Critical Thinking Student Learning Outcomes in all of their courses this Fall 2016 term. The Assessment Coordinator is facilitating group and 1:1 assessment conversations with FT faculty followed by helping them import program level outcomes into each of their Canvas courses. The instructor chooses which course elements relate to program Critical Thinking outcomes and the criteria to which it will be evaluated using a dichotomous or trichotomous measurement scale. The assessment result may or may not be assigned points or be visible to the student, depending on the validity of the assessment. This is a pilot.

Describe your short term plan for measuring student learning. What specific tasks Q: do you plan to accomplish in the next six months?

A: The previous question addressed the pilot being conducted this Fall 2016 term, which is the first three months of this question. We anticipate making headway using technology to collect and compile data, as well as begin much needed college wide conversations about assessment. This pilot has and will make evident the validity problems associated measuring course level SLO's using program level outcomes, as well as not having rubrics and using a very low level measurement scale.

Following the pilot, and addressing the second part of this question, we will be addressing validity issues. The Assessment Committee has discussed creating course level outcomes with rubrics that can be imported into course shells. This will take some time to accomplish and will begin in our high enrollment foundation gen. ed. courses. Do you have suggestions about best practice related to measurement scale in assessment? Specifically, how to create consistency across course level assessment rubrics so that the data is meaningful at the program level. This seems a particular challenge in General Education where the courses in the program are pedagogically very different.

How well are you positioned to complete your project in the final years of the Q: Academy? What additional tools, resources, and engagement do you need?

A: At the beginning of the Assessment Academy, round table facilitators stated that we should anticipate even the most basic aspects of our project taking far longer than what might be expected; how true that has proven to be. In many ways, as we head toward the end, it seems that we are just starting what we set out to do in the beginning. That being said, we have accomplished a great deal within the context.

I anticipate that we will complete some very specific aspects of our project. We will have established some technological and cultural changes that directly contribute to making assessment sustainable over time at CCC. In addition, we will have the foundation to accomplish systematic assessment as a regularly occurring event. Project aspects that will take more time include making assessment comprehensive, utilizing many outcomes across the institutional curriculum and continuing to make assessment meaningful by addressing validity issues.

Q: What changes do you anticipate as you move into the second half of the Academy term? What have you learned from the first two years of the Academy to mitigate these challenges?

A: CCC is a small institution, as many community colleges are. Establishing redundancy in responsibilities to bolster against single points of failure is a challenge. It is inevitable that change will include upheavals resulting from such failures. I believe that the single most important way to combat this challenge is to continually cultivate assessment as a foundation practice. This requires investment at the highest levels of leadership to establish assessment as a priority.

Q: How have you used what you have learned about student learning to improve your educational strategies (curricular and co-curricular)? What evidence do you have that your work thus far has improved student learning? What more do you need to know?

A: As previously stated, Assurance Argument reviewers identified a lack of actionable assessment data. Without this information one can not assert that such decisions are being made. However, faculty have just recently re-mapped General Education program level outcomes to their respective courses that address those outcomes. Results from this exercise will provide a foundation for consideration of: 1) which outcomes are most prevalent in the curriculum, 2) which outcomes may not be being addressed in the curriculum, 3) consideration of the relevancy of stated program level outcomes, and 4) consideration of the relevancy of courses with the program under stated outcomes.

We need to gather course level SLO data to ask the same questions at a much finer level of resolution and make curricular / co-curricular refinements based on such findings.

Context

Q: Describe your plan for creating shared responsibility for assessing and improving student learning. (100 - 200 words)

A: Shared responsibility will occur through the organization of the assessment process. The practice will rely on the office of Institutional Research (IR), Student Services (SS), and Faculty Representatives (FR) from the colleges' primary academic discipline areas forming an organized assessment committee. The assessment committee members will have staggering terms, with the intent of establishing redundancy, continuity, and involvement in assessment practices. The IR office will be responsible for coordinating

data collection and compilation, while FR/SS will coordinate assessment and reporting strategies with stakeholders across the institution. The formal Assessment Committee will write the annual assessment report collaboratively.

Q: What is the broader impact of your Academy work on the institution, faculty and staff, students, or other stakeholders? How will this work influence the culture of your organization, build institutional capacity, advance teaching and learning...etc.? (100 - 200 words)

A: Coconino Community College is going through several transitions which make Assessment Academy work particularly valuable at this point in time. Specifically, the institution is enacting a financial austerity plan, while beginning a new strategic planning cycle. In addition, the Academic Affairs division is undergoing significant organizational changes, which has eliminated the positions of department chairs; individuals that had been responsible for compiling student learning assessment data into annual reports. Given this context, establishing a sustainable assessment practice is essential.

Our Academy project has far reaching potential within this climate. In essence, we believe that enacting a comprehensive, systematic, and sustainable assessment process that yields actionable information that is directly related to student learning will improve curriculum, programs, and instruction. This project will also pull in various splintered groups across the college, forming a more cohesive whole that is re-focused on the common goal of student success.

Q: Optional: What else is important to know about your work on assessing and improving student learning? (100 - 200 words)

A: CCC is a small institution. A few individuals, in the recent past, were responsible for initiating, coordinating and directing assessment of student learning. This foundational process has been difficult to keep up when those that are primarily responsible are no longer with the institution. Therefore, a primary emphasis of our project is to develop an integrated assessment process that is inherently more sustainable.

This integration takes the form of involving primary stakeholders, while not burdening them with excessive responsibility. Those individuals include: faculty, student services, Deans, Vice Presidents, President, and ultimately, District Governing Board Members. Obviously each role is invested differently, and would be interested in different levels of information. The objective is to compile program review and assessment of student learning data in a manner that it can be collected fairly easily, and translated into actionable information for various stakeholders.

Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Response - Version 5

2016-10-12

Please give your name and contact information (email address and/or phone number).

Kirstan Neukam, nkirstan@aol.com

Susan Hatfield SHatfield@hlcommission.org

What are some strengths of this project/Academy work? Why are these strengths?

Kirstan Neukam

It is great to hear that Coconino County Community College (CCC) has begun talking to other schools within the Academy. As mentors we often encourage schools to reach out to other schools within the academy who are struggling with the same issues. The Academy was designed to be a resource for schools and it is great to learn that you are taking advantage of it.

I was also pleased to hear that CCC has begun the process of curriculum mapping. This is a very critical step that is often assumed to have occurred on campus when in fact, it has not been addressed in many years. It's amazing how many little changes occurring over a number of years will often dramatically change what you thought was occurring but it not any more due to the little modifications made over time. It's great to revisit the curriculum maps periodically.

CCC has also hired a full time Assessment Coordinator. The new coordinator is already beginning to facilitate conversations with the faculty and aiding them in the assessment process. Having a dedicated person will help reduce the workload as well as keep the project on track.

Lastly, it should be highlighted, that despite the feedback CCC received on their assurance argument feedback, they are still fully engaged and committed to improving student learning on their campus.

Susan Hatfield

I'm excited that CCC has found another school working with the same technology and has reached out to them to share information. That's exactly how we had dreamed that the network would function!

It appears that the feedback on the assurance argument has created even more motivation for this project.

What remains unclear or what questions do you still have about this work to assess and improve student learning?

Kirstan Neukam

It was mentioned that you will have ALL FT faculty measuring at least one of the four critical thinking outcomes in ALL of their course this fall. First, did you ever have any decisions among the faculty regarding what critical thinking actually means as suggested by Susan in her last posting? Are you using the same rubric, other measurement tools? I am curious to know exactly what all of your faculty are being asked to assess in their courses. I understand the push to collect data that can be used for change; however, before moving to such a large scale collection effort, be sure that you are going to get meaningful results. My second question regarding this task is why all courses by all FT faculty. Have you already pilot tested the measurement tools in a few courses? If so, did they effectively capture the construct you wished to measure in regards to measuring critical thinking?

It was also mentioned that following the task mentioned above, the assessment committee is discussion course level outcomes with rubrics that can be imported into course shells and collected via Canvas. Have faculty had input into this task/idea? They should probably have a voice in what outcomes would be appropriate as well as how they would be measured. I understand that you asked about best practices regarding measurement scaling and how to create consistency regarding rubrics; however, I think you may be jumping too far ahead in the process. You first need to have agreement of what it "Critical Thinking" actually means, what are the various components that could be measured within a rubric, and which courses teach the components. Once you know that, then you can develop the rubrics, schedule the training of the faculty on how to score, etc.

Susan Hatfield

I agree with Kirstan's comments here -- I will address some critical issues in the next section.

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Kirstan Neukam

While I understand the sense of urgency that SCCC must be experiencing after their feedback regarding their assurance argument, it is very important not to rush to implement a lot of assessment collection process across their campus just to have a lot of data. Having measurable assessment data is only valuable if you can actually use it to make changes to student learning. Technology will only help you collect large amounts of data; however, it will not allow you to understand if your students are learning and if not, what changes need to be made in the course, curriculum, and/or college. Additionally, it is more important to collect smaller amounts of data that you truly value, conduct in-depth analyses, and to reflect on how to make changes based on those analyses to improve student learning. Otherwise, you will have a lot of wonderful charts, graphs, and trend lines that really don't lead to significant and meaningful improvements of student learning on your campus.

Susan Hatfield

To extend Kirstan's comment: Focus on the question you are asking: What is your data collection intended to prove? The answer is probably related to the level student achievement of a specific learning outcome. Given that, consider where you would find the *most reliable* evidence of student learning -- which students would you sample? In which courses? As Kirstan points out, you don't need a lot of data -- you need the *right* data to answer your question/s. Consider, for instance, if your evidence would be best provided by first semester, 2nd, 3rd or 4th semester students. Once you decide who would be able to provide the most reliable evidence, you need to identify where you could find those students. Are there certain classes perhaps that have a higher concentration of your targeted student population?

I think sometimes the technology encourages the collection of massive amounts of data, by providing a place to put it.

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

Kirstan Neukam

With regard to your questions about rubrics. When allowing faculty to score the rubrics based on their course, this will often be more of a “grade” based score vs. a program or institutional level score. For example, a freshman English course might give a student a rubric score of 4 on 5 point scale given it was an A/B effort for that class; however, if same work as looked at in a senior course, the score would have been a 2 which would be a C/D grade. Faculty using rubrics in their course as part of an assignment will often score based on how the student did in that class not where they stand as a whole within a program/major. This is why rubric norming sessions are often suggested as well as stipulating that they should be used for assessment within the program/university vs as a grading tool. If needed, I can suggest a lot of different books that focus on rubrics as well as a few useful websites. However, I think you should first have to conversations on your campus regarding definition and specific components of each construct before you focus on how to construct the rubrics. Rubrics are very template oriented, the hardest part of their development is creating the definitions of what things like Critical thinking means and exactly what we expect to observe in our students behavior/work that would indicated that they are successful.

Susan Hatfield

You may want to consider a rubric with a core set of performance indicators (maybe three or four) and allowing faculty or programs to add additional performance criteria as appropriate to their disciplines (without changing any of the core indicators). This would allow the aggregation of data across multiple faculty and disciplines on the core indicators, and provide a means for faculty to tailor the rubric to their specific needs.

Reviewed by **Kirstan Neukam** (Primary Mentor)

Reviewed by **Susan Hatfield** (Scholar)

Coconino County Community College, AZ

Project: Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Version 6.0- Project

What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?

Q: *To learn more about the progress and development of other projects, get alerts by following other projects.*

A: We have been continuing our ongoing conversation with Barton County Community College. This ongoing conversation has led to the consideration of two different ideas. During the Fall semester, some of our faculty had qualms about recording program level assessment data within their learning management system (LMS) Canvas that would be visible to their students. This qualm stems from consideration of the student's point of view in the instance that the students would react to receiving a grade that may not align with the assessment result. For example, the student might craft a well-structured essay, but they may not properly incorporate supporting evidence in their paper. This student could receive an overall "B" on the paper, but a "Did Not Meet" on the outcome assessment portion. Barton Community College has utilized Canvas in such a way to report program level assessment data, but it is not visible to the students. We will be exploring this reporting option within our own LMS.

Additionally, Barton County CC shared their course level assessment collection system. They use a shared collection form (currently within Microsoft Access, but originally in Google Forms) to gather simple assessment data. This has led us to consider using SurveyMonkey to collect assessment data. We will be using this format to collect the critical thinking project data for spring semester 2017 from our part-time instructors.

This collaboration has been very informative from a LMS and long-term assessment data collection standpoint. We plan to continue contact with Barton County CC to discuss the pros and cons when collecting co-curricular student assessment data.

Version 6.0- Update

Identify and explain any specific changes to your project scope or design since the Q: last update.

A: In order to make assessment tools, practices, and processes sustainable, it is imperative to involve the faculty as much as possible through our two committees, the Assessment Committee and the General Education Committee and then communicate the decisions reached by these committees to the rest of the faculty and then out to the institutional staff as well.

During the spring Faculty Forum, a meeting in which all faculty members attend before the beginning of school, the General Education Committee held workshops on critical thinking and the Assessment Coordinator along with the chair of the Assessment Committee. The sessions were well-attended and were recorded for those who were unable to attend. There were definitely those faculty members who understood the need for assessment and the development of a critical thinking culture and there were those who do not. We need to continue to have these workshops and open discussion and continue to find multiple avenues of communication about assessment and critical thinking as a whole. This is one our goals for this spring semester is to widen those communication lanes.

We need to continue to utilize our resources such as our LMS to be able to generate data that can help inform our faculty's decisions for the next semester. We will also be looking at using our LMS as a way to disseminate information to faculty as well.

We need to finish with the development of base tools and processes such as the process for program review or create simple reporting forms for assessment in order to continue to inform the more meaningful conversations of improving student learning. Our efforts will focus on:

1. Develop mechanisms within the LMS (Canvas) tool for class, course, and program level learning outcome reporting.
2. Develop a simple assessment reporting tool (first to be used for assessing critical thinking)
3. Develop a program review document.
4. Develop a process and tool to review program documents.
5. Work on long-term communication avenues through various webpages, the LMS, workshops, or other communications not presently considered.
6. Compare this year's results to next year's results.
7. Use the data gathered last fall and this spring to evaluate the effectiveness of the General Education Program level learning outcomes.

We are hoping with the hiring of the Assessment Coordinator that these projects will be accomplished.

Q: Since the last update, what were your goals for the past six months? Did you achieve them? Why or why not?

A: We completed three assessment projects in the fall semester. First, the General Education Program courses mapped the individual course-level learning outcomes to the program-level learning outcomes. Now that this has been completed, the Assessment Coordinator has created an internal webpage to share this curriculum map with all full-time and part-time faculty. This mapping has changed the project scope for the spring semester as only those individual courses that identified a course-level outcome aligning with the program-level critical thinking learning outcome will be participating in assessment collection for the semester.

Second, the General Education Committee completed their fall semester critical thinking project collection. The committee asked specific instructors of courses within the General Education Program to complete the following steps:

1. Formally introduce critical thinking to the class.
2. Identify and share one assignment in the course that assesses critical thinking.
3. Track how many students “Met” and “Did Not Meet” the critical thinking criteria as determined by the instructor.

Full-time instructors completed this data collection through the LMS, but part-time faculty completed this data collection through email. It brought about multiple discussions and changes for this spring semester.

First, the definition of critical thinking used by part-time faculty was not collected. There is no way to know if there was a shared definition of critical thinking. This semester, part of the data collection will be for full-time and part-time faculty to share their class definition of critical thinking.

Second, full-time faculty used at least one of the General Education Program critical thinking definitions. These are:

1. Formulate vital questions and problems in a clear and precise manner.
2. Gather, assess, and interpret information within a theoretical framework.
3. Develop well-reasoned conclusions and solutions to problems.
4. Recognize and assess the assumptions, implications, and consequences of various theoretical frameworks.

Most full-time faculty found these definitions convoluted and didn't feel that the definitions applied directly to their courses. This is why next semester the full-time faculty will also be asked to submit their course definitions of critical thinking. The hope is that these definitions will have underlying themes that the General Education Committee will be able to delineate and use to create more applicable definitions of critical thinking for the General Education Program.

Lastly, the 34 full-time faculty were asked to use the LMS to capture program level assessment data for each of their courses in the fall. The purpose of this was to determine whether or not our LMS Canvas could sufficiently report outcomes data at a program

level. There were several advantages such as quick reporting turn-around time and ease of reporting. There were also disadvantages. Some faculty felt the reporting program-level assessment data that can be seen by the student may disenfranchise the students who are not doing well or be misunderstood by the students seeing the rubric. We ran into several issues with tying multiple outcomes to single question in a quiz. Only a single rubric can be used for an assignment which caused issues if an instructor wanted to setup a rubric in a way contrary to the way the assessment rubric was designed. However, it was good feedback to discover these difficulties and recognize that there are some advantages as well. Due to some of these difficulties, we will be asking our faculty to use Canvas to report program level assessment in a different way through the LMS. This new method should allow the instructors the freedom to grade and create their own rubric and allow the institution to gather program level assignment.

How did you incorporate the feedback that you received on your previous posting in Q: September 2016?

A: Our General Education Program Alignment project has been especially insightful. It began the conversation of how course level outcomes relate to program level outcomes. This led to the discovery that the program level outcomes are not fully understood by our faculty and how they can be used to inform learning at the course or class level. This led to a change in our assessment project as we are now gathering data on the definitions of critical thinking throughout our faculty. This exercise will then progress through the other three General Education Program level outcomes.

The alignment project also brought to light a couple of courses that had course outcomes that could not be truly classified as outcomes. Instead, these outcomes needed to be revised and changed to reflect the true outcomes of the course. It affected another course's outcomes as well. During the alignment project, the Math department realized that one particular course's outcomes were not specific or well-defined or even measurable. They are working on revising these outcomes and submitting the course through the curriculum review process.

During the fall semester, critical thinking data was collected for 152 courses. This data still needs to be reviewed with individual instructors as well as by the different departments to determine how the data can be used to affect changes within courses. This data can also be used to discuss differences between in-person classes and online courses as several sections of the same course were assessed. The hope is to meet with the departments to review this data and document how it will be used to improve student learning. Additionally, 196 courses will be assessing critical thinking this spring. This data will then be compiled with the fall data for comparisons and further conversations with the faculty.

At this point, we want to continue assessing program level data throughout the semester. However, the Assessment Coordinator would like to explore the option of assessing student learning on a course level and then use this information to see how courses align to program learning objectives. Via this process, we will roll that data up for program level assessment data. We will continue to explore how other institutions use their data

and how they are gathering it on the front end and then use that data to enhance assessment at the program level.

What are your plans and goals for the next six months — up until September 2017?

Q: What challenges do you anticipate?

A: Our plan for the next six months is relatively ambitious. We hope to have all of the courses that have been identified as having critical thinking at a program-level in the curriculum map assess one assignment in each course and report the data through an automated form whether it be through SurveyMonkey or Google Forms.

The full-time faculty who have a critical thinking outcome identified in their courses will be asked to use Canvas again for their assessment to determine whether or not the LMS will work as a vehicle for program level and course level assessment.

At the end of this semester, the General Education Committee hopes to continue to review critical thinking assignments that are submitted as part of this critical thinking project collection and begin to develop a library of examples for future instructors. In addition to the assignments, the General Education Committee will be reviewing the critical thinking definitions to determine whether or not the General Education Program Learning Outcomes need to be changed.

In order to continue the forward momentum of collecting the projects and definitions, the Assessment Coordinator will be preparing some presentations and workshops for the faculty focusing on assessment and using the LMS. The General Education Committee is discussing holding workshops concerning critical thinking that may be presented in a lunch and learn format for all faculty to come and discuss critical thinking in their classes. In addition to the workshops, the Assessment Coordinator is planning to visit with each department that reported critical thinking data from the fall semester and review the collected data. This provide one way to learn how the data can and will be used to make changes to individual classes, courses and possibly programs.

Currently in the Assessment Committee, we developed Institutional Learning Outcomes, one of which is critical thinking. This semester will be used to vet the proposed Institutional Learning Outcomes throughout the college in order to have these institutional outcomes in place at the beginning of the next fall semester.

Also in Assessment Committee and not part of the Academy Project, we are working on developing a program review tool and process. For this fall and spring semester, we will continue to use a tool brought from Wyoming by our interim Vice President of Academic Affairs, but we want to develop a tool that is unique to our institution and reflects our future needs. We are working on developing a robust program review process and have a first draft of this new process for program review. This spring semester, we will work on the rubric that we want to use as a committee to review program review documents. The Assessment Committee also has a smaller subgroup that is made up of the Vice President of Academic Affairs, the three deans, a representative from the Students Services Council and another one from the Business Administrative Services Council, the director of Institutional Research and the Assessment Coordinator. This smaller subgroup reviews

information from the Assessment Committee for effects on co-curricular areas and their larger college-wide impact. Eventually these two committees will merge, but the Assessment Committee is heavily focused on faculty and academic process developments and faculty buy-in. These two committees have one common objective, the improvement of course level and program level assessment at Coconino Community College.

Context

Q: Describe your plan for creating shared responsibility for assessing and improving student learning. (100 - 200 words)

A: Shared responsibility will occur through the organization of the assessment process. The practice will rely on the office of Institutional Research (IR), Student Services (SS), and Faculty Representatives (FR) from the colleges' primary academic discipline areas forming an organized assessment committee. The assessment committee members will have staggering terms, with the intent of establishing redundancy, continuity, and involvement in assessment practices. The IR office will be responsible for coordinating data collection and compilation, while FR/SS will coordinate assessment and reporting strategies with stakeholders across the institution. The formal Assessment Committee will write the annual assessment report collaboratively.

Q: What is the broader impact of your Academy work on the institution, faculty and staff, students, or other stakeholders? How will this work influence the culture of your organization, build institutional capacity, advance teaching and learning...etc.? (100 - 200 words)

A: Coconino Community College is going through several transitions which make Assessment Academy work particularly valuable at this point in time. Specifically, the institution is enacting a financial austerity plan, while beginning a new strategic planning cycle. In addition, the Academic Affairs division is undergoing significant organizational changes, which has eliminated the positions of department chairs; individuals that had been responsible for compiling student learning assessment data into annual reports. Given this context, establishing a sustainable assessment practice is essential.

Our Academy project has far reaching potential within this climate. In essence, we believe that enacting a comprehensive, systematic, and sustainable assessment process that yields actionable information that is directly related to student learning will improve curriculum, programs, and instruction. This project will also pull in various splintered groups across the college, forming a more cohesive whole that is re-focused on the common goal of student success.

Q: Optional: What else is important to know about your work on assessing and improving student learning? (100 - 200 words)

A: CCC is a small institution. A few individuals, in the recent past, were responsible for initiating, coordinating and directing assessment of student learning. This foundational process has been difficult to keep up when those that are primarily responsible are no longer with the institution. Therefore, a primary emphasis of our project is to develop an integrated assessment process that is inherently more sustainable.

This integration takes the form of involving primary stakeholders, while not burdening them with excessive responsibility. Those individuals include: faculty, student services, Deans, Vice Presidents, President, and ultimately, District Governing Board Members. Obviously each role is invested differently, and would be interested in different levels of information. The objective is to compile program review and assessment of student learning data in a manner that it can be collected fairly easily, and translated into actionable information for various stakeholders.

Improving Student Learning through a Comprehensive, Systematic, and Sustainable Assessment Practice.

Response - Version 6

2017-04-18

Please give your name and contact information (email address and/or phone number).

Kirstan Neukam, nkirstan@aol.com (806) 831-4995

Susan Hatfield SHatfield@hlcommission.org

What are some strengths of this project/Academy work? Why are these strengths?

Kirstan Neukam

It is great to hear that Coconino County Community College (CCCC) has reached out to Barton CC that gave them two new ideas regarding how to use their LMS Canvas. First they were able to block from the students view the assessment result to avoid the confusion of course based assessment and institutional/program outcome assessment. Second, they discussed how Barton CC is using a separate course based assessment process in an excel/access frame work. This led them to the idea to use Survey Monkey to collect the critical thinking project data from the part-time faculty.

Coconino held a Faculty Forum this past spring where the GE Committee held workshops on critical thinking. They plan to continue the workshops and open discussion to find avenues of communication about assessment and critical thinking as a whole with the faculty and staff. Coconino was able to map the individual course level learning outcomes to the program outcomes. Additionally, they completed their critical thinking outcome collection. Moreover, 34 full-time faculty were asked to use the LMS to capture program level outcomes for their courses this past fall. They wanted to determine if their LMS could sufficiently report outcomes data at a program level. Despite the issues that they encountered while collecting SLO through the Canvas system, it led to the discovery of some critical issues regarding their assessment process as a whole. This is exactly why we always suggest to pilot an idea before disseminating it across campus.

Susan Hatfield

As always, Kirstan does a thorough job of outlining the many strengths of this project! Especially notable is their exploration of ways to capitalize on the LMS infrastructure, and using feedback to revise and improve their processes.

What remains unclear or what questions do you still have about this work to assess and improve student learning?

Kirstan Neukam

It was mentioned that when you collected data this past fall you experienced a few setbacks. For instance, it was mentioned that your PT faculty did not tell you how they defined critical thinking for their class when reporting the results. Also you mentioned that the FT faculty used at least one of the general program critical thinking definitions. However, your faculty found these definitions convoluted and did not apply directly to their courses. As a result, you will be asking them to submit their course definitions of critical thinking. If you are collecting course-based data for over many different faculty, what happens if they all have very different definitions of critical thinking and thus, score the students quite differently on their assessment tools (assuming they are consistent)? I only ask from a data view point, if the tool and concepts/definition are not similar, how can the data be reliably used to implement changes?

Susan Hatfield

I was also wondering about the possibilities for understanding the data with so many different definitions, and (equally as likely) interpretations of what constitutes an acceptable level of achievement. On the one hand, I don't want to discourage your ongoing -- and expanding -- data collection, but on the other hand, I'm wondering if continuing to collect data without any clear understanding of exactly what that data represents is the wisest course of action. This is made more complex by the fact that individual faculty may be able to use the data from their students to improve their courses (a good thing), but that data might be of limited utility when it comes to being able to answer the larger questions related to your students' ability to think critically. Still, using the different definitions to be able to perhaps identify the common threads in the different definitions could potentially yield a definition of critical thinking for which there is significant buy-in.

Still, using the different definitions to be able to (perhaps) identify the common threads could potentially yield a definition of critical thinking for which there is significant buy-in.

Remember (again) as you move forward, it isn't just collecting data, it's collecting the right data.

Aggregating data from hundreds of classes across campus means that you are including first-year students and fourth-year students into the same sample. Assuming that students are required to take several critical thinking courses, aggregating the data may make it impossible to interpret the data.

What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Susan Hatfield

Having faculty to be part of the design process is important and it appears you are doing a good job of sharing information. You might want to facilitate a discussion during a faculty development day related to coming up with a campus-wide definition of critical thinking (which might take less time than trying to discern that information from data collected.)

In her comments below, Kirstan expands on my previous comments (above)

Kirstan Neukam

I am still unclear regarding Susan's and my previous concerns about your project:

"While I understand the sense of urgency that SCCC must be experiencing after their feedback regarding their assurance argument, it is very important not to rush to implement a lot of assessment collection process across their campus just to have a lot of data. Having measurable assessment data is only valuable if you can actually use it to make changes to student learning. Technology will only help you collect large amounts of data; however, it will not allow you to understand if your students are learning and if not, what changes need to be made in the course, curriculum, and/or college. Additionally, it is more important to collect smaller amounts of data that you truly value, conduct in-depth analyses, and to reflect on how to make changes based on those analyses to improve student learning. Otherwise, you will have a lot of wonderful charts, graphs, and trend lines that really don't lead to significant and meaningful improvements of student learning on your campus."

"To extend Kirstan's comment: Focus on the question you are asking: What is your data collection intended to prove? The answer is probably related to the level student achievement of a specific learning outcome. Given that, consider where you would find the most reliable evidence of student learning -- which students would you sample? In which courses? As Kirstan points out, you don't need a lot of data -- you need the right data to answer your question/s. Consider, for instance, if your evidence would be best provided by first semester, 2nd, 3rd or 4th semester students. Once you decide who would be able to provide the most reliable evidence, you need to identify where you could find those students. Are there certain classes perhaps that have a higher concentration of your targeted student population?"

The Assessment Committee has a lot of other big projects (that are not part of the Academy) looming in the near future... Be careful not to lose focus on how you are impacting and changing student learning.

What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?

Kirstan Neukam

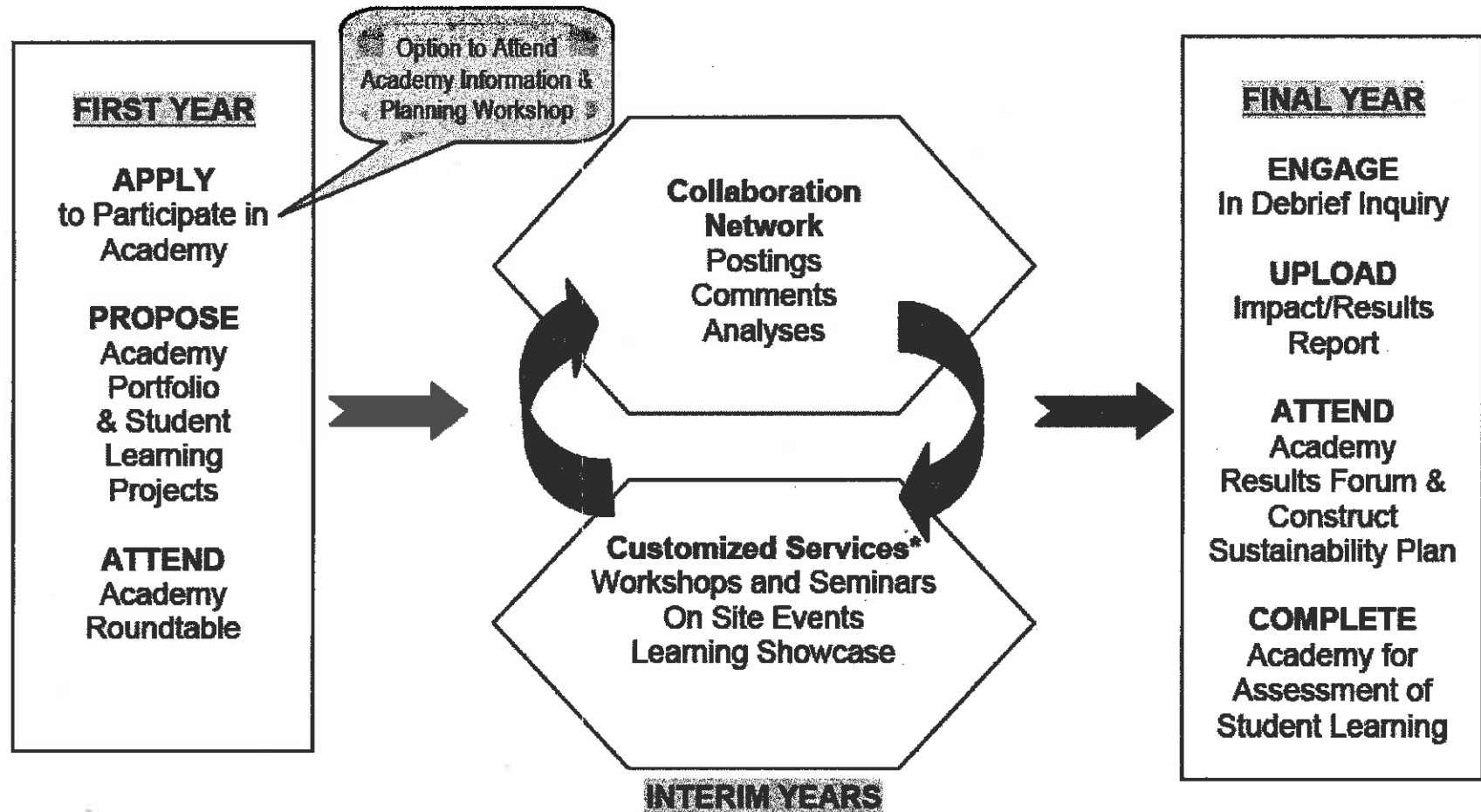
Given your issues regarding using the rubrics to collect data on critical thinking, I would like to remind you to strongly consider Susan's suggestion last fall:

"You may want to consider a rubric with a core set of performance indicators (maybe three or four) and allowing faculty or programs to add additional performance criteria as appropriate to their disciplines (without changing any of the core indicators). This would allow the aggregation of data across multiple faculty and disciplines on the core indicators, and provide a means for faculty to tailor the rubric to their specific needs."

Reviewed by **Kirstan Neukam** (Primary Mentor)

Reviewed by **Susan Hatfield** (Scholar)

2014-17 HLC Assessment Academy



Noted Assessment Challenges

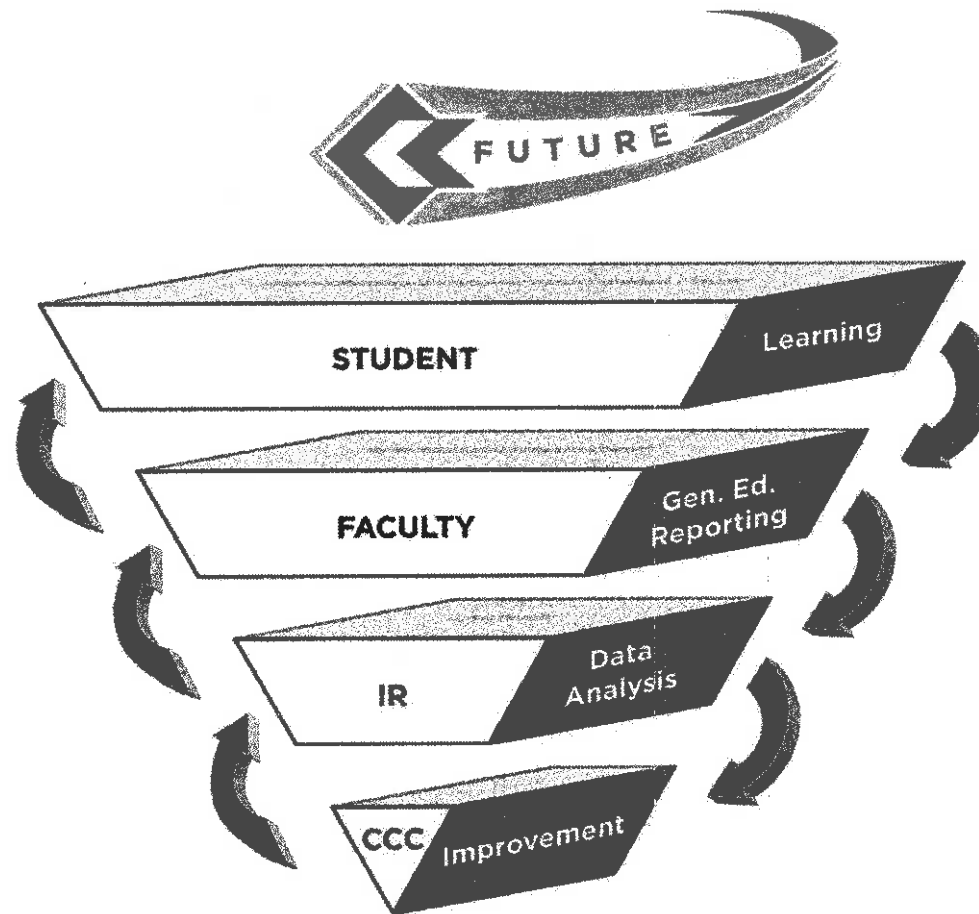
- Has been an effort driven by CCC IR
- Burdensome to complete; no more dept. chairs
- Results were not always communicated in a useful way; efforts appeared fruitless

Assessment Project

- Sustainable Process
- Streamlined
- Actionable Information

Suggestions from HLC Liaison for CCC

- Focus on General Education
- Incorporate Program Review
- Provide a Longitudinal Picture



Programs

Defining what constitutes a program

Programs - fall within an academic content discipline (Degree/Cert)

Departments - administrative units that support programs

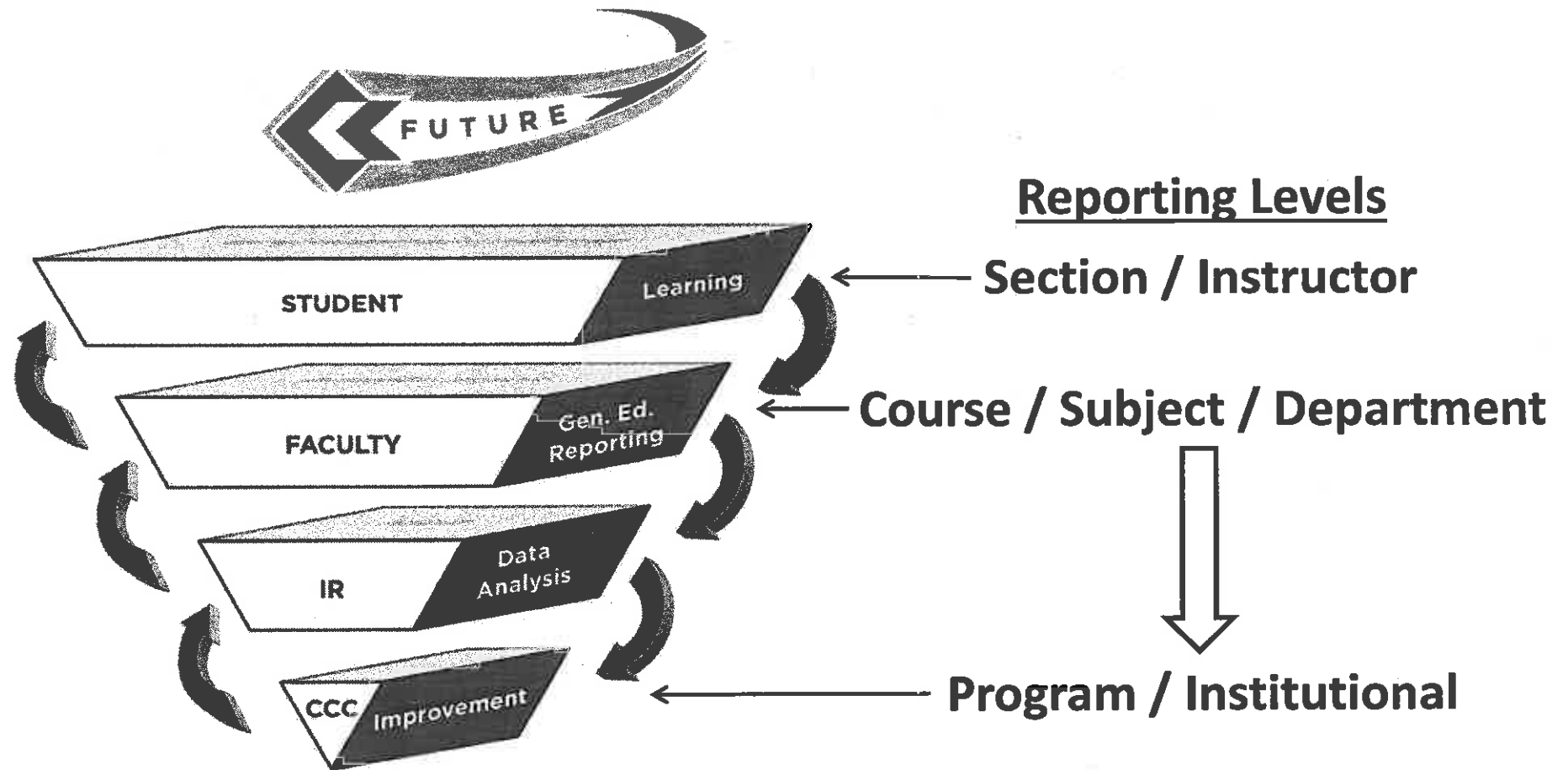
Organization

Multiple Departments Supporting One Program (e.g. Gen. Ed.)

One Department Supporting Many Programs

One Department Supporting One Program (e.g. Nursing)

Dickeson, R. C. (2010). Prioritizing Academic Programs and Services. San Francisco: Wiley & Sons.



CCC Gen. Ed. SLO's 2014-15 Catalog

Communication Skills

Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.

Communicate clearly and effectively, orally and in writing, at a college-level.

Demonstrate listening and comprehension skills for effective communications.

Use appropriate technology for communication and information gathering.

Thinking Skills

Formulate vital questions and problems in a clear and precise manner.

Gather, assess, and interpret information within a theoretical framework.

Develop well-reasoned conclusions and solutions to problems.

Recognize and assess the assumptions, implications, and consequences of various theoretical frameworks.

Diversity and Global Awareness

Analyze the complexity of humanity and its significance for the individual and for society.

Describe the interaction between individuals, their culture, and the physical environment.

Evaluate the continuity of events/issues over time.

Ethical and Civil Values

Recognize the consequences and significance of one's actions.

Understand social values and the implications of those values.

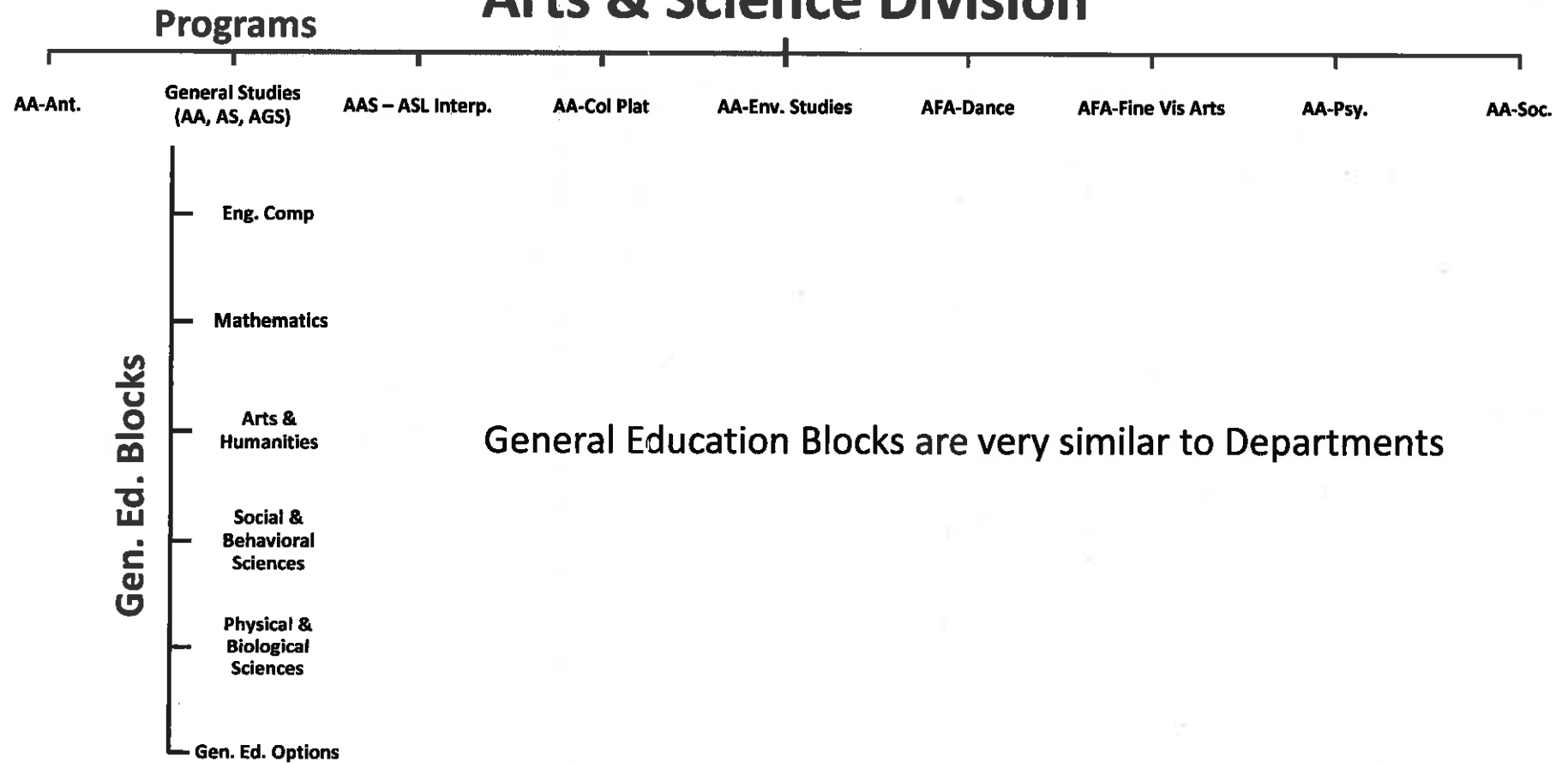
Focusing on a Single SLO Area

THINKING SKILLS

1. Formulate vital questions and problems in a clear and precise manner
2. Gather, assess, and interpret information within a theoretical framework
3. Develop well-reasoned conclusions and solutions to problems
4. Recognize and assess the assumptions, implications, and consequences of various theoretical frameworks

- Important across all General Education curriculum
- Reasonable place to start
- General Education Committee is currently focusing on Thinking Skills

Arts & Science Division



General Education Blocks

Eng. Comp.	Math	A & H	SBS	Science	Options
ENG 101	MAT 140	ART 100	AJS 101	ANT 101	ASL 101
ENG 102	MAT 142	ART 102	AJS 230	BIO 100	ASL 102
	MAT 161	ART 201	AJS 280	BIO 105	ASL 201
	MAT 187	ART 202	ANT 102	BIO 109	ASL 202
	MAT 211	ART 221	ANT 103	BIO 160	BUS 232
	MAT 220	CPS 100	ANT 110	BIO 181	CIS 120
	MAT 230	DAN 201	ANT 230	BIO 182	FRE 101
	MAT 241	ENG 236	ANT 250	BIO 201	FRE 102
	MAT 261	ENG 237	ASL 110	BIO 202	FRE 201
		ENG 238	BUS 214	BIO 205	FRE 202
		ENG 272	CPS 100	BIO 253	GER 101
		HUM 235	ECN 204	CHM 130	GER 102
		HUM 241	ECN 206	CHM 151	GER 201
		HUM 242	EDU 230	CHM 182	GER 202
		MUS 100	GEO 102	GEO 131	ITA 101
		MUS 145	GEO 133	GLG 101	ITA 102
		PHI 101	HIS 131	GLG 102	ITA 201
		PHI 105	HIS 132	GLG 106	ITA 202
		REL 201	HIS 201	GLG 110	JPN 101
		REL 241	HIS 202	GLG 232	JPN 102
		THR 101	HIS 211	PHY 111	LAT 101
			HIS 212	PHY 112	LAT 102
			POS 101	PHY 161	MAT 160
			POS 110	PHY 180	NAV 101
			POS 120	PHY 253	NAV 102
			POS 220	PHY 262	NAV 201
			POS 233		NAV 202
			PSY 101		SPA 101
			PSY 227		SPA 102
			PSY 236		SPA 201
			PSY 240		SPA 202
			PSY 260		SPC 100
			SOC 101		
			SOC 140		
			SOC 210		
			SOC 215		
			SOC 250		

100 & 200
Level Courses
in Each Block

Additional Level

- Section / Instructor



Data collection begins here,
with assessment of Student
Learning Outcomes (SLO's)

How could it look?

Longitudinal Assessment: demonstrate the development of thinking skills over time

Graduating Student Survey

200 Level

- Eng. Comp.
- Mathematics
- Arts & Humanities
- Social & Behavioral Sciences
- Physical & Biological Sciences
- Gen. Ed. Options
- Graduating Student Survey

100 Level

- Eng. Comp.
- Mathematics
- Arts & Humanities
- Social & Behavioral Sciences
- Physical & Biological Sciences
- Gen. Ed. Options

Pre-Requisites (Write Placer)

- RDG 089
- ENG 090
- RDG 099
- ENG 100
- MAT 082
- MAT 086
- MAT 091
- MAT 121
- MAT 122

100 Level

- Eng. Comp.
- Mathematics
- Arts & Humanities
- Social & Behavioral Sciences
- Physical & Biological Sciences
- Gen. Ed. Options

MAT 140

- Jameson

MAT 142

- Helford
- Anderson

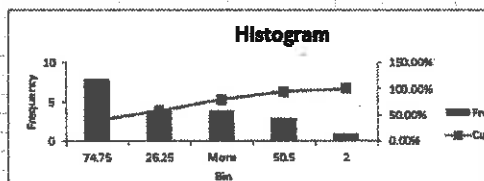
MAT 151

- No Sections

MAT 187

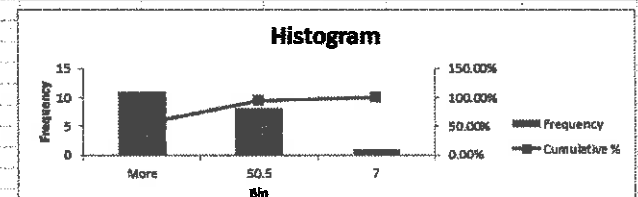
- Sonier
- Vera

Instructor: Helford, MAT 142					
	1) Formulate vital questions and problems in a clear and precise manner	2) Gather, assess, and interpret information within a theoretical framework	3) Develop well-reasoned conclusions and solutions to problems	4) Recognize and assess the assumptions, implications, and consequences of various theoretical frameworks	
Students					
Jennifer Parmenter	57	77	86		
Marlon Spitzer	86	94		83	
Marcelino Rundquist	69		71		
Elsie Kliebert		84			
Lizeth Selke	80				
Virginia Sheriff		86	59	59	
Debra Miesner	88	80		74	
Terrell Odem	71				
Gerda Hedgpath		90			
Thomas Sellman	83	71	87		
Aleida Boykin		71	85		
Corey Lasela	99	67	74	98	
Nerissa Kistler		90	74	84	
Ela Mcbroom	77	87	91		
Luzinda Petin			89	85	
Gaston Berancourt	82		87	96	
Ruthanne Fridley	85	80	84	69	
Jeanine Becker	58			70	
Annamarie Gerhart	60	65	13	86	
Mean	50.4	61.5	51.25	44.5	
Mode	59	69	54	97.5	
Frequency					
Bin	Frequency	Cumulative %	Bin	Frequency	Cumulative %
74.75	2	5.00%	74.75	8	40.00%
26.25	4	25.00%	26.25	4	50.00%
50.5	3	40.00%	More	4	80.00%
74.75	8	80.00%	50.5		
More	4	100.00%	2		



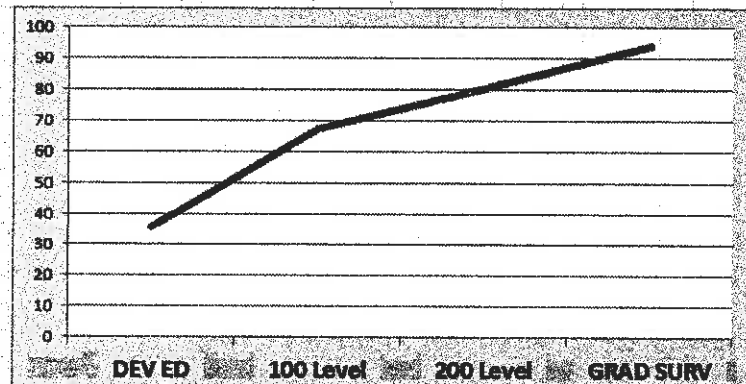
BLOCK: MAT 100 LEVEL

	1) Formulate vital questions and problems in a clear and precise manner	2) Gather, assess, and interpret information within a theoretical framework	3) Develop well-reasoned conclusions and solutions to problems	4) Recognize and assess the assumptions, implications, and consequences of various theoretical frameworks	
Courses					
MAT 140	38		54	7	
MAT 142			17	17	
MAT 151		35		12	
MAT 187	12		28	32	
Mean	52.4	75.2	51.2	26.2	
Median	57	84	54	17	
Frequency					
Bin	Frequency	Cumulative %	Bin	Frequency	Cumulative %
7	1	5.00%	More	11	55.00%
50.5	8	45.00%	50.5	8	95.00%
More	11	100.00%	7	1	100.00%



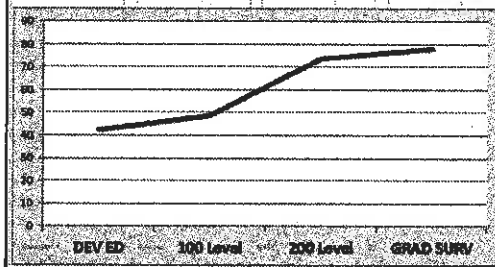
1) Formulate vital questions and problems in a clear and precise manner

DEV ED		100 Level		200 Level		GRAD SURV
MAT082		MAT 140	80	MAT 211	80	#1
MAT086		MAT 142	65	MAT 220	82	#2
MAT091		MAT 151	70	MAT 230	83	#3
MAT121		MAT 187	75	MAT 241	65	Mean
MAT122		Mean	67.5	MAT 261		Median
Mean	35.6	Median	67.5	Mean	80.4	
Median	33.5			Median	81	



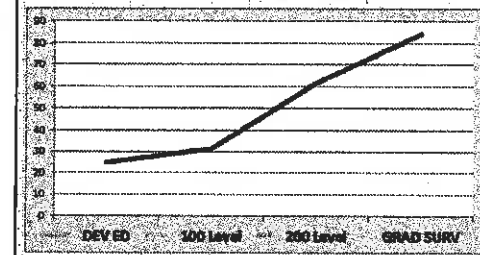
2) Gather, assess, and interpret information within a theoretical framework

DEV ED	100 Level	200 Level	GRAD SURV
MAT082	MAT 140	MAT 211	#1
MAT086	MAT 142	MAT 220	#2
MAT091	MAT 151	MAT 230	#3
MAT121	MAT 187	MAT 241	Mean
MAT122	Mean	MAT 261	Median
Mean	42.2	Mean	73.8
Median	45.5	Median	76



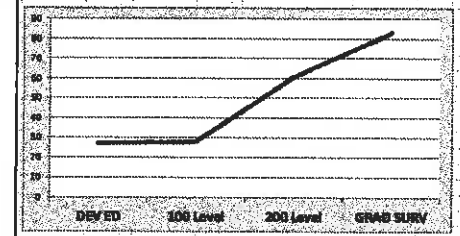
3) Draw reasoned conclusions and make recommendations to problems

200 Level	GRAD SURV
MAT 211	#1
MAT 220	#2
MAT 230	#3
MAT 241	Mean
MAT 261	Median
Mean	84.33
Median	86



4) Evaluate the assumptions, and consequences of various theoretical frameworks

200 Level	GRAD SURV
MAT 211	#1
MAT 220	#2
MAT 230	#3
MAT 241	Mean
MAT 261	Median
Mean	83
Median	85



Who would do what?

- 1) IR distributes Excel workbook to instructor. Workbook contains a spreadsheet for each class that an instructor teaches. Spreadsheets contain registered students, SLO's, and graphs.
- 2) Excel workbooks are distributed and returned via a canvas shell that also provides assessment information and tools.
- 3) Develop a faculty led assessment committee that: continues developing assessment across Gen. Ed., works with instructors that have questions, and coordinates completion of Excel workbooks.
- 4) IR compiles completed Excel workbooks into reports that summarize various levels of information; i.e. course, subject, blocks, departments, programs, divisions, college.

Assessment



"You're self-assessment is a joke!"


How To Play

Select a piece to move through the assessment culture development process.

Use the spinner to determine how many blocks you can progress forward. If the spinner lands on "1," you would move your piece forward one block.

If you land on a block that has a chute, your piece will slide backwards through the chute to a previous board block, and you will need to restart your block by block climb to a successful launch.


If you land on a ladder, your piece will climb the ladder to a future board block, and you will be that much closer to successfully launching your assessment culture!




Coconino Community College

Our Assessment Development

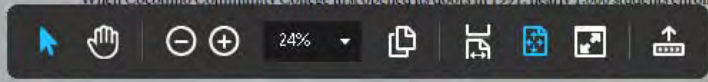
Assessment culture development does not always progress in a straight line. In fact, here at Coconino Community College it often feels like a game of "Chutes and Ladders." We have outlined our initial steps to launch a successful assessment culture on board along with our climbs ahead and our slides backwards. We encourage you to take a turn on our Assessment Chutes and Ladders board and see if you can reach a successful assessment culture launch before someone else does!



25	26 Collaboration with Barton CC to better leverage LMS (CANVAS) for collecting learning outcomes.	27 Faculty one-time training for assessment.	28 Continual faculty assessment training.	29 Standardization of what it means for a student to think critically across the college.	
24 Initiation of college-wide assessment conversations about Critical Thinking.	23 Assessment Committee coordinating their efforts with the General Education Committee.	22 All FT faculty use Canvas to measure one critical thinking assignment for each of their courses.	21	20 Full-time Assessment Coordinator is hired.	19 Remapping of General Education Program Level Outcomes to Course Outcomes.
13 Investment in assessment at the highest levels of college leadership.	14 Changes in leadership: a new president, an interim vice-president of academic affairs, and two interim deans.	15	16 Creating program level outcome rubrics in CANVAS for faculty to use.	17	18 Implementing a standards set of Student Learning Outcomes across a variety of courses.
12 Using MS Excel prepopulated workbooks for assessment to be disseminated and then recollected from instructors.	11	10 Anxiety and uncertainty among faculty and staff.	9	8	7 Basic aspects of HLC Assessment Academy Project taking far longer than what was expected.
1	2 Lull in reporting assessment data.	3	4 Directing the assessment of student learning across the college.	5	6 Created a faculty-led Assessment Committee.

A Few Words About Us

When Coconino Community College first opened its doors in 1991, nearly 1,000 students enrolled in the first semester. Since then, the college has grown significantly, with campuses located throughout our region. Coconino Community College Weekly says CCC is among the top 100 community colleges in the nation.



PROGRAM REVIEW PROCESS

Overview of CCC's Program Review Process

Why Program Review?

Per HLC Criterion 4.A.1, "the institution maintains a practice of regular program reviews," and while accreditation is the driving force behind program review, it is not the document's ultimate purpose. It is an opportunity to review the history of the program to determine how the program is performing and if the program needs to change its direction due to market or educational trends. The review should be conducted knowing that it will be used to inform budget and financial decisions, increase agility to respond to market and educational trends, and to provide an avenue for discourse within the program and the institution at large.

Program Review Timeline

Each program, as determined by the appropriate council, should conduct a review once every five years or when the program is considering a substantial change to its services.

The timeline will be:

DEADLINE	TASK
Aug-Nov of Review Year	Program will gather data and information - Program Review Data Meeting with Assessment Coordinator and IR
Feb-May of Review Year	Program will write the Program Review document
Jun-Jul of Review Year	Appropriate Dean will review the Program Review document
Sept-Oct of Following Year	Program Review will be evaluated by Assessment Committee
Nov of Following Year	Program Review will be evaluated by Provost
December of Following Year	Program Review will be submitted to Executive Council during budget
Feb-May of non-Review Years	Program will meet to review goals and budget requests - Annual Review Day with Assessment Coordinator

Program Review Document

As the purpose of program review is many fold, it also has multiple audiences and will be made publicly available. Currently a website is being constructed to house the Program Review documents and the feedback gathered during each review.

There are two program review documents; one has an academic focus and the other has a learning support focus. These documents are not static and will change and are adaptable to the needs of the individual program. Any and all feedback can be submitted to the Associate Dean of Curriculum and Assessment or the Assessment Coordinator.

Program Review and Assessment Meetings

Program Review Data Meeting

This meeting is designed to present the data the program has generated for the previous five academic years. The established data sets are generated by the Assessment Coordinator. The sets contain the following:

- Overview of program including all of the degrees and the program outcomes,
- A review of required courses and elective courses for each degree and certificate,
- The AZTransfer table displaying which courses transfer to in-state universities and which do not,
- A list of the instructors for the previous five years and their credentials,
- A breakdown of the FT faculty to PT faculty ratios by year, by section, and by credits,
- The course success rates of individual courses within the program: an overall success summary of the courses with a breakdown of each course by campus, instructional method, session, and session instructional method,
- The information of the sections, enrollment, tuition generated and fees generated by course and by year,
- An overview of the student majors taking the degree courses with a chart of the average of the top ten majors,
- A chart and table of the age of students taking the degree required courses,
- A chart and table of the ethnicity of the students taking the degree required courses,
- Assessment charts (will be subject to change as programs refine their assessment tools),
- A table overview of how each course contributes to the program outcomes,
- And additional tables of how individual course outcomes measure program outcomes.

These data sets establish the “what” that happened throughout the five years. It is an opportunity for the program to review established data sets, ask for any new data sets they want to review, and begin to brainstorm the “why” of what happened.

Program Outcomes and Assessment Day or Performance Measure and Assessment Day

The purpose behind Program Outcomes/Performance Measures and Assessment Review Day is to dedicate time between the faculty of the program and the Assessment Coordinator to evaluate the following items:

- Any updates or changes in regards to assessment from the Higher Learning Commission (HLC)
- Review and evaluate Program Outcomes
- Establish performance measures, if necessary
- Create curriculum maps –
 - Knowledge-Application-Synthesis map for program
 - Course Outcomes to Program Outcomes map
- Determine shared summative assessment for each of the program outcomes/measures

The program faculty should leave with a clear picture of how the courses work together to build the students’ knowledge and skills throughout the program. It should also provide them a course(s) that have been identified to contain the highest level of learning for the students. Within this course, a program assessment tool will be used to gather data to determine how the students are learning in the program.

Annual Review Day

As a program has yet to participate in an Annual Review meeting, the agenda has not been tested or evaluated for effectiveness. It will be first used in the spring of AY18.

Annual Review Day is an opportunity for the programs to meet and review the following items:

- Program assessment gathered to this point,
- Annual goals,
- And any budget or non-dollar requests.

The annual goals and budget requests should be developed during the program review writing process. The Assessment Coordinator will assist the program in gathering and compiling their program assessment data. This opportunity will give programs time to make any adjustments to assessment, goals, or budget requests for the upcoming year.

Program Review Evaluation Process

Once a program review document has been created, it will go through a review process. This review process will provide multiple opportunities for feedback.

First, the program review document will be evaluated by the appropriate dean. The dean's role is to evaluate the document as a whole for any areas that could be improved and to assent he/ or she agrees with the information presented. If the dean wishes to have changes made, the dean and program will do so in collaboration. Once the dean approves of the document, he or she will give it to the assessment coordinator.

Second, the assessment coordinator brings the program review document to the Assessment Committee. The Assessment Committee will break into sub-groups dependent on the number of program review documents submitted. Each group will evaluate the document with the "Program Review Checklist" and review the document for any grammatical issues that may be present. Once the checklist and grammatical edit has been completed, these will be returned to the dean to share with the program. After the dean and program have reviewed the checklist and made any necessary changes, the dean will submit the program review document to the Provost for evaluation.

The Provost will evaluate the program's action plan and budget requests to ensure alignment throughout the Academic Affairs division. If the Provost wishes to have changes made, the Provost and the dean will do so in collaboration. Once the Provost approves of the document, he or she will submit the program review document to the Executive Council for strategic planning and budget consideration. The Provost will also notify the Assessment Coordinator of the approval, and the Assessment Coordinator will post the approved program review document on the website along with any correlating feedback.

Current Opportunities for Improvement

Overview

- Create a Program Review Best Practices document.
- Determine the best way to review course syllabi to determine if they are current, all faculty have upgraded to the model syllabi.

Program Review Documents

- Add an overview of the process to the Academic Program Review Outline.
- Include the checklist criteria under the appropriate headings on the Academic Program Review Outline.
- Include only one syllabus per course to be provided as an example on the Academic Program Review.
- Define where the data provided in the Program Review Data Meeting should be provided. (Consider adding to Best Practices document)
- Have definitions of the initials of SWOT on the Non-Academic Program Review Outline.
- Add an Action Plan and Budget Request sheet to both program review documents.

Program Review Data

- Define which instructors are dual enrollment and separate them into their own heading on the credentialing information,
- Include graphs along with the course success tables.

Program Review Checklist

- Consider including a brief summary of the program as criteria under the “Narrative.”
- Consider adding a section about staffing needs with associated timelines, and needs data that could be provided by the Assessment Coordinator under the “Analysis and Recommendations” area.
- Create a Non-Academic Program Review Checklist.

Program Review Evaluation Process

- At the Provost stage for evaluation, there may need to be a form or a formalized meeting to provide Provost feedback for the program.

Attachments:

Program Review Process

Program Review Timeline

PROGRAMS & SCHEDULES

Academic Affairs Program

Academic Affairs Programs and contributing discipline map

Academic Affairs Program Review Schedule

Students Development and Business Administration Programs

Students Development and Business Administration Program Review Schedule

PROGRAM REVIEW DOCUMENTS

2016-2017 Academic Program Review Outline

Non-Academic Program Review Outline

2016-2017 Program Review Checklist

EXAMPLE OF PROGRAM REVIEW DATA DAY INFORMATION

Data presented to English Program in Spring 2017

EXAMPLE OF COMPLETED PROGRAM REVIEW CHECKLIST

Email to Dean of program along with compiled checklist of recommendations from the Assessment Committee.

PROGRAM OUTCOMES AND ASSESSMENT REVIEW DAY

Information packet presented throughout the meeting

PowerPoint for the meeting

Bloom's Taxonomy handout

Example of a completed Program Outcomes and Assessment Review Day report. Emailed to Pre-Health Program Summer of 2017.

PROGRAM REVIEW PROCESS ATTACHMENTS

The Program Review Process Flowchart

The Program Review Timeline Example

List of Programs

Academic Affair Programs

Chart of Disciplines to Academic Affair Programs

Academic Affairs Program Review Schedule 2015-2030

2016-2017 Program Review Form

Non-Academic Program Review Outline Form

2016-2017 Program Review Checklist Form

Example of English Program Review Data

Example of Completed CIS Program Review Checklist

Program Outcomes and Assessment Review Day Summary

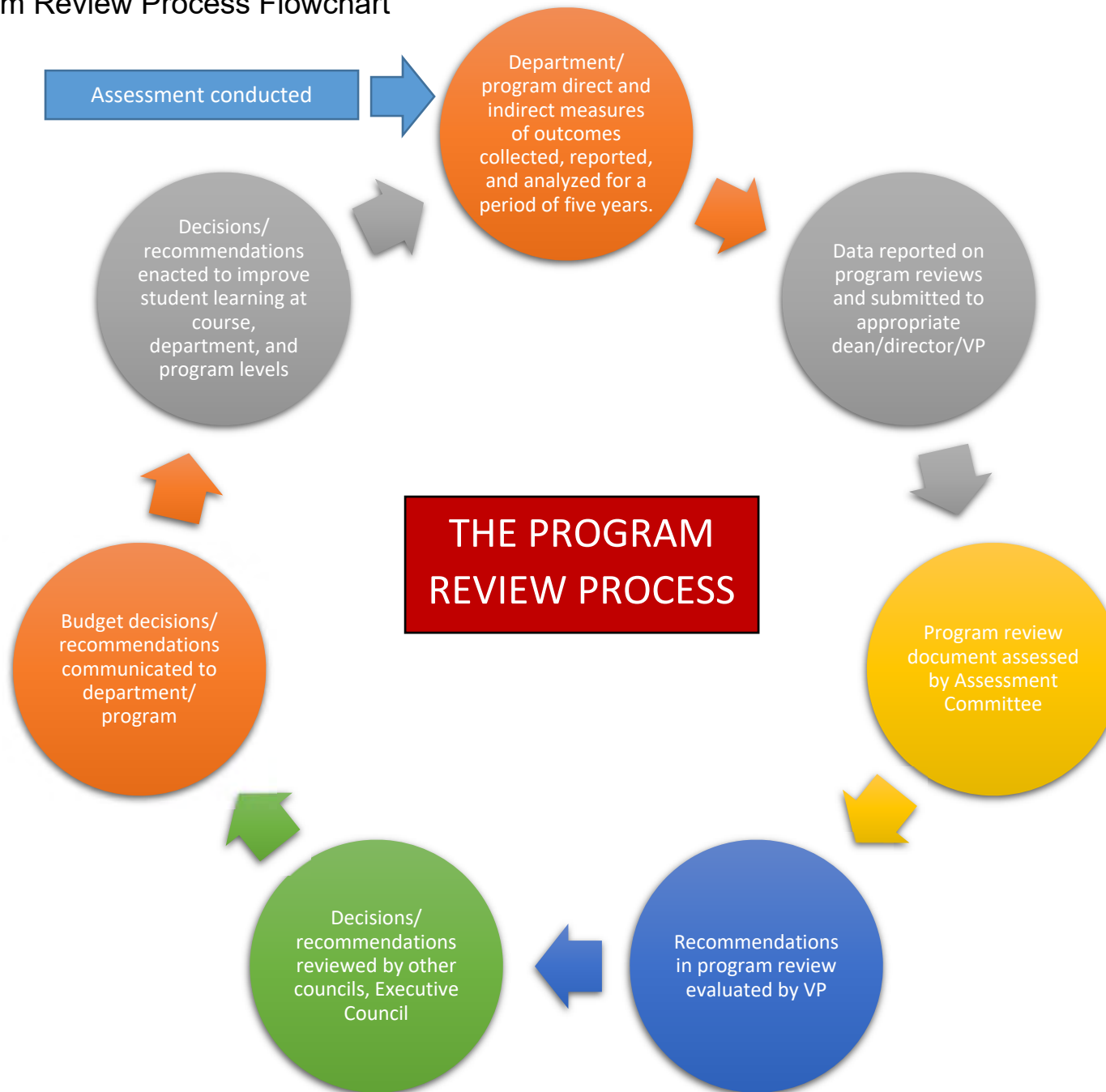
Program Outcomes and Assessment Day Presentation

Bloom's Taxonomy Handout

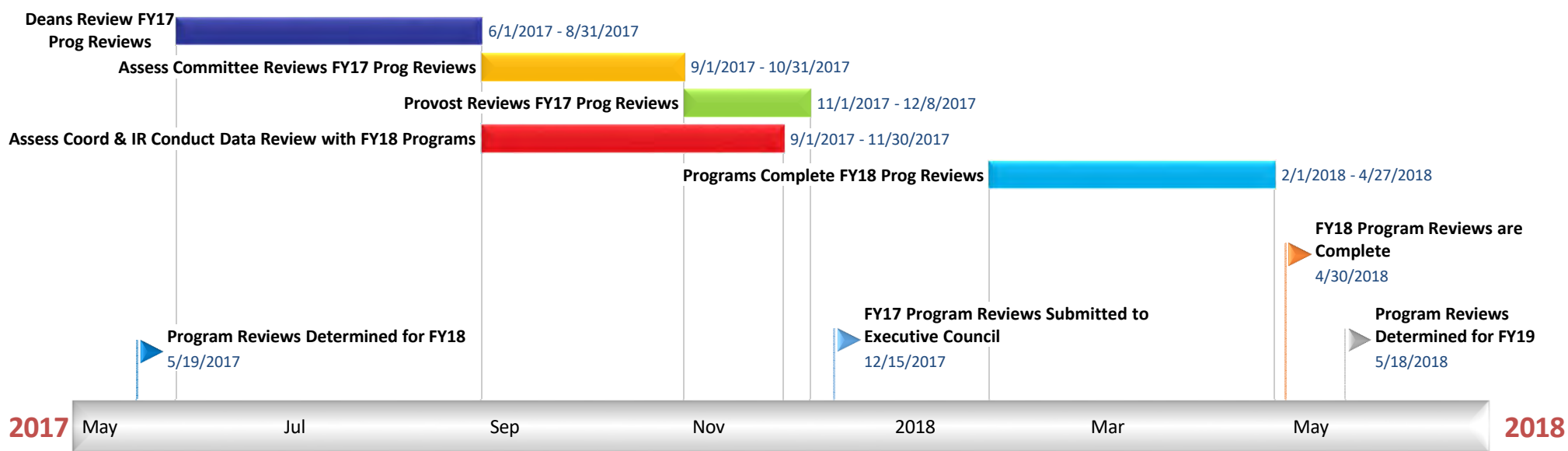
Example of Completed Nursing Program Review and Assessment Report

All CTE Program Review and Assessment Summary Reports

The Program Review Process Flowchart



The Program Review Timeline Example



Program Review Programs

Academic Affairs Programs

Gen Ed Programs

- English
- Intensive Writing
- Math
- Arts & Humanities
- Social & Behavioral Sciences
- Physical & Biological Sciences
- Options

CTE Programs

- Administration of Justice
- Business
- Hotel & Restaurant Management
- Construction Technology Management
- Computer Information Systems
- Fire Science
- Allied Health
- Nursing
- Certified Nursing Assistant
- Emergency Management Services

Liberal Arts Programs

- American Sign Language
- Anthropology
- Colorado Plateau Studies
- Environmental Studies
- Psychology
- Sociology
- Fine Arts

Student Development Programs

- Advising, CCC2NAU, other transfer programs, Peer Advising
- Tutoring, TRiO, Disability Resources, Early Alert
- Recruitment
- Student Activities & Community Engagement
- Testing, New Student Orientation, START

Business & Administrative Programs

- Finance
- Auxiliary Services

- Purchasing
- Facilities
- Security
- ITS
- Financial Aid
- Registration

ACADEMIC AFFAIRS DIVISION

CTE		
Program Proposed	Degrees/Certs to be Reviewed	Core Courses
Admin of Justice	AA- Admin of Justice AAS- Admin of Justice CERT-Basic Detention Academy CERT- Forensics Investigations	AJS, BIO, FOR, ENG
Business	AA- Business AAS- Business ABUS - Associate of Business CERT - Accounting	ACC, BUS, ECN, MAT, CIS, ENG, LDR
HRM	AAS- Hospitality Management AA- Hotel & Restaurant Management	ACC, CIS, HRM, BUS, LDR, SPC
Construction Tech Management	AA- Construction Technology Management AA - Vocational Technology Education AAS - Construction Technology AAS - Environmental Technology AAS - Sustainable Green Building CERT - Construction Technology CERT - Environmental Technology	CTM, MAT, ACC, ECN, ENV
CIS	AAS - Computer Software Technology AAS - Network Engineering CERT - Computer Technician CERT - Graphics and Web Design CERT - Network Engineering	BUS, CIS, LDR, ART
Fire Science	AAS - Fire Science CERT - Fire Science	FS
Allied Health	AAS - Medical Office Management CERT - Medical Assistant CERT - Phlebotomy	AHS, CIS, BIO
Nursing	AAS - Nursing	NUR
CN.A	AAS - Pre-Health Careers CERT - Pre-Health Careers	NUR, NTR, AHS, BIO, CHM
EMS	AAS - Paramedic Studies	EMS
Liberal Arts & Sciences		
Program Proposed	Degrees/Certs to be Reviewed	Core Courses
ASL	AAS - ASL CERT- ASL Interpreting	ASL
Anthropology	AA-Anthropology	ANT
Colorado Plateau Studies	AA- Colorado Plateau Studies	ANT, CPS, GLG
Environmental Studies	AA-Environmental Studies	ANT, CPS, GLG, BIO, CTM, ENV, GEO
Psychology	AA- Psychology	PSY
Sociology	AA - Sociology	SOC
Fine Arts	AFA - Visual Arts	ART

GEN ED - English	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	ENG
GEN ED - Intensive Writing	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	ENG, HUM, ANT, POS, PSY, SOC, BIO, BUS
GEN ED - Math	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	MAT
GEN ED - Arts & Humanities	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	ANT, ART, COL, CPS, DAN, ENG, HUM, MUS, PHI, REL, THR
GEN ED - Social & Behavioral Sciences	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	AJS, ANT, ASL, BUS, CPS, ECN, GEO, HIS, POS, PSY, SOC
GEN ED - Physical & Biological Sciences	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	ANT, BIO, CHM, GEO, GLG, PHY
GEN ED - Options	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	ASL, BUS, CIS, FRE, GER, ITA, JPN, NAV, SPA, SPC

Chart of Disciplines to Academic Affair Programs

		Admin of Justice	Business	HRM	Constructio n Tech Mngmnt	ASL	CIS	Fire Science	Allied Health	Nursing	CN.A	EMS	Anthropolo gy	Colorado Plateau Studies	Environ Studies	Psychology	Sociology
ANT	7												X	X	X		
BIO	6	X							X		X				X		
BUS	6		X	X			X										
CIS	5		X	X					X								
ENG	5	X	X														
CPS	4													X	X		
ACC	3		X	X	X												
ART	3						X										
ASL	3					X											
ECN	3		X		X												
GEO	3														X		
GLG	3													X	X		
LDR	3		X	X			X										
MAT	3		X		X												
PSY	3															X	
SOC	3																X
AJS	2	X															
AHS	2								X		X						
CHM	2										X						
CTM	2				X										X		
ENV	2				X										X		
HUM	2																
NUR	2								X	X							
POS	2																
SPC	2			X													
COL	1																
DAN	1																
EMS	1											X					
FOR	1	X															
FRE	1																
FS	1							X									
GER	1																
HIS	1																
HRM	1			X													
ITA	1																
JPN	1																
MUS	1																
NAV	1																
NTR	1								X								
PHI	1																
PHY	1																
REL	1																
SPA	1																
THR	1																
TOTAL DISCIPLINES		4	7	6	5	1	3	1	5	1	3	1	1	3	7	1	1

Chart of Disciplines to Academic Affair Programs (Continued)

		Fine Arts	GEN ED - English	GEN ED - Intensive Writing	GEN ED - Math	GEN ED - Arts & Humanities	GEN ED - Social & Behavioral Sciences	GEN ED - Physical & Biological Sciences	GEN ED - Options
ANT	7			X		X	X	X	
BIO	6			X				X	
BUS	6			X			X		X
CIS	5								X
ENG	5		X	X		X			
CPS	4					X	X		
ACC	3								
ART	3	X				X			
ASL	3						X		X
ECN	3						X		
GEO	3						X	X	
GLG	3							X	
LDR	3								
MAT	3				X				
PSY	3			X			X		
SOC	3			X			X		
AJS	2						X		
AHS	2								
CHM	2							X	
CTM	2								
ENV	2								
HUM	2					X			
NUR	2								
POS	2			X			X		
SPC	2								X
COL	1					X			
DAN	1					X			
EMS	1								
FOR	1								
FRE	1								X
FS	1								
GER	1								X
HIS	1						X		
HRM	1								
ITA	1								X
JPN	1								X
MUS	1					X			
NAV	1								X
NTR	1								
PHI	1					X			
PHY	1							X	
REL	1					X			
SPA	1								X
THR	1								X
TOTAL DISCIPLINES		1	1	7	1	10	11	6	11

Academic Affair Program Review Schedule 2015-2030

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
Admin of Justice	X					X					X				
AHS	X			X					X					X	
Business	X				X					X					X
CIS	X				X					X					X
CN.A	X			X					X					X	
CTM	X				X					X					X
EMS	X					X					X				
FS	X					X					X				
HRM			X					X					X		
Nursing	X		X				X				X				X
ASL	X				X					X					X
Anthropology		X					X					X			
Colorado Plateau Studies				X					X					X	
Environmental Studies						X					X				
Fine Arts			X					X					X		
Psychology					X					X					X
Sociology					X					X					X
GENERAL EDUCATION BLOCKS															
Arts & Humanities				X					X					X	
English		X					X					X			
Gen Ed Optional				X					X					X	
Intensive Writing						X					X				
Math		X					X					X			
Physical & Biological			X					X					X		
Social & Behavioral			X					X					X		
	10	3	5	5	6	5	4	4	5	6	6	3	4	5	7

Non-Academic Program Review Schedule 2015-2030

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
STUDENT DEVELOPMENT															
Advising & Career Advising			X					X					X		
Tutoring, Disability Resources, TRiO, Early Alert				X					X					X	
Recruitment					X					X					X
Student Activities & Community Engagement						X					X				
Testing, New Student Orientation, START							X					X			
BUSINESS & ADMINISTRATION															
Finance		X					X					X			
Auxiliary Services				X					X					X	
Purchasing		X					X					X			
Facilities			X					X					X		
Security					X					X					X
ITS	X					X					X				
Financial Aid						X					X				
Registration						X					X				
	1	2	2	2	2	4	3	2	2	2	4	3	2	2	2

2016-2017 Program Review

- I. Overview
 - a. Narrative
 - b. Program goals
 - c. Staffing of the program
 - d. Decision making
 - e. Summary of student assessment results since last program review and programmatic changes as a result of the assessment results
 - f. A statement of the program's accomplishments in support of the College's current strategic plan
 - g. A description of the current facilities needed to conduct the program, including space and equipment
- II. Teaching and Learning
 - a. Program requirements and course offerings
 - i. List of courses and their descriptions
 - ii. List of degrees and certificates
 - 1. Outcomes
 - iii. Enrollment as of Day 10 for each semester
 - iv. List of courses, # of sections offered, # of enrollments, tuition paid by fiscal year
 - b. Licensure of students
 - c. How often are course outlines reviewed and updated
 - d. Curriculum
 - e. Articulation
 - i. AZ Transfer table
 - f. If applicable, is the program accredited by a programmatic accrediting agency? If so, name the agency and include the status of your most recent accreditation.
 - g. Teaching loads
 - h. Faculty credentials
- III. Staff, Resources, Facilities, and Funds
 - a. What do you see as internal strengths of the program?
 - b. What do you see as internal weaknesses of the program?
 - c. List the recommendations from your last program review and any recommendations from Program Advisory Committees (if applicable).
- IV. Analysis and Recommendations
 - a. Description
 - b. Assessment
 - c. Challenges
 - d. Summary of program
- V. Appendix A
 - a. Course Syllabi
- VI. Appendix B
 - a. Job Description of FT Faculty

Non-Academic Program Review Outline

- I. Executive Summary
A short summary of the program review that readers can rapidly become acquainted with the material without having to read all of it. This section is written last.
- II. Program Overview (Narrative)
A brief description of the program explaining why it exists, what its function is within the college, and the services the program provides.
- III. Program Mission, Goals, and Objectives
 - A. Provide Program Mission, if applicable
Provide a clear and concise statement of the program's mission and how that mission ties into the overall mission of the college.
 - B. Goals and Objectives
Provide a list of the goals, objectives, and outcomes of the program. When applicable, define how these goals align with the current strategic plan and provide evidence on how the program has been working to accomplish these goals.
- IV. Changes/Improvements Since Last Review (if applicable)
 - A. Recommendations from most recent program review and/or advisory committee(s)
List recommendations that were received given during the last program review, and any that have occurred within the previous five years. Elaborate on actions taken on the recommendations and the effects these actions had on the program. If no action was taken on a recommendation, describe why no action was taken.
- V. Personnel, Facilities, Resources and Funds
 - A. Personnel
Provide an overall description of the staffing and organization of the program. Provide a description of the distribution of responsibilities between the positions within the program. Detail the professional development opportunities offered and utilized by staff.
 - B. Facilities and Resources
Describe any designated space that is provided to support the program. Describe any designated equipment purchased to support the program. Provide observations on how the facilities and equipment contribute to the mission of the program. Provide observations/data on how the facilities and equipment contribute the quality/quantity of services provided by the program. Elaborate on future trends or needs of the program detailing how this will lead to student success.

- C. Finances
Revenues and expenditures aligned within the budget, and what revenues are generated through program activities. Any applicable trends and impacts on the budget should also be discussed.

- VI. Partnerships and Collaborations, if exist
 - A. Internal
List any internal committee(s), advisory groups, or other collaborations the program participates in. Detail the composition, information on meetings, other functions or activates of involvement.

 - B. External
Identify advisory councils, high school connections, community agency connections, or other forms of connections which pertain to the mission and objectives of the program. Detail the composition, information on meetings, other functions or activates of involvement.

- VII. Customer and Services Review
 - A. Review of Provided Services
Provide a detailed review of the services provided by the program. Explain how the services support teaching and learning within the college.

 - B. Support of Students, Faculty, Staff
Analysis of the demographics of the participants of the program, identify any populations not being served, trends and patterns and comparisons to other Arizona programs should be discussed. Use results of qualitative measures aimed at how best the program can provide services or support students, faculty, and staff.

- VIII. Analysis
 - A. SWOT Analysis
 - 1. Internal Factors – What do you see as the internal strengths of the program? What are the internal challenges?

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

2. External Factors - What are the external opportunities of the program?
What are the external weaknesses?

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

IX. Recommendations and Future Directions

- A. 1 to 3 Year Recommendations
Provide the goal, objective, timeframe, responsible party(ies), and resources implications. Plans to help improve student success.
- B. Revision of Current Goals, if applicable
- C. Future Direction (5 year view)
Where will this program be in five years? What evolutions needs to occur for the program to continue to meets its purpose and objectives.

2016-2017 Program Review Checklist

Program: _____ Review Date: _____ Reviewer: _____

REVIEW ITEM	CRITERIA	RATING *Select only one rating			COMMENTS <i>(Actions Required, Particular criteria missing, Suggestions for Improvement)</i>
I. OVERVIEW					
<u>a. Narrative</u>	1) State what the purpose and contributions to the community of the program 2) Define what sets this program apart from other similar programs 3) How does the program gather input and respond to community needs 4) Provides summary of changes since last program review	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>b. Program goals</u>	1) Program goals are clear and concise. 2) Program goals are tied to the institutional mission statement	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>c. Staffing of the program</u>	1) Provide a summary of overall staffing organization of the program.	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>d. Decision Making</u>	1) When was the last program review 2) How long has the program existed 3) Initiatives the program has taken on since the last program review 4) Define any outside agencies that inform decision making and their scope	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>e. Summary of student assessment results</u>	1) Define type of assessment used in program and the significance of the assessment (Provide examples in Appendix A) 2) Elaborate on any program -level changes made due to assessment results about student learning outcomes.	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	

<u>f. Statement of program's accomplishments in support of the current strategic plan</u>	1) Provide the goals from the strategic plan that the program contributes to 2) Provide evidence on how the program has been contributing to the strategic plan.	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>g. Description of current facilities needed to conduct program, including space and equipment</u>	1) Describe any designated space that is provided to support the program since the last program review. 2) Describe any designated equipment purchased to support the program since the last program review. 3) Observations on how the facilities and equipment contribute to the mission of the program.	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	

II. TEACHING AND LEARNING

<u>a. Program requirements and course offerings</u>	1) Provide a review of the courses and class descriptions. 2) Provide degree and certifications that the program contributes to 3) Provide the outcomes of the degrees and certifications 4) Insert a table of courses, sections, enrollments, and tuition (Provided by IR) 5) Elaborate on any patterns or outlying data contained within the table. 6) Include a table of any closely related industry market trends or university/college enrollments	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>b. Licensure for students</u>	1) Discuss the certificates and programs that the program is directly responsible for and how and what credentials students will be able to obtain upon completion. 2) Outline the requirements for each credential 3) Discuss any impediments to the student obtaining the credentials.	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	

<u>c. Course outlines reviewed and updated</u>	1) Define how often course outlines are reviewed and updated 2) Discuss changes made to the course outcomes since the last program review and the effects the changes have had on the program as a whole.	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>d. Curriculum</u>	1) Describe any curricular changes since the last program review. 2) Note any impeding course changes 3) Describe the effects on the program that these curricular changes have made.	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>e. Articulation</u>	1) Provide an introductory paragraph detailing how the courses transfer within Arizona. 2) Provide elaboration on any courses that are only transferable as electives or non-transferable 3) Provide a transfer table of the courses within the certificates and degrees offered in the program	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>f. Program accreditation</u>	1) Answer the question, "If applicable, if the program accredited by a programmatic accrediting agency? If so, name the agency and include the status of your most recent accreditation."	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>g. Teaching Loads</u>	1) Provide a description of the responsibilities and loads of the full-time faculty 2) Provide a description of the responsibilities and loads of the part-time faculty 3) Discuss the delivery methods of the courses	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	

<u>h. Faculty credentials</u>	1) Provide a description of the responsibilities and loads of the full-time faculty 2) Provide a description of the responsibilities and loads of the part-time faculty 3) Discuss the delivery methods of the courses	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
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III. STAFF, RESOURCES, FACILITIES, and FUNDS

<u>a. Internal strengths of the program</u>	1) Answer the question, "What do you see as the internal strengths of the program?" Provide evidence and data to support answers.	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>b. Internal weaknesses of the program</u>	1) Answer the questions, "What do you see as internal weaknesses of the program?" Provide evidence and data to support answers.	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>c. List recommendations received since last program review or Program Advisory Committee</u>	1) List recommendations that were received at the last program review. 2) Elaborate on actions taken on recommendations and effects on the programs. 3) List any recommendations from Program Advisory Committees (If applicable) 4) Elaborate on any actions take on recommendations and effect on the program. 5) If no action was taken on a recommendation, describe why no action was taken.	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	

IV. ANALYSIS and RECOMMENDATIONS

<u>a. Description of needs to conduct program, including space and equipment</u>	1) Provide an overview of what a student will need to order to complete a certificate or degree within the program 2) Provide the specific structures and supports (technology, facilities, handouts, anything) the students need to be successful in the courses 3) Elaborate on future trends or needs of the program detailing how this will lead to student success in the program	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>b. Assessment</u>	1) Provide detailed descriptions on types of assessment used to measure student learning 2) Describe any course level assessments that were conducted and results since the last program review 3) Report any shared assessments within the program and data gathered from those assessment 4) Record any observations or trends found within the student assessment data	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>c. Challenges</u>	1) Provide any challenges that the program has faced since the last program review and the results 2) Provide any challenges the program is facing now and provide the current plan of action 3) Discuss any challenges for the students completing a certificate or degree	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	

<u>d. Summary of Significant Developments</u>	1) Provides a clear summary of the program as a whole. 2) Provides a summary of the students within the program as a whole. 3) Provides a summary of the challenges and future actions for the program. 4)Table of instructors and credentials or certifications	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
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V. Appendix documents

<u>a. Appropriate appendices added</u>	1) Has appendices when indicated by narrative 2) Appendices add support to program review document	<input type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
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English Program Review Data - CCC Degree & Certificates

Degrees and Certificates

Last Updated: 18 August 2016

The Degrees & Certificate programs offered at Coconino Community College are a diverse and comprehensive line of study, laying the groundwork for a bright and successful future for any students attending CCC. Listed below is a complete list of all degrees and certificates available here at CCC.

Degrees

Associate Degrees (AA)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Administration of Justice			ENG 101, 102	ENG 236, 237, 238, 272
Anthropology			ENG 101, 102	ENG 236, 237, 238, 272
Business			ENG 101, 102	ENG 236, 237, 238, 272
Colorado Plateau Studies		ENG 270, 271, 272	ENG 101, 102, 238	
Construction Technology Management			ENG 101, 102	ENG 236, 237, 238, 272
Environmental Studies			ENG 101, 102, 238	
General Studies			ENG 101, 102	ENG 236, 237, 238, 272
Hotel and Restaurant Management			ENG 101, 102	ENG 236, 237, 238, 272
Psychology			ENG 101, 102	ENG 236, 237, 238, 272
Sociology			ENG 101, 102	ENG 236, 237, 238, 272
Vocational Technology Education			ENG 101, 102	ENG 236, 237, 238, 272

Associate in Applied Science Degrees (AAS)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Administration of Justice			ENG 101, 102	ENG 236, 237, 238, 272
American Sign Language (ASL) Interpreting			ENG 101, 102	ENG 236, 237, 238, 272
Business			ENG 101, 102	ENG 236, 237, 238, 272
Construction Technology			ENG 101, 102	ENG 236, 237, 238, 272
Environmental Technology: Alternative Energy Technician			ENG 101, 102	ENG 236, 237, 238, 272
Fire Science			ENG 101, 102	ENG 236, 237, 238, 272
Hospitality Management			ENG 101, 102	ENG 236, 237, 238, 272
Medical Office Management			ENG 101, 102	ENG 236, 237, 238, 272

Network Engineering			ENG 101, 102	ENG 236, 237, 238, 272
Nursing			ENG 101, 102	ENG 236, 237, 238, 272
Paramedic Studies			ENG 101, 102	ENG 236, 237, 238, 272
Pre-Health Careers			ENG 101, 102	ENG 236, 237, 238, 272
Sustainable Green Building			ENG 101, 102	ENG 236, 237, 238, 272

Associate of Business Degree (ABus)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Associate of Business			ENG 101, 102	ENG 236, 237, 238, 272

Associate of Fine Arts Degree (AFA)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Visual Arts			ENG 101, 102	

Associate of General Studies Degree (AGS)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Associate of General Studies			ENG 101, 102	ENG 236, 237, 238, 272

Associate of Science Degree (AS)	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
General Studies			ENG 101, 102	ENG 236, 237, 238, 272

Certificates

Certificates

Complete GE information per 34 CFR 668.6 can be found by clicking on each certificate designated with a *. Also, * certificates are eligible for Federal Financial Aid.

Certificates	CORE REQUIRED	CORE ELECTIVE	AGEC REQUIRED	AGEC ELECTIVE
Accounting*	ENG 101			
AGEC-A			ENG 101, 102	ENG 236, 237, 238, 272
AGEC-B			ENG 101, 102	ENG 236, 237, 238, 272
AGEC-S			ENG 101, 102	ENG 236, 237, 238, 272
Construction Technology*	ENG 100 +			
Forensics Investigations*	ENG 101			

English Program Review Data - Course Descriptions

English (ENG)

Last Updated: 03 January 2017

ENG 101 (3)

SUN# ENG 1101

College Composition I

Requires practice in writing, rhetoric, and reasoning, with emphasis on using the writing process to compose college level essays. Prerequisites: *ENG 100 and *RDG 099 or placement beyond prerequisite courses. General Education: Composition. Three lecture.

ENG 102 (3)

SUN# ENG 1102

College Composition II

Continued development of ideas and strategies introduced in ENG 101. Extensive practice in critical thinking, reading, and writing with emphasis on composing analytical essays and a documented research paper. Prerequisite: *ENG 101. General Education: Composition. Three lecture.

ENG 139 (3)

Introduction to Creative Writing

Techniques of writing poetry, fiction, and creative nonfiction, with analysis of both published and student writing. Prerequisites: *ENG 101 or Consent of Instructor. Three lecture. May be taken for S/U credit.

ENG 235 (3)

Fundamentals of Screenwriting

Integrated approach to basic skills needed for the successful completion of two short screenplays. Extensive screenwriting practice with critical analysis and group workshops to complement the revision process. Prerequisite: *ENG 101 or Consent of Instructor. Three lecture.

ENG 236 (3)

Introduction to the American Short Story

A survey of American short fiction from the Colonial period through 21st Century authors. Includes the examination of ethnic, race, gender, and other cultural issues. Prerequisite: *ENG 101 or consent of instructor. General Education: Arts and Humanities. Special Requirements: Ethic/Race/Gender Awareness. Three lecture.

ENG 237 (3)

Women in Literature

Literature by and about women emphasizing stereotypes, changing roles, and psychological and philosophical concerns. Prerequisite: ENG 101 or consent of instructor. General Education: Arts and Humanities. Special Requirements: Ethnic/Race/Gender Awareness. Three lecture.

ENG 238 (3)**Literature of the Southwest**

Literature of the land and peoples of the Southwest, including the Colorado Plateau as a distinctive geographic region; the influence and interaction of Native American, Chicano, and Anglo cultures, and contemporary concerns of Southwestern writers. Prerequisite: *ENG 101 or Consent of Instructor. General Education: Arts and Humanities. Special Requirements: Ethnic/Race/Gender Awareness. Three lecture.

ENG 240 (3)**English Literature I**

A general survey of the major works in English literature from Beowulf through the Neoclassical period. Prerequisite: *ENG 101 or consent of instructor. Three lecture.

ENG 270 (3)**Creative Writing: Fiction**

Extensive practice in writing and revising fiction, with emphasis on critical analysis of published models and students' work. Prerequisite: *ENG 101 or consent of instructor. Three lecture. May be taken for S/U credit.

ENG 271 (3)**Creative Writing: Poetry**

Extensive practice in writing and revising poetry, with emphasis on critical analysis of published models and students' poems. Prerequisite: *ENG 101 or consent of instructor. Three lecture. May be taken for S/U credit.

ENG 272 (3)**Creative Writing: Non-Fiction**

Extensive practice in writing and revising various types of creative non-fiction. Emphasis on study of professional models and discussion of students' work. Pre- or co-requisite: *ENG 102. General Education: Arts and Humanities. Special Requirements: Intensive Writing/Critical Inquiry. Three lecture. May be taken for S/U credit.

ENG 289 (1-6)**Internship I**

Designed for students who are looking for paid or voluntary, practical learning experiences that apply academic and occupational education to real-life, on-the-job situations. Credit hours will be negotiated based on fulfillment of a contract. Each credit hour requires the completion of a minimum 45 hours of on-the-job participation. Prior experience or course work in the field of interest is required. Credit hours: one to six. May be taken for S/U credit.

ENG 298 (1-6)**Special Topics**

Designed to meet the needs of an individual(s) who has an interest in pursuing an original topic in an instructional area under faculty supervision. One to six variable credit hours.

*Course has additional pre or co requisite(s)

Development English (ENG)/Reading (RDG)

Last Updated: 25 July 2016

ENG 095 (4)

Basic Reading and Writing Skills

The course focuses on principles of basic reading and writing skills through phonics, vocabulary development, reading strategies, reading comprehension, recognizing reading and writing structures, grammar and punctuation, sentence structure, and concepts of paragraph and essay development. Prerequisite: Placement. May be taken for S/U credit. Four lecture. Fall, Spring. For previous students, this course replaces/combines RDG 089 and ENG 090.

ENG 095 (4) **Effective beginning Fall 2017**

Basic Reading and Writing Skills

The course focuses on principles of basic reading and writing skills through vocabulary development, reading strategies, reading comprehension, recognizing reading and writing structures, grammar and punctuation, sentence structure, and concepts of paragraph and essay development. Prerequisite: Placement. May be taken for S/U credit. Four lecture. Fall, Spring. For previous students, this course replaces/combines RDG 089 and ENG 090.

ENG 100 (4)

Fundamentals of Composition

Integrated reading/critical thinking/writing approach to basic skills needed for success in college. Extensive writing practice with emphasis on the writing process, writing strategies, and essay development. Prerequisite: ENG 095 or placement beyond prerequisite. Four lecture. For continuing students, the prerequisite of ENG 095 replaces ENG 090 and RDG 089.

RDG 099 (4)



Advanced Reading Improvement

A multi-pronged approach that includes mastery of college reading skills enhanced with supplemental reading, critical thinking, and reading fluency activities. Prerequisite: ENG 095 or placement beyond prerequisite course. May be taken for S/U credit. Four lecture.

For continuing students, the prerequisite of ENG 095 replaces ENG 090 and RDG 089.

English Program Review Data - Course Transfer Status within Arizona



Coconino Course	ASU	NAU	UA
ENG 101 (3)  College Composition I	ENG 101	ENG Dept Elective; Foundation Requirement [FNRQ]	ENGL 101
ENG 101 (3) and ENG 102 (3) College Composition I/ College Composition II		ENG Dept Elective; Foundation Requirement [FNRQ] --and-- ENG 105; Foundation Requirement [FNRQ] NAU Personalized Learning: ENGL 106; Foundation Requirement [FNRQ] --and-- ENG Dept Elective	
ENG 102 (3)  College Composition II	ENG 102	ENG Dept Elective; Foundation Requirement [FNRQ]	ENGL 102
ENG 139 (3) Intro to Creative Writing	ENG 210	ENG Dept Elective	ENGL or ENGV Dept Elective
ENG 235 (3) Fundamentals of Screenwriting	FMP 261, FMS 209	CMF 129	FTV Dept Elective

Example of English Program Review Data

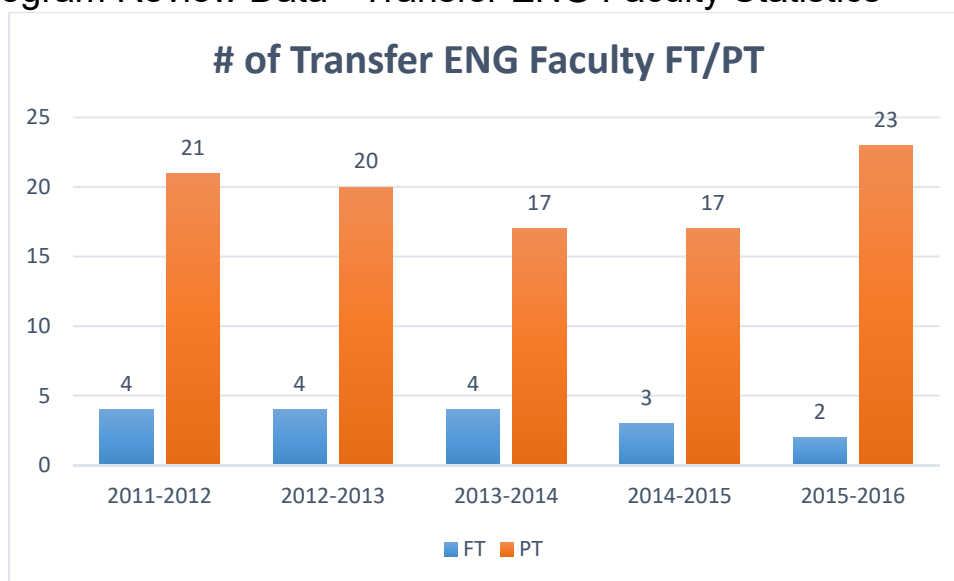
ENG 236 (3) <i>Intro to American Short Story</i>	ENG Dept Elective (3)	ENG Departmental Elective; Aesthetic & Humanistic Inquiry [AHI]	Elective Credit, T1 Trads & Cultures/ T2 Hum (TH)
ENG 237 (3) <i>Women in Literature</i>	ENG Dept Elective (3)	ENG 261; Aesthetic & Humanistic Inquiry [AHI]	ENGL or ENGV Dept Elective, T1 Trads & Cultures/ T2 Hum (TH)
ENG 238 (3) <i>Literature of the Southwest</i>	ENG Dept Elective (3)	ENG Departmental Elective; Aesthetic & Humanistic Inquiry [AHI]	ENGL or ENGV Dept Elective, T1 Trads & Cultures/ T2 Hum (TH)
ENG 240 (3) <i>English Literature I</i>	ENG 221, Humanities, Arts & Design (HU)	ENG 231; Aesthetic & Humanistic Inquiry [AHI]	Elective Credit
ENG 270 (3) <i>Creative Writing: Fiction</i>	ENG 288	ENG 270	ENGL or ENGV Dept Elective
ENG 271 (3) <i>Creative Writing: Poetry</i>	ENG 287	ENG 271	ENGL or ENGV Dept Elective
ENG 272 (3) <i>Creative Writing: Non-Fiction</i>	ENG 210	ENG 272	ENGL or ENGV Dept Elective, T1 Trads & Cultures/ T2 Hum (TH)
ENG 289 (1) <i>Internship I</i>	ENG Dept Elective	Elective Credit	Non Transferable
ENG 298 (1) <i>Special Topics</i>	ENG Dept Elective	Elective Credit	Elective Credit

English Program Review Data - Credentialed Instructors

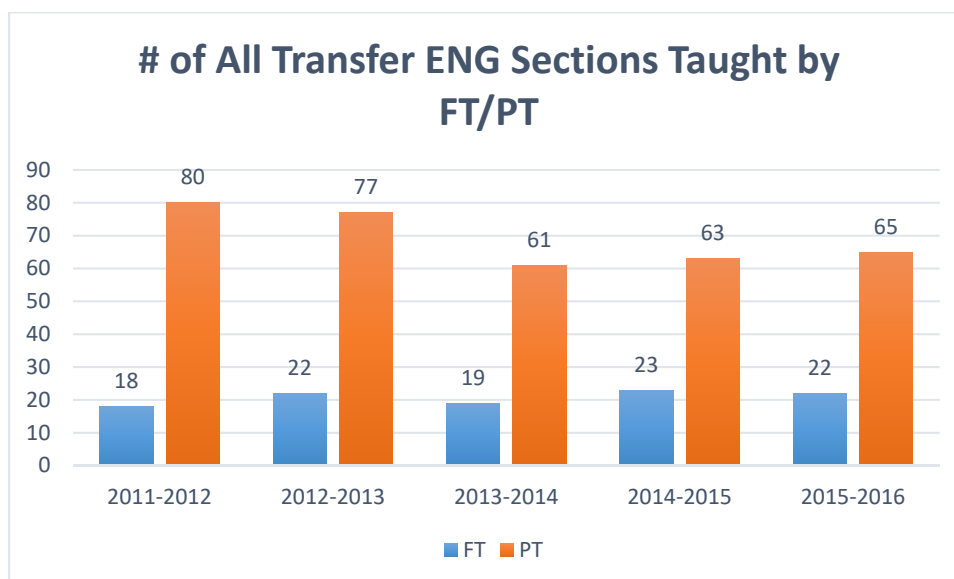
INSTRUCTOR	Notes from Credential Committee	Instructor Graduate Degree	Instructor Undergraduate Degree
Carscallen, Colleen	Approved--all ENG Courses	MA English	BA English
Khatibi, Kimberly	Approved for Developmental ENG and	M.Ed. Educational Technology	BS.Ed. Special Education
Dihlmann Lunday, Sandra	Approved--All ENG courses; COM 180 & 181	MA Writing Seminar	BA English
Martin, Jeremy	Approved for all ENG	MFA Creative Writing	BA English Writing
Wells, Ann	Approved--Developmental ENG	MA TESL	BA English
Arini, Marianne	Approved--All ENG courses		
Brougher, Camille	Approved--All ENG courses	MA English	BA Liberal Studies
Bodie, Angelic	Provisional for ENG 101 or higher; Qualified for Developmental Courses	M.Ed. TESOL	BS Elementary Ed
Buzan, Angela	Dual Enrollment		
Cochran, Patricia	Provisional Qualification for ENG 100	M.Ed. Secondary Education	BS.Ed. Journalism
Derr, Laine	Approved--Eng 101 & 102	MA English	BA Liberal Studies
Divine, Jill	Approved--All ENG courses	MA English	BS Behavioral Science
Gray, Christine	Approved--all ENG courses	MA Teaching High School	BA English
Harkins, Kate	Approved--all ENG courses	MA English Literature	BA English, Philosophy, and
Ketel, Kristine	Approved for Communication courses		
Kirchner, Christine	Approved for ENG 095, 098, RDG 095	MS Elementary Education Reading & Literature	BS Accounting
Larsen, Kimberly	Approved for Developmental ENG courses	MA English: Literacy, Technology, and Professional Writing	BS English
Piper, Samuel	Approved all ENG courses	MA English	BA English
Quinn, Kerri	Approved all ENG courses	PhD English Creative Writing	MA English, TESL
Reynolds, Robert	Approved for ENG 101 & ENG 235	MA English	
Southwick, Sarah	Approved--all ENG courses	MA English - Secondary Education	BA English
Instructors who have taught in the last five years, but no longer teach at CCC or were found not qualified by the Credentialing Committee			
Baker, Gerald	Retired		
Foster, Ruth	Retired		
Albert, Corey	Not Qualified	MA Teaching	BA Communications
Faulk, Joseph	Not Qualified	MA Information Resources and Library Science	BA English
Linskey Estate, John	Deceased		
Mazur, John	No longer works for CCC. Not reviewed		
Myers, Jacqueline	Not qualified for ENG 101 & 102		BS Education, Secondary Education
Summers, Gamin	No longer teaches for CCC		
Tso, Rachel	No longer teaches for CCC		

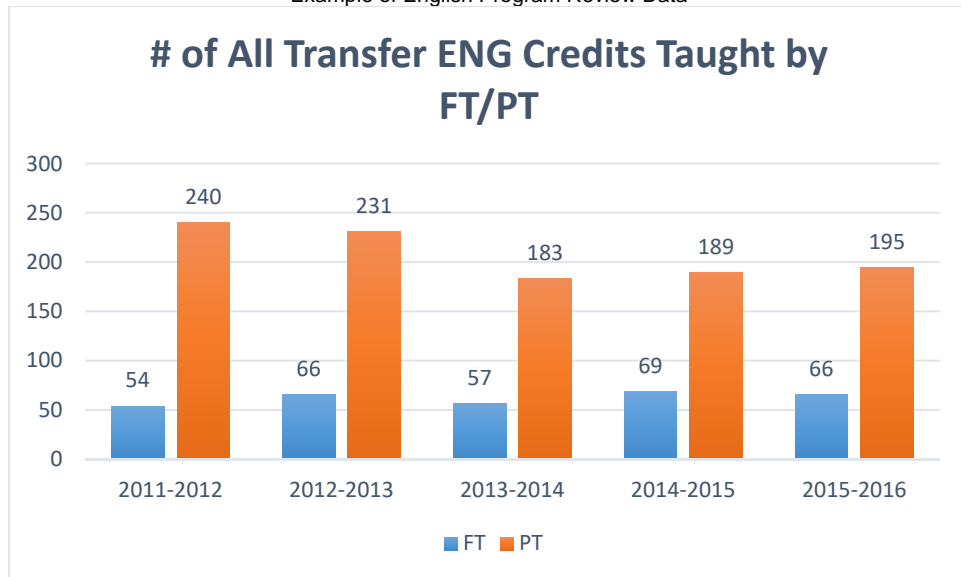
Instructors that have taught in the last five years, but have not been reviewed by the Credentialing Committee			
Baron, Katherine			
Bindel, Christopher			
Blanzy, Magdalena			
Bolin, Autumn			
Borup, Dave			
Bourdage, Janice			
Bushyager, Amy			
Carlson, Robert			
Couch, Debbie			
Coyne, Christopher			
Dennis, Summer			
Fine, Lewis			
Frischmann, Carol			
Gutshall, Robin			
Heilman, Karlyn			
Hoffman, Adam			
Keegan, Robert			
Koch, Rachel			
Lasslo, Gwendolyn			
Lesandrini, Jacob			
Meyers, David			
Minard, Anne			
Morton-Starnner, Erica			
Osburn, Teresa			
Santana, Shelly			
Silva, Shelley			
White, Karyn			
White, Will			
Younghans, Gretchen			

English Program Review Data - Transfer ENG Faculty Statistics

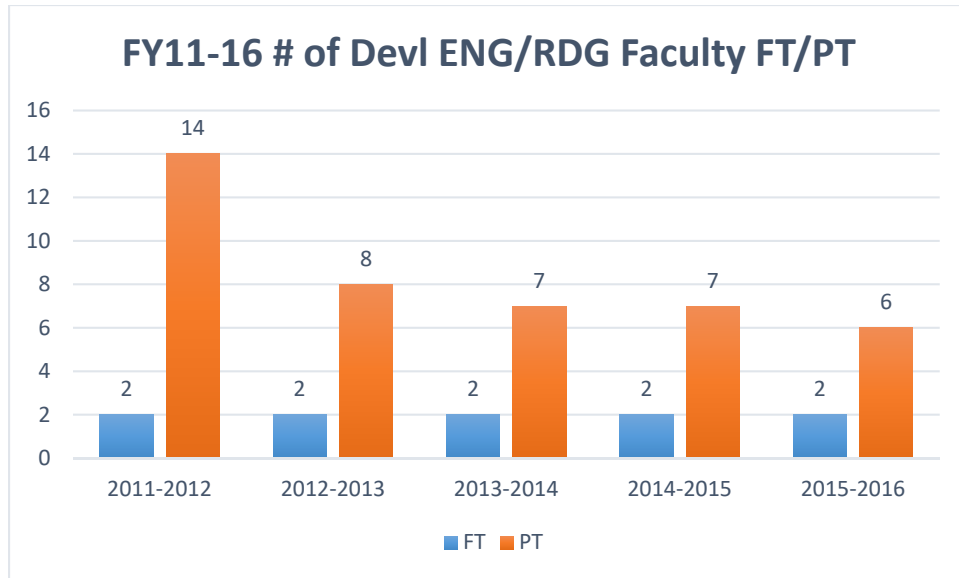


	FT	PT
2011-2012	4	21
2012-2013	4	20
2013-2014	4	17
2014-2015	3	17
2015-2016	2	23

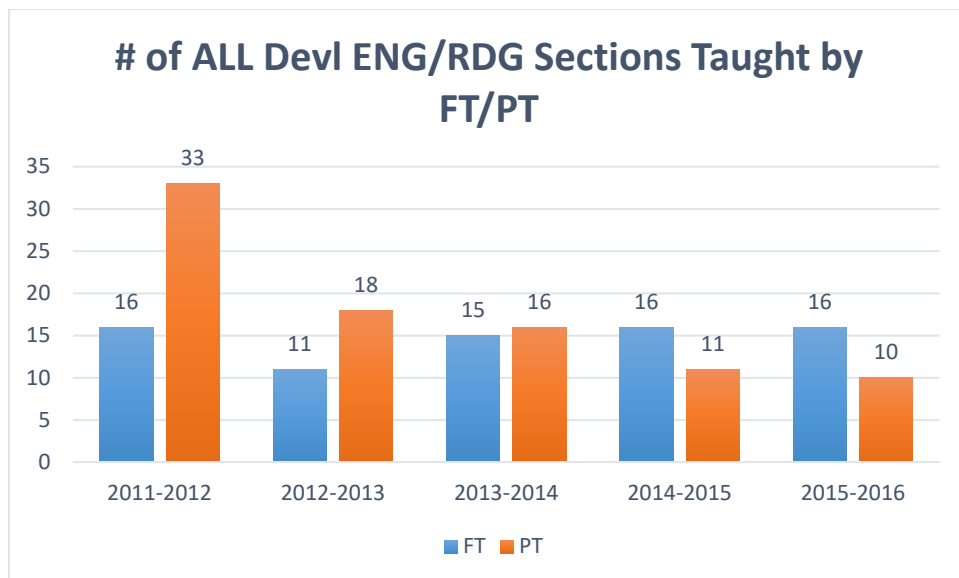


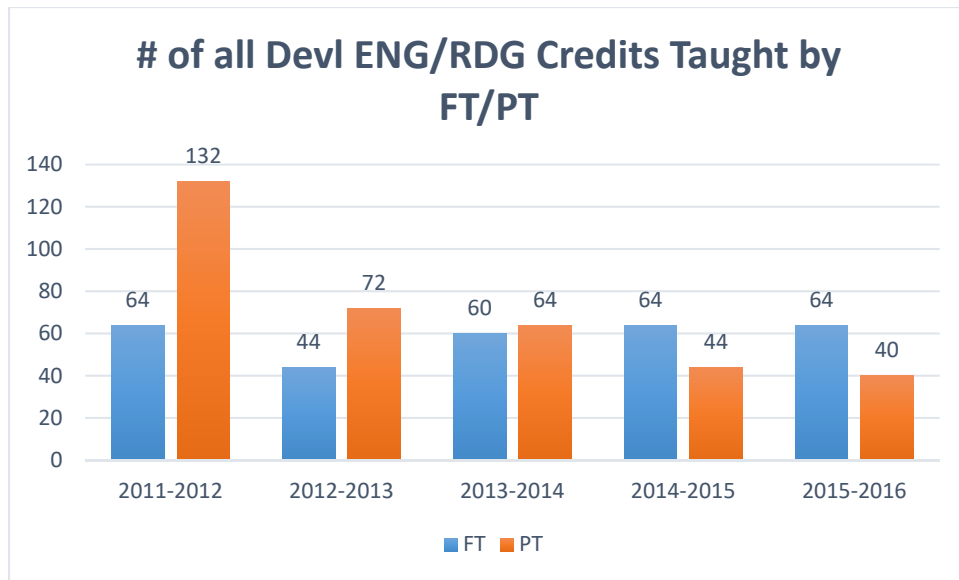


English Program Review Data - Developmental ENG Faculty Statistics



	FT	PT
2011-2012	2	14
2012-2013	2	8
2013-2014	2	7
2014-2015	2	7
2015-2016	2	6





English Program Review Data - Transfer ENG Course Success Rates Overview

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 101	763	77.3%	785	74.8%	830	80.2%	797	81.6%	780	81.8%	3955	79.2%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 102	748	73.1%	754	73.2%	676	76.2%	679	73.3%	697	78.6%	3554	74.8%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 139	7	71.4%	9	55.6%	30	73.3%	20	65.0%	20	95.0%	86	74.4%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 220					2	100.0%					2	100.0%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 235							6	83.3%	11	72.7%	17	76.5%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 238	10	100.0%					10	80.0%	10	50.0%	30	76.7%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 240	7	100.0%									7	100.0%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 270	26	80.8%	27	81.5%	24	95.8%	23	82.6%	36	83.3%	136	84.6%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 271	22	81.8%					10	60.0%	6	83.3%	38	76.3%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 272	70	82.9%	91	87.9%	105	82.9%	127	87.4%	119	92.4%	512	87.1%

English Program Review Data - Transfer ENG Course Success Rates by Individual Course

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 101	763	77.3%	785	74.8%	830	80.2%	797	81.6%	780	81.8%	3955	79.2%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 101	Flagstaff 4th St	78	82.1%	40	80.0%	0	0.0%	0	0.0%	0	0.0%	118	81.4%
	Flagstaff Lone Tree	596	75.0%	660	73.0%	771	79.4%	742	80.5%	713	80.5%	3482	77.9%
	Fredonia	0	0.0%	16	100.0%	0	0.0%	0	0.0%	0	0.0%	16	100.0%
	Grand Canyon	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	100.0%	11	100.0%
	Page	73	86.3%	54	77.8%	46	91.3%	38	94.7%	42	92.9%	253	87.7%
	Williams	16	100.0%	15	100.0%	13	92.3%	17	100.0%	14	100.0%	75	98.7%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 101	CAVIAT Program	52	88.5%	54	87.0%	0	0.0%	0	0.0%	0	0.0%	106	87.7%
	Dual Enrollment	31	100.0%	70	97.1%	91	97.8%	113	93.8%	138	99.3%	443	97.3%
	In Person	576	77.1%	571	71.8%	626	79.6%	570	81.8%	534	79.2%	2877	77.9%
	Online Web Class	104	66.3%	90	68.9%	113	69.9%	114	68.4%	108	72.2%	529	69.2%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 101	FALL	358	78.5%	385	76.1%	408	77.7%	344	78.8%	329	79.3%
	SPRING	330	76.4%	330	71.8%	370	82.2%	391	83.4%	407	83.5%
	SUMMER	75	76.0%	70	81.4%	52	86.5%	62	85.5%	44	84.1%

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 102	748	73.1%	754	73.2%	676	76.2%	679	73.3%	697	78.6%	3554	74.8%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 102	Flagstaff 4th St	59	62.7%	56	60.7%	0	0.0%	0	0.0%	0	0.0%	115	61.7%
	Flagstaff Lone Tree	637	72.2%	659	72.8%	629	74.7%	652	72.2%	666	78.1%	3243	74.0%
	Fredonia	0	0.0%	0	0.0%	9	100.0%	0	0.0%	0	0.0%	9	100.0%
	Page	52	96.2%	39	97.4%	38	94.7%	27	100.0%	31	90.3%	187	95.7%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 102	CAVIAT Program	50	94.0%	46	91.3%	0	0.0%	0	0.0%	0	0.0%	96	92.7%
	Dual Enrollment	12	100.0%	0	0.0%	22	95.5%	41	95.1%	61	98.4%	136	97.1%
	In Person	536	72.9%	566	71.7%	518	75.1%	503	72.0%	505	78.2%	2628	73.9%
	Online Web Class	150	64.7%	142	73.2%	136	77.2%	135	71.9%	131	71.0%	694	71.5%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 102	FALL	310	74.5%	291	70.8%	274	76.3%	251	66.1%	292	72.6%
	SPRING	356	74.2%	380	75.0%	325	77.2%	349	80.5%	353	84.7%
	SUMMER	82	63.4%	83	73.5%	77	71.4%	79	64.6%	52	71.2%

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 139	7	71.4%	9	55.6%	30	73.3%	20	65.0%	20	95.0%	86	74.4%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 139	Flagstaff Lone Tree	7	71.4%	9	55.6%	30	73.3%	20	65.0%	20	95.0%	86	74.4%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 139	In Person	7	71.4%	9	55.6%	6	83.3%	10	40.0%	0	0.0%	32	59.4%
	Online Web Class	0	0.0%	0	0.0%	24	70.8%	10	90.0%	20	95.0%	54	83.3%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 139	FALL	7	71.4%	9	55.6%	6	83.3%	10	40.0%		
	SPRING					24	70.8%	10	90.0%	20	95.0%
	SUMMER										

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 220					2	100.0%					2	100.0%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 220	Flagstaff Lone Tree					2	100.0%					2	100.0%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 220	Online Web Class					2	100.0%					2	100.0%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 220	FALL										
	SPRING					2	100.0%				
	SUMMER										

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 235							6	83.3%	11	72.7%	17	76.5%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 235	Flagstaff Lone Tree							6	83.3%	11	72.7%	17	76.5%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 235	Online Web Class							6	83.3%	11	72.7%	17	76.5%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 235	FALL										
	SPRING							6	83.3%	11	72.7%
	SUMMER										

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 238	10	100.0%					10	80.0%	10	50.0%	30	76.7%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 238	Flagstaff Lone Tree	10	100.0%					10	80.0%	10	50.0%	30	76.7%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 238	Online Web Class							10	80.0%	10	50.0%	20	65.0%
	In Person	10	100.0%									10	100.0%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 238	FALL							10	80.0%	10	50.0%
	SPRING	10	100.0%								
	SUMMER										

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 240	7	100.0%									7	100.0%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 240	Flagstaff Lone Tree	7	100.0%									7	100.0%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 240	In Person	7	100.0%									7	100.0%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 240	FALL	7	100.0%								
	SPRING										
	SUMMER										

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 270	26	80.8%	27	81.5%	24	95.8%	23	82.6%	36	83.3%	136	84.6%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 270	Flagstaff Lone Tree	26	80.8%	27	81.5%	24	95.8%	23	82.6%	36	83.3%	136	84.6%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 270	In Person	14	85.7%	18	77.8%	24	95.8%	8	75.0%	12	83.3%	76	85.5%
	Online Web Class	12	75.0%	9	88.9%	0	0.0%	15	86.7%	24	83.3%	60	83.3%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 270	FALL					14	100.0%	15	86.7%	24	83.3%
	SPRING	14	85.7%	18	77.8%	10	90.0%	8	75.0%	12	83.3%
	SUMMER	12	75.0%	9	88.9%						

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 271	22	81.8%					10	60.0%	6	83.3%	38	76.3%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 271	Flagstaff Lone Tree	22	81.8%					10	60.0%	6	83.3%	38	76.3%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 271	In Person	22	81.8%									22	81.8%
	Online Web Class							10	60.0%	6	83.3%	16	68.8%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 271	FALL	9	77.8%					10	60.0%	6	83.3%
	SPRING	13	84.6%								
	SUMMER										

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 272	70	82.9%	91	87.9%	105	82.9%	127	87.4%	119	92.4%	512	87.1%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 272	Flagstaff Lone Tree	70	82.9%	83	86.7%	105	82.9%	127	87.4%	119	92.4%	504	86.9%
	Page	0	0.0%	8	100.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 272	In Person	21	100.0%	37	86.5%	57	82.5%	32	84.4%	44	90.9%	191	87.4%
	Online Web Class	49	75.5%	54	88.9%	48	83.3%	95	88.4%	75	93.3%	321	86.9%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 272	FALL	22	72.7%	25	80.0%	46	82.6%	44	88.6%	48	93.8%
	SPRING	48	87.5%	57	89.5%	48	81.3%	62	85.5%	48	89.6%
	SUMMER			9	100.0%	11	90.9%	21	90.5%	23	95.7%

English Program Review Data - Transfer ENG Five Year Overview of Sections-Enrollment-Tuition Revenue

		2011-2012				2012-2013				2013-2014			
		SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES
ENG	101	43	832	\$ 207,168.00	\$ -	46	850	\$ 216,750.00	\$ -	37	778	\$ 203,058.00	\$ -
ENG	102	39	802	\$ 199,698.00	\$ -	41	823	\$ 209,865.00	\$ -	32	711	\$ 185,571.00	\$ -
ENG	139	1	8	\$ 1,992.00	\$ -	1	10	\$ 2,550.00	\$ -	2	33	\$ 8,613.00	\$ -
ENG	220									1	2	\$ 522.00	\$ -
ENG	235												
ENG	238	1	11	\$ 2,739.00	\$ -								
ENG	240	1	9	\$ 2,241.00	\$ -								
ENG	270	2	28	\$ 6,972.00	\$ -	2	30	\$ 7,650.00	\$ -	2	27	\$ 7,047.00	\$ -
ENG	271	2	22	\$ 5,478.00	\$ -								
ENG	272	3	78	\$ 19,422.00	\$ -	5	97	\$ 24,735.00	\$ -	5	107	\$ 27,927.00	\$ -
	Grand Total	92	1790	\$ 445,710.00	\$ -	95	1810	\$ 461,550.00	\$ -	79	1658	\$ 432,738.00	\$ -

		2014-2015				2015-2016				Totals			
		SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES
ENG	101	34	718	\$ 191,706.00	\$ -	34	704	\$ 194,304.00	\$ -	194	3882	\$ 1,012,986.00	\$ -
ENG	102	33	708	\$ 189,036.00	\$ -	33	688	\$ 189,888.00	\$ -	178	3732	\$ 974,058.00	\$ -
ENG	139	3	23	\$ 6,141.00	\$ -	1	20	\$ 5,520.00	\$ -	8	94	\$ 24,816.00	\$ -
ENG	220									1	2	\$ 522.00	\$ -
ENG	235	1	7	\$ 1,869.00	\$ -	1	11	\$ 3,036.00	\$ -	2	18	\$ 4,905.00	\$ -
ENG	238	1	11	\$ 2,937.00	\$ -	1	12	\$ 3,312.00	\$ -	3	34	\$ 8,988.00	\$ -
ENG	240									1	9	\$ 2,241.00	\$ -
ENG	270	2	24	\$ 6,408.00	\$ -	2	39	\$ 10,764.00	\$ -	10	148	\$ 38,841.00	\$ -
ENG	271	1	10	\$ 2,670.00	\$ -	1	6	\$ 1,656.00	\$ -	4	38	\$ 9,804.00	\$ -
ENG	272	6	131	\$ 34,977.00	\$ -	5	122	\$ 33,672.00	\$ -	24	535	\$ 140,733.00	\$ -
	Grand Total	81	1632	\$ 435,744.00	\$ -	78	1602	\$ 442,152.00	\$ -	425	8492	\$ 2,217,894.00	\$ -

English Program Review Data - Developmental ENG Course Success Overview

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 090	67	58.2%	47	61.7%	51	70.6%	35	88.6%	31	54.8%	231	65.8%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	221	80.1%	209	71.3%	229	76.9%	240	82.1%	211	81.0%	1110	78.4%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
RDG 089	46	82.6%	24	70.8%	35	80.0%	25	84.0%	23	78.3%	153	79.7%

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
RDG 099	224	77.7%	204	70.1%	208	79.8%	189	80.4%	198	85.4%	1023	78.6%

English Program Review Data - Developmental ENG Course Success by Individual Courses

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 090	67	58.2%	47	61.7%	51	70.6%	35	88.6%	31	54.8%	231	65.8%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 090	Flagstaff 4th St	13	46.2%	11	45.5%	10	50.0%	11	90.9%	7	42.9%	52	55.8%
	Flagstaff Lone Tree	40	60.0%	36	66.7%	39	74.4%	24	87.5%	24	58.3%	163	68.7%
	Page	14	64.3%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	16	68.8%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 090	In Person	67	58.2%	47	61.7%	51	70.6%	35	88.6%	31	54.8%	231	65.8%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 090	FALL	36	47.2%	25	48.0%	28	50.0%	27	85.2%	20	55.0%
	SPRING	20	60.0%	13	61.5%	13	100.0%	8	100.0%	11	54.5%
	SUMMER	11	90.9%	9	100.0%	10	90.0%	0	0.0%	0	0.0%

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	221	80.1%	209	71.3%	229	76.9%	240	82.1%	211	81.0%	1110	78.4%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	Flagstaff 4th St	53	84.9%	53	58.5%	44	54.5%	41	85.4%	38	78.9%	229	72.1%
	Flagstaff Lone Tree	118	82.2%	138	74.6%	162	83.3%	175	82.3%	155	80.0%	748	80.6%
	Page	50	70.0%	18	83.3%	23	73.9%	24	75.0%	18	94.4%	133	76.7%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	CAVIAT Program	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%
	In Person	219	79.9%	209	71.3%	229	76.9%	240	82.1%	211	81.0%	1108	78.3%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
ENG 100	FALL	109	78.9%	115	63.5%	123	81.3%	132	84.1%	118	83.9%
	SPRING	97	78.4%	83	79.5%	95	68.4%	94	76.6%	85	75.3%
	SUMMER	15	100.0%	11	90.9%	11	100.0%	14	100.0%	8	100.0%

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
RDG 089	46	82.6%	24	70.8%	35	80.0%	25	84.0%	23	78.3%	153	79.7%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
RDG 089	Flagstaff 4th St	12	91.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	91.7%
	Flagstaff Lone Tree	23	78.3%	18	72.2%	26	76.9%	25	84.0%	23	78.3%	115	78.3%
	Page	11	81.8%	6	66.7%	9	88.9%	0	0.0%	0	0.0%	26	80.8%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
RDG 089	In Person	46	82.6%	24	70.8%	35	80.0%	25	84.0%	23	78.3%	153	79.7%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
RDG 089	FALL	35	85.7%	15	66.7%	25	80.0%	15	86.7%	14	85.7%
	SPRING	11	72.7%	9	77.8%	10	80.0%	10	80.0%	9	66.7%
	SUMMER										

Example of English Program Review Data

Course Success Rate	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
RDG 099	224	77.7%	204	70.1%	208	79.8%	189	80.4%	198	85.4%	1023	78.6%

Course	CAMPUS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
RDG 099	Flagstaff 4th St	64	75.0%	64	71.9%	92	77.2%	72	72.2%	46	93.5%	338	76.9%
	Flagstaff Lone Tree	112	80.4%	115	73.9%	99	78.8%	107	84.1%	134	80.6%	567	79.5%
	Page	48	75.0%	25	48.0%	17	100.0%	10	100.0%	18	100.0%	118	78.8%

Course	IM	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Totals	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
RDG 099	CAVIAT Program	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%
	In Person	220	77.3%	204	70.1%	208	79.8%	189	80.4%	198	85.4%	1019	78.5%

Course	Session	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful	Attempted	% Successful
RDG 099	FALL	111	80.2%	113	66.4%	123	77.2%	120	80.8%	130	84.6%
	SPRING	95	72.6%	75	70.7%	74	81.1%	69	79.7%	68	86.8%
	SUMMER	18	88.9%	16	93.8%	11	100.0%				

English Program Review Data - Developmental ENG Five Year Overview of Sections-Enrollment-Tuition Revenue

		2011-2012				2012-2013				2013-2014			
		SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES
ENG	90	6	78	\$ 25,896.00	\$ -	4	51	\$ 17,340.00	\$ -	5	55	\$ 19,140.00	\$ -
ENG	100	14	235	\$ 78,020.00	\$ -	12	224	\$ 76,160.00	\$ -	12	249	\$ 86,652.00	\$ -
RDG	89	5	55	\$ 18,260.00	\$ 1,100.00	3	33	\$ 11,220.00	\$ 660.00	3	38	\$ 13,224.00	\$ 760.00
RDG	99	15	250	\$ 83,000.00	\$ -	11	219	\$ 74,460.00	\$ -	11	221	\$ 76,908.00	\$ -
	Grand Total	40	618	\$ 205,176.00	\$ 1,100.00	30	527	\$ 179,180.00	\$ 660.00	31	563	\$ 195,924.00	\$ 760.00

		2014-2015				2015-2016				Totals			
		SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES	SECTIONS	ENROLLMENT	TUITION	FEES
ENG	90	3	38	\$ 13,528.00	\$ -	3	36	\$ 13,248.00	\$ -	21	258	\$ 89,152.00	\$ -
ENG	100	12	253	\$ 90,068.00	\$ -	12	225	\$ 82,800.00	\$ -	62	1186	\$ 413,700.00	\$ -
RDG	89	2	28	\$ 9,968.00	\$ 560.00	2	27	\$ 9,936.00	\$ 540.00	15	181	\$ 62,608.00	\$ 3,620.00
RDG	99	10	203	\$ 72,268.00	\$ -	9	201	\$ 73,968.00	\$ -	56	1094	\$ 380,604.00	\$ -
	Grand Total	27	522	\$ 185,832.00	\$ 560.00	26	489	\$ 179,952.00	\$ 540.00	154	2719	\$ 946,064.00	\$ 3,620.00

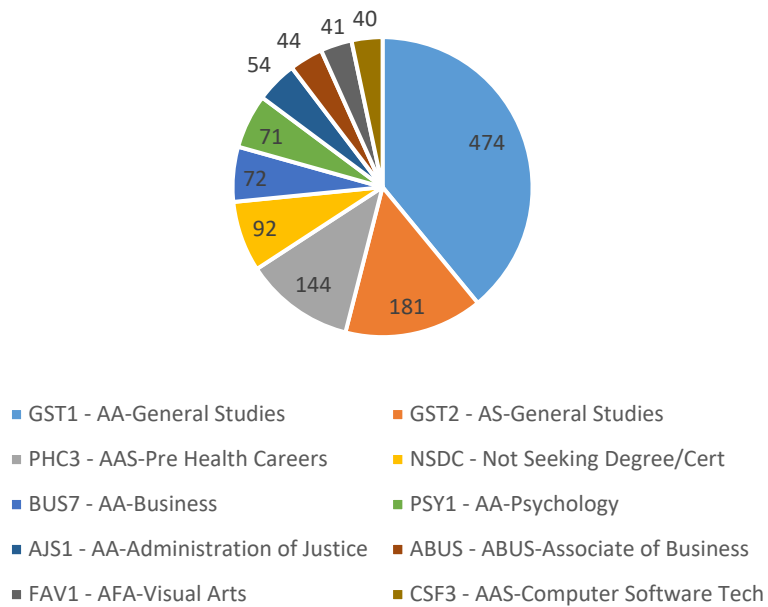
English Program Review Data - Transfer ENG Student Demographics

MAJOR	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Average	Grand Total
GST1 - AA-General Studies	391	402	459	559	559	474	2370
GST2 - AS-General Studies	193	193	150	182	189	181	907
PHC3 - AAS-Pre Health Careers	101	99	168	160	190	144	718
NSDC - Not Seeking Degree/Cert	70	194	117	39	42	92	462
BUS7 - AA-Business	41	39	63	88	128	72	359
PSY1 - AA-Psychology	61	84	63	89	58	71	355
AJS1 - AA-Administration of Justice	66	52	43	62	48	54	271
ABUS - ABUS-Associate of Business	80	44	40	31	26	44	221
FAV1 - AFA-Visual Arts	52	49	42	33	29	41	205
CSF3 - AAS-Computer Software Tech	44	38	41	43	36	40	202
BST3 - AAS-Business Technologies	59	76	48	13	2	40	198
PPN7 - CC-Pre-Health Careers Cert	92	47	18	13	7	35	177
NOC2 - Undecided	60	46	31	12	8	31	157
EED1 - AA-Elementary Education	55	43	38	12	4	30	152
AGS - Associate of General Studies	52	35	30	11	22	30	150
FSC3 - AAS-Fire Science	22	24	28	36	20	26	130
HRM1 - AA-Hotel/Restaurant Management	37	27	16	25	22	25	127
AGA7 - CertComp-AGEC-A	23	37	19	22	23	25	124
MOA3 - AAS-Medical Office Assistant	37	33	26	9	2	21	107
EVS2 - AA-Environmental Studies	24	24	19	13	17	19	97
AGS7 - CertComp-AGEC-S	14	23	17	21	16	18	91
PRM3 - AAS-Paramedic Studies	13	19	26	17	15	18	90
SOC1 - AA-Sociology	24	21	16	12	12	17	85
CTM1 - AA-Construction Tech Mgmt	16	15	10	11	10	12	62
AJS3 - AAS-Administration of Justice	20	12	8	6	5	10	51
NEC3 - AAS-Network Engineering	9	10	9	14	7	10	49
BST4 - AAS-Business			2	18	27	16	47
ECE3 - AAS-Early Childhood Education	11	13	15	6	1	9	46
AGB7 - CertComp-AGEC-B	6	11	13	10	5	9	45
ANT1 - AA-Anthropology	9	9	9	8	9	9	44
AET3 - AAS-Alternative Energy Technol	4	10	2	4	6	5	26
ASL3 - AAS - American Sign Lang Inter	2	5	7	3	5	4	22
ECE7 - Cert-Early Childhood Education	9	5	4	1	2	4	21
SGB3 - AAS - Sustainable Green Bldg	3	3	2	6	7	4	21
COT3 - AAS-Construction Technology	6	4	2	3	2	3	17
MAD1 - AAS-Medical Assistant	1	2	1	7	6	3	17
FSC5 - InterCert-Fire Science	8	1	5	1	1	3	16
GWD7 - Cert-Graphics & Web Design	2	7	3	3	1	3	16
HRM3 - AAS-Hotel/Restaurant Mgt	2	3	7	3	1	3	16
ADT3 - AAS-Architectural Design Tech	10	2	3			5	15
ASL6 - AdvCert-Amer Sign Lang Inter	4	5	1	2	3	3	15
ATC7 - CertComp-Accounting	5	1	2	2	5	3	15
CTE7 - Cert-Computer Technician	7	6	1			5	14

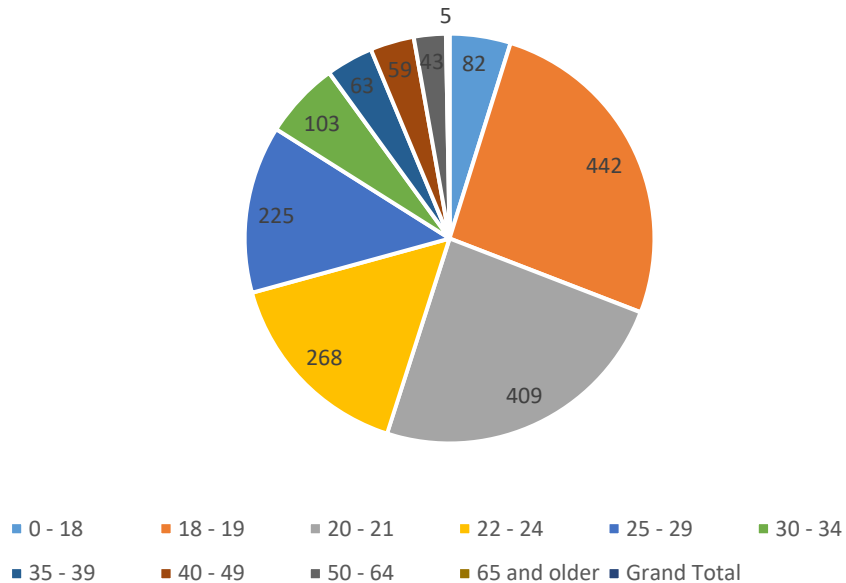
Example of English Program Review Data

FOR7 - Cert-Forensics	2	2	2	2	4	2	12
NAC7 - CertComp-Nursing Assisting	7	4			1	4	12
NUR3 - AAS-Nursing	1	2	3	5	1	2	12
PHL7 - CertComp-Phlebotomy	5	1	2		2	3	10
MEA7 - CertComp-Medical Assistant			1	4	4	3	9
NEC4 - BasicCert-Network Engineer 1	3	1	3	1	1	2	9
FSC6 - AdvCert-Fire Science		3	3	2		3	8
NCRE - Non Credit Only		2	4	1	1	2	8
DAN3 - AAS- Dance	3	4				4	7
ETC3 - AAS-Electricity	1	3	1	2		2	7
ETC5 - Cert-Electricity		3	4			4	7
MOA4 - BasicCert-Med Front Off Assit	7					7	7
VTE1 - AA-Vocational Technology Ed	2		2	2	1	2	7
AEC5 - IntCrt-Alternative Energy Tech	2		1	2	1	2	6
CTC7 - CertComp-Construction Tech	1		2		3	2	6
CPA1 - AA-ColoradoPlateau-ArtsCulture		2	1		2	2	5
CAA3 - AAS-Carpentry Apprenticeship	2	1				2	3
CAD4 - BasicCert-Computer Aided Draft	1	1	1			1	3
PAR3 - AAS-Paralegal Studies			2	1		2	3
UNDC - Undeclared	2		1			2	3
ACT5 - InterCert-Architect CAD Tech	1		1			1	2
AEC6 - AdvCrt-Alternative Energy Tech	1	1				1	2
CRP6 - AdvCert-Carpentry Apprentice	1	1				1	2
CST7 - Cert-Computer Software Tech	1				1	1	2
FAD1 - AAS-Dance		2				2	2
MIC7 - CC-Medical Ins., Coding & Bill		2				2	2
CSF5 - InterCert-Computer Software					1	1	1
MOM1 - AAS-Medical Office Management					1	1	1
NUR2 - AS-Pre-Nursing		1				1	1
PSW1 - AA-Pre-Social Work	1					1	1
SCI2 - AS-Pre-Science		1				1	1
SMA3 - AAS-Sheet Metal Apprenticeship	1					1	1
Grand Total	1790	1810	1658	1632	1602		8492

2011-16 AVG # of Students in Top Ten Majors in Transfer ENG



2011-16 AVG Age in Transfer ENG

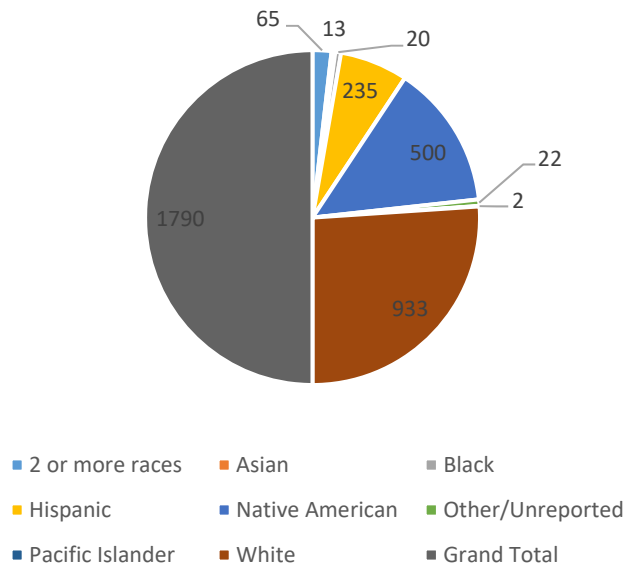


Example of English Program Review Data

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Average	Grand Total
0 - 18	121	151	92	22	23	82	409
18 - 19	365	408	424	504	511	442	2212
20 - 21	404	432	389	382	437	409	2044
22 - 24	319	304	260	241	218	268	1342
25 - 29	276	243	199	225	180	225	1123
30 - 34	132	105	94	94	88	103	513
35 - 39	71	63	74	55	53	63	316
40 - 49	54	56	74	64	47	59	295
50 - 64	43	43	46	43	39	43	214
65 and older	5	5	6	2	6	5	24

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Grand Total
Female	999	961	897	888	821	4566
Male	788	845	755	733	768	3889
Unreported	3	4	6	11	13	37

2011-16 AVG # of Students by Ethnicity in Transfer ENG



Example of English Program Review Data

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Average	Grand Total
2 or more races	65	59	63	75	77	68	339
Asian	13	17	18	11	18	15	77
Black	20	22	25	32	30	26	129
Hispanic	235	264	250	296	306	270	1351
Native American	500	405	304	274	239	344	1722
Other/Unreported	22	27	29	38	43	32	159
Pacific Islander	2	4	3	7	4	4	20
White	933	1012	966	899	885	939	4695

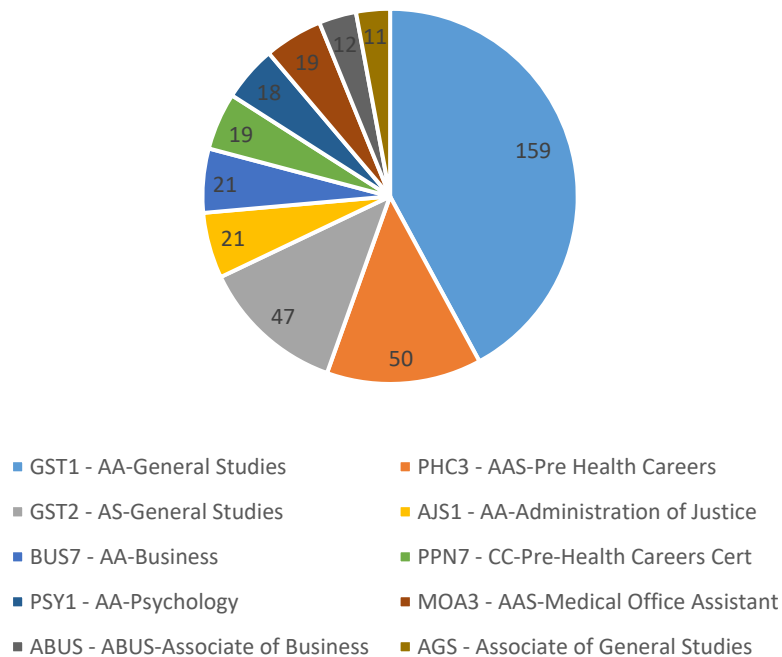
English Program Review Data - Developmental ENG Student Demographics

MAJOR	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Average	Grand Total
GST1 - AA-General Studies	177	138	126	167	186	159	794
PHC3 - AAS-Pre Health Careers	30	23	74	75	50	50	252
GST2 - AS-General Studies	56	49	52	38	40	47	235
AJS1 - AA-Administration of Justice	23	22	21	12	29	21	107
BUS7 - AA-Business	8	7	19	37	33	21	104
PPN7 - CC-Pre-Health Careers Cert	30	33	15	12	3	19	93
PSY1 - AA-Psychology	20	7	20	27	16	18	90
MOA3 - AAS-Medical Office Assistant	22	34	19	1		19	76
ABUS - ABUS-Associate of Business	20	10	17	9	5	12	61
AGS - Associate of General Studies	17	9	14	14	1	11	55
BST3 - AAS-Business Technologies	19	15	13	6		13	53
FAV1 - AFA-Visual Arts	11	7	21	9	4	10	52
CSF3 - AAS-Computer Software Tech	6	16	13	10	6	10	51
HRM1 - AA-Hotel/Restaurant Management	12	7	17	7	7	10	50
CTM1 - AA-Construction Tech Mgmt	10	7	6	12	10	9	45
FSC3 - AAS-Fire Science	5	8	6	12	13	9	44
ECE3 - AAS-Early Childhood Education	14	10	12	3	2	8	41
NSDC - Not Seeking Degree/Cert	13	14	11	1	2	8	41
NOC2 - Undecided	19	11	4	2		9	36
PRM3 - AAS-Paramedic Studies	3	10	7	6	6	6	32
AGS7 - CertComp-AGEC-S	2	12	1	3	7	5	25
MEA7 - CertComp-Medical Assistant		2		12	11	8	25
MOA4 - BasicCert-Med Front Off Assit	8	6	11			8	25
AJS3 - AAS-Administration of Justice	8	7	2	2	2	4	21
GWD7 - Cert-Graphics & Web Design	4	2	5	3	7	4	21
EVS2 - AA-Environmental Studies	4	6	1	4	4	4	19
SOC1 - AA-Sociology	2	6	7	4		5	19
NAC7 - CertComp-Nursing Assisting	15	3				9	18
ATC7 - CertComp-Accounting	6		5	1	5	4	17
EED1 - AA-Elementary Education	5	4	7			5	16
PHL7 - CertComp-Phlebotomy	4	2	4	3	3	3	16
ECE7 - Cert-Early Childhood Education	1	4	4	4	1	3	14
COT3 - AAS-Construction Technology	2		5	5	1	3	13
CTE7 - Cert-Computer Technician	4	8		1		4	13
NEC3 - AAS-Network Engineering	1	7	2	2	1	3	13
AGA7 - CertComp-AGEC-A		2	1	2	6	3	11
ETC3 - AAS-Electricity	5	1	4			3	10
ANT1 - AA-Anthropology	2	6	1			3	9
BST4 - AAS-Business				3	6	5	9
FSC5 - InterCert-Fire Science	4	1	2	2		2	9
AET3 - AAS-Alternative Energy Technol	1		1	2	4	2	8
ASL3 - AAS - American Sign Lang Inter		2	2	3	1	2	8
MAD1 - AAS-Medical Assistant				2	6	4	8

Example of English Program Review Data

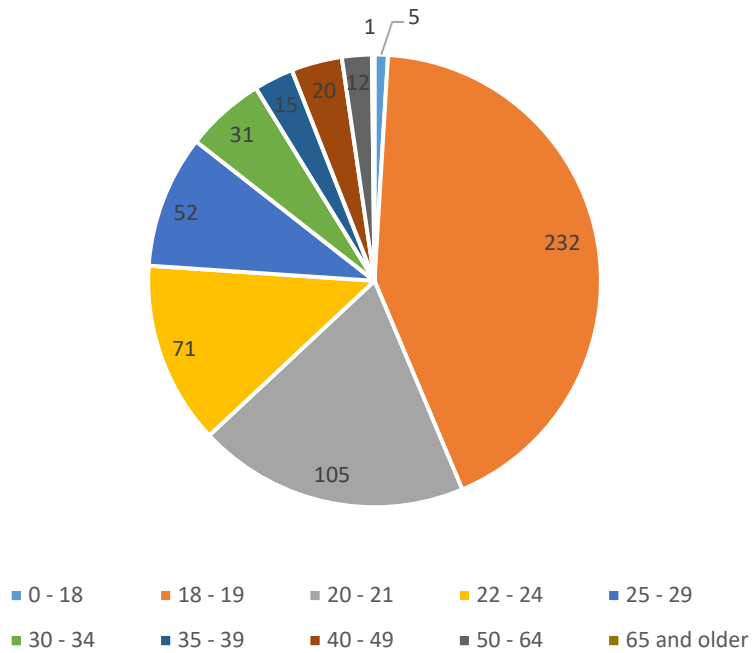
SGB3 - AAS - Sustainable Green Bldg	3			2	2	2	7
ADT3 - AAS-Architectural Design Tech	2	3				3	5
AEC5 - IntCrt-Alternative Energy Tech	1			1	3	2	5
FOR7 - Cert-Forensics	3	2				3	5
HRM3 - AAS-Hotel/Restaurant Mgt	4		1			3	5
AGB7 - CertComp-AGEC-B			2		2	2	4
CTC7 - CertComp-Construction Tech	3				1	2	4
FSC6 - AdvCert-Fire Science			1		3	2	4
ETC5 - Cert-Electricity	2		1			2	3
NCRE - Non Credit Only		2	1			2	3
VTE1 - AA-Vocational Technology Ed	1	1	1			1	3
ASC7 - Cert-Application Software Spec	1	1				1	2
ASL6 - AdvCert-Amer Sign Lang Inter	2					2	2
NEC4 - BasicCert-Network Engineer 1			2			2	2
NUR3 - AAS-Nursing			2			2	2
ACT5 - InterCert-Architect CAD Tech	1					1	1
CAA3 - AAS-Carpentry Apprenticeship				1		1	1
CPA1 - AA-ColoradoPlateau-ArtsCulture	1					1	1
NUR2 - AS-Pre-Nursing	1					1	1
Grand Total	618	527	563	522	489		2719

2011-16 AVG # of Top Ten Majors in Devl
ENG/RDG



Example of English Program Review Data

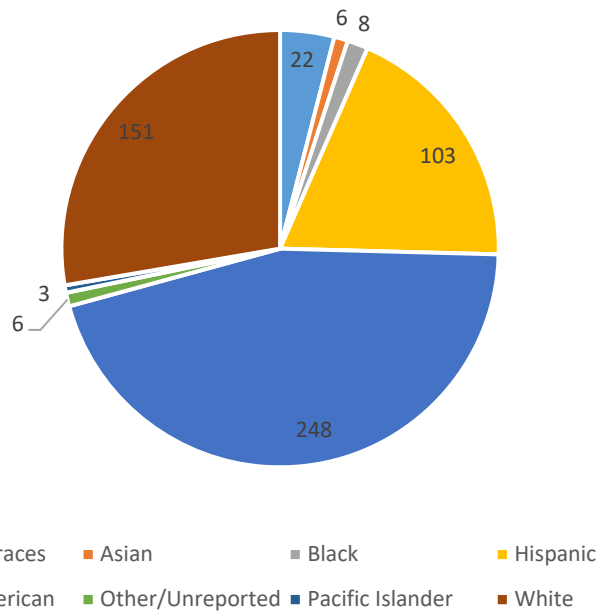
2011-16 AVG Age in Devl ENG/RDG



	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Average	Grand Total
0 - 18	6	6	9	1	4	5	26
18 - 19	233	217	234	247	231	232	1162
20 - 21	105	107	119	101	95	105	527
22 - 24	111	70	69	51	54	71	355
25 - 29	62	46	44	48	58	52	258
30 - 34	52	28	31	24	19	31	154
35 - 39	7	18	26	16	10	15	77
40 - 49	29	21	23	16	10	20	99
50 - 64	13	13	8	17	7	12	58
65 and older		1		1	1	1	3

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Grand Total
Female	342	289	324	279	230	1464
Male	276	238	234	236	259	1243
Unreported			5	7		12

2011-16 AVG # of Students by Ethnicity in Devl ENG/RDG



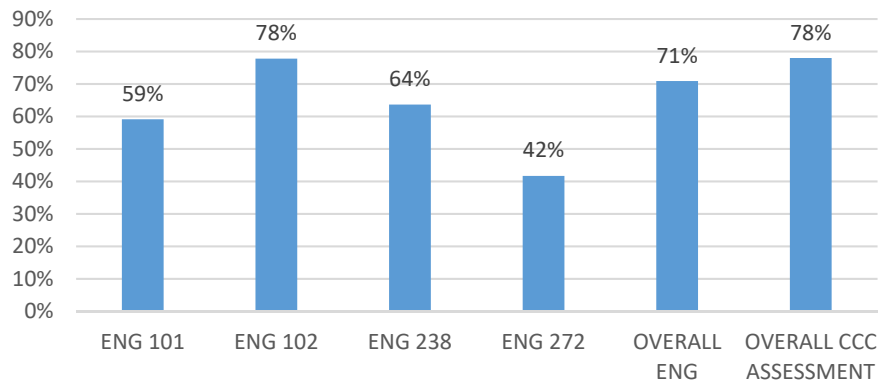
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Average	Grand Total
2 or more races	18	20	24	27	20	22	109
Asian	7	7	6	4	4	6	28
Black	8	7	6	8	13	8	42
Hispanic	94	97	113	109	102	103	515
Native American	357	248	255	184	194	248	1238
Other/Unreported	4		5	10	3	6	22
Pacific Islander			5	2	2	3	9
White	130	148	149	178	151	151	756

GENERAL EDUCATION CRITICAL THINKING

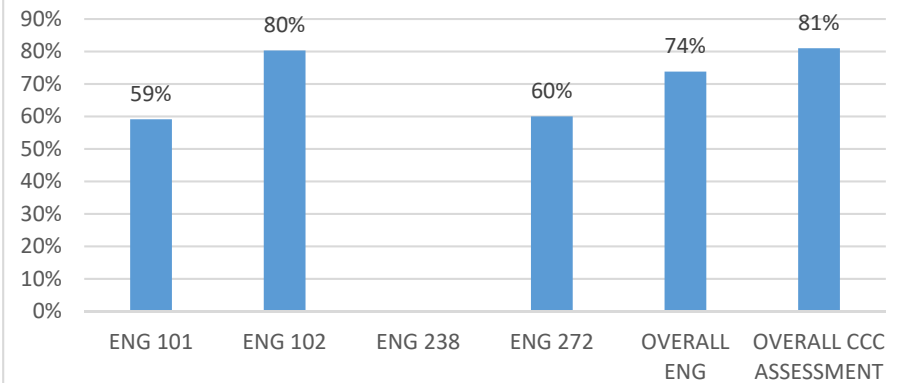
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

ENG Assessment Results Fall 2016

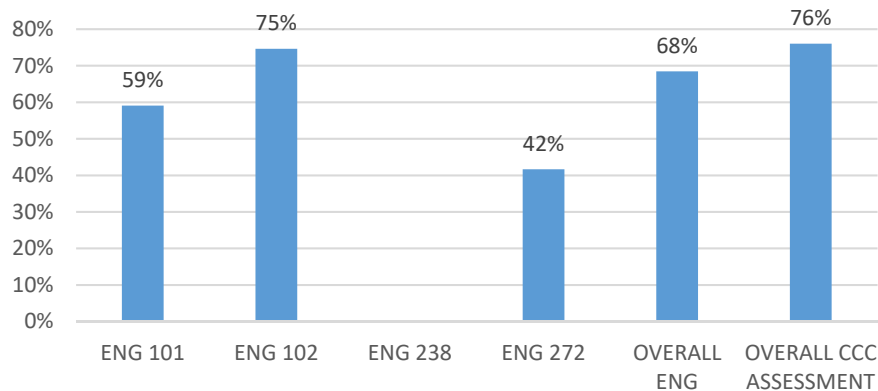
Gather, assess, and interpret information within a theoretical framework.



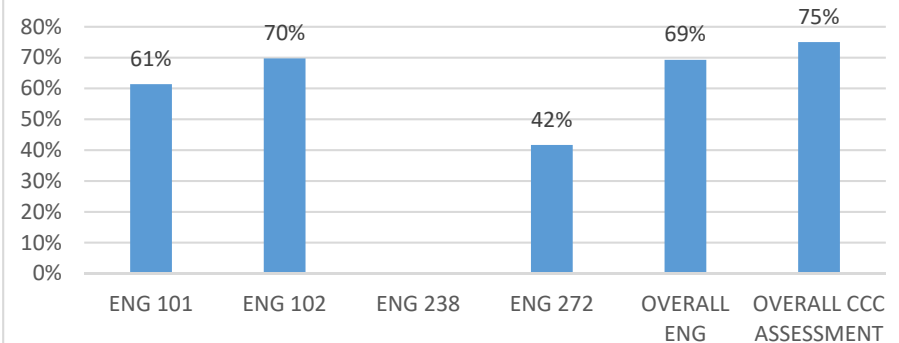
Formulate vital questions and problems in a clear and precise manner.



Develop well-reasoned conclusions and solutions to problems.



Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.

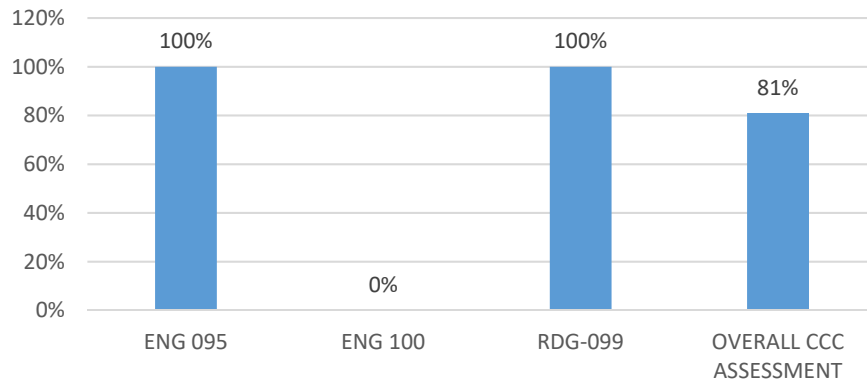


GENERAL EDUCATION CRITICAL THINKING

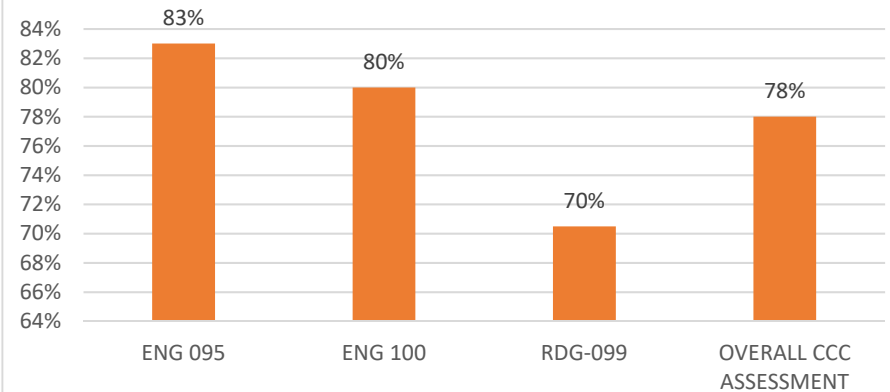
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

DevI ENG/RDG Assessment Results Fall 2016

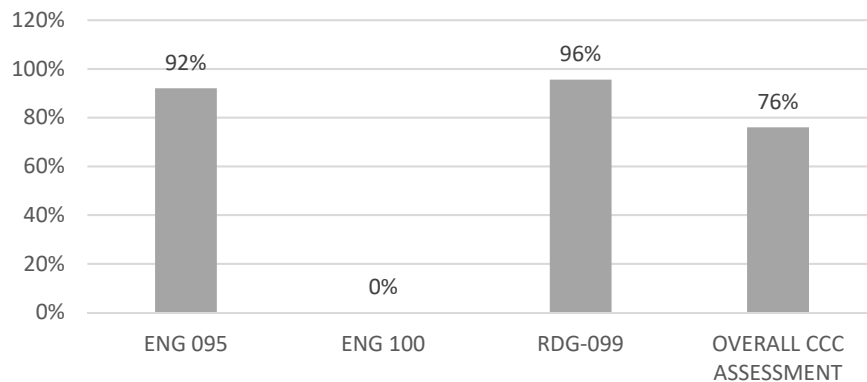
Formulate vital questions and problems in a clear and precise manner.



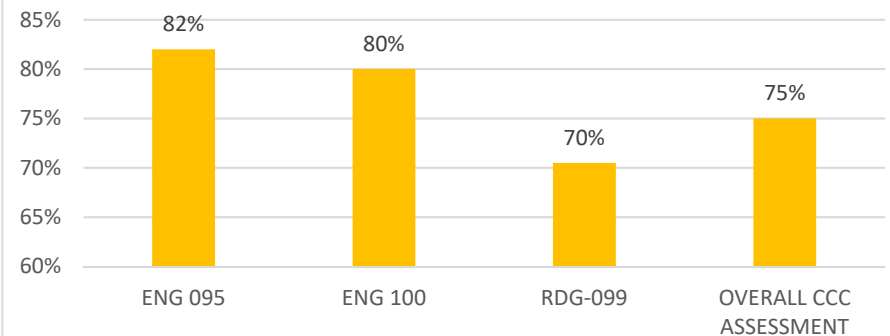
Gather, assess, and interpret information within a theoretical framework.



Develop well-reasoned conclusions and solutions to problems.



Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.



English Program Review Data - Transfer ENG Course Outcomes to Program Outcome Curriculum Map Overview

		Understand social values and the implications of those values.		Recognize the consequences and significance of one's actions.		A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values			Describe the interaction between individuals, their culture, and the physical environment.		Analyze the complexity of humanity and its significance for the individual and for society.		An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives
	TOTAL # OF COURSE OUTCOMES BY COURSE	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	Ethical and Civil Values	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	Diversity and Global Awareness
TOTALS BY COURSE													
ENG 101	9	0	0%	0	0%		0	0%	0	0%	0	0%	
ENG 102	7	0	0%	0	0%		0	0%	0	0%	0	0%	
ENG 236	4	1	25%	1	25%		0	0%	1	25%	1	25%	
ENG 237	5	1	20%	1	20%		1	20%	1	20%	1	20%	
ENG 238	5	3	60%	0	0%		1	20%	2	40%	2	40%	
ENG 272	6	0	0%	0	0%		0	0%	0	0%	0	0%	
OVERALL TOTALS FOR ALL COURSES													
6	6	3	50%	2	33%		2	33%	3	50%	3	50%	
TOTAL # BY PREFIX BY COURSE													
TOTAL ENG	6	3	50%	2	33%		2	33%	3	50%	3	50%	
OVERALL TOTALS FOR ALL COURSE OUTCOMES													
6	36	5	14%	2	6%		2	6%	4	11%	4	11%	
TOTAL # BY PREFIX COURSE OUTCOMES													
TOTAL ENG	36	5	14%	2	6%		2	6%	4	11%	4	11%	

Example of English Program Review Data

		Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.		Develop well-reasoned conclusions and solutions to problems.		Gather, assess, and interpret information within a theoretical framework.		Formulate vital questions and problems in a clear and precise manner.		Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.
	TOTAL # OF COURSE OUTCOMES BY COURSE	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	Thinking Skills
TOTALS BY COURSE										
ENG 101	9	0	0%	2	22%	4	44%	1	11%	
ENG 102	7	1	14%	1	14%	1	14%	1	14%	
ENG 236	4	1	25%	2	50%	2	50%	2	50%	
ENG 237	5	1	20%	1	20%	1	20%	1	20%	
ENG 238	5	0	0%	1	20%	5	100%	2	40%	
ENG 272	6	0	0%	1	17%	1	17%	1	17%	
OVERALL TOTALS FOR										
6	6	3	50%	6	100%	6	100%	6	100%	
TOTAL # BY PREFIX										
TOTAL ENG	6	3	50%	6	100%	6	100%	6	100%	
OVERALL TOTALS FOR										
6	36	3	8%	8	22%	14	39%	8	22%	
TOTAL # BY PREFIX										
TOTAL ENG	36	3	8%	8	22%	14	39%	8	22%	

Example of English Program Review Data

		Use appropriate technology for communication and information gathering		Demonstrate listening and comprehension skills for effective communications.		Communicate clearly and effectively, orally and in writing, at a college-level.		Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.		Conveying of ideas using one or more methods of expression (written, oral, signed)
	TOTAL # OF COURSE OUTCOMES BY COURSE	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	# OF MEASURABLE COURSE OUTCOMES	% OF MEASURABLE COURSE OUTCOMES	Communication Skills
TOTALS BY COURSE										
ENG 101	9	1	11%	1	11%	4	44%	2	22%	
ENG 102	7	1	14%	1	14%	1	14%	1	14%	
ENG 236	4	0	0%	1	25%	1	25%	1	25%	
ENG 237	5	0	0%	0	0%	0	0%	0	0%	
ENG 238	5	0	0%	1	20%	2	40%	1	20%	
ENG 272	6	0	0%	1	17%	3	50%	1	17%	
OVERALL TOTALS FOR										
6	6	2	33%	5	83%	5	83%	5	83%	
TOTAL # BY PREFIX										
TOTAL ENG	6	2	33%	5	83%	5	83%	5	83%	
OVERALL TOTALS FOR										
6	36	2	6%	5	14%	11	31%	6	17%	
TOTAL # BY PREFIX										
TOTAL ENG	36	2	6%	5	14%	11	31%	6	17%	

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ENG 236 - INTRODUCTION TO THE AMERICAN SHORT STORY Outcomes																
	Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values				Diversity and Global Awareness- An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives				Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning				Communication Skills- Conveying ideas using one or more methods of expression (written, oral, signed)			
	Understand social values and the implications of those values.				Recognize the consequences and significance of one's actions.				Evaluate the continuity of events/issues over time.				Describe the interaction between individuals, their culture, and the physical environment.			
	Recognize the consequences and significance of one's actions.				Describe the interaction between individuals, their culture, and the physical environment.				Analyze the complexity of humanity and its significance for the individual and for society.				Develop well-reasoned conclusions and solutions to problems.			
1. Read a comprehensive selection of American short stories.																
2. Identify and discuss the use and effect of literary conventions such as plot, theme, setting, point of view, character, irony, symbolism, and other																
3. Write literary critiques including literary research essays																
4. Analyze the significance of gender, race, and class in selected stories	X	X			X	X			X	X						

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ENG 237 - WOMEN IN LITERATURE Outcomes			Understand social values and the implications of those values. Recognize the consequences and significance of one's actions. Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values Evaluate the continuity of events/issues over time. Describe the interaction between individuals, their culture, and the physical environment. Analyze the complexity of humanity and its significance for the individual and for society. Diversity and Global Awareness- An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks. Develop well-reasoned conclusions and solutions to problems. Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning. Use appropriate technology for communication and information gathering. Demonstrate listening and comprehension skills for effective communication clearly and creatively, orally and in writing, at a college-level. Communication Skills- Conveying or ideas using one or more methods of expression (written, oral, signed)									
1. Identify the various archetypal patterns of women throughout history and recognize the distinction between these psychological/mythical images and current social stereotypes.	x	x				x		x				
2. Analyze historical portrayals of women in literature and connect them to the identified archetypal patterns.												
3. Develop an understanding of the social and cultural contexts which have contributed to changes in women's roles in society and women's images in the arts.												
4. Demonstrate the ability to evaluate poetry, short stories, essays, drama and novels.												
5. Perceive the universality of major themes in women's literature by making connections between their own life stories and those of real and fictional women												

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Example of English Program Review Data

ENG 238 - Literature of the Southwest Outcomes			Understand social values and the implications of those values.			Recognize the consequences and significance of one's actions.			Evaluate the continuity of events/issues over time.			Describe the interaction between individuals, their culture, and the physical environment.			Analyze the complexity of humanity and its significance for the individual and for society.			Diversity and Global Awareness- An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives.			Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.			Develop well-reasoned conclusions and solutions to problems.			Gather, assess, and interpret information within a theoretical framework.			Formulate vital questions and problems in a clear and precise manner.			Use appropriate technology for communication and information gathering.			Demonstrate listening and comprehension skills for effective communication.			Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.			Communication Skills- Conveying ideas using one or more methods of expression (written, oral, signed)					
			Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values			Diversity and Global Awareness- An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.								
			Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values			Diversity and Global Awareness- An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.								
			Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values			Diversity and Global Awareness- An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.								
			Ethical and Civil Values- A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values			Diversity and Global Awareness- An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.			Thinking Skills- Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.					
1. analyze rhetorical, historical, and cultural aspects of the works	X			X	X	X			X	X	X																																				
2. examine contemporary concerns and trends of the works	X										X	X																																			
3. identify and explain literary											X																																				
4. interpret literature, explaining relationships between form and											X																																				
5. explore philosophies, values, background that influenced Southwestern authors.	X				X	X					X																																				

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2016-2017 Program Review Checklist

Program: CIS

Review Date: 3/10/2017

Reviewer: Assessment Committee

REVIEW ITEM	CRITERIA	RATING *Select only one rating			COMMENTS <i>(Actions Required, Particular criteria missing, Suggestions for Improvement)</i>
I. OVERVIEW					
<u>a. Narrative</u>	1) State what the purpose and contributions to the community of the program 2) Define what sets this program apart from other similar programs 3) How does the program gather input and respond to community needs 4) Provides summary of changes since last program review	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	Suggest a comparison chart between the program and a past version or another current prominent program elsewhere. Need clarification as to why student success was low. Indicate why you made the changes you made. State purpose of the program and contributions to the community. Summary focuses only on the change in what areas are being included. What sets program apart from similar programs? How long has program existed?
<u>b. Program goals</u>	1) Program goals are clear and concise. 2) Program goals are tied to the institutional mission statement	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	The institutional mission should be referenced and tied for clarity. Tie-in with institutional statement missing. Could use a bit more clarity. The mission statement (program goals) is clear, but not concise. Just the first sentence. No clear tie to the institutional mission statement, but it does fit.
<u>c. Staffing of the program</u>	1) Provide a summary of overall staffing organization of the program.	<input checked="" type="checkbox"/> MEETS	<input type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	
<u>d. Decision Making</u>	1) When was the last program review 2) How long has the program existed 3) Initiatives the program has taken on since the last program review 4) Define any outside agencies that inform decision making and their scope	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	This was found in another place in the document. Consider adding a late review date. Initiative discussion is absent. How long has the program existed? Advisory Council information was excellent.

Example of Completed CIS Program Review Checklist

<u>e. Summary of student assessment results</u>	1) Define type of assessment used in program and the significance of the assessment (Provide examples in Appendix A) 2) Elaborate on any program -level changes made due to assessment results about student learning outcomes.	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	Examples of assessment are missing in the Appendix. Not sure if there are any examples. Examples needed.
<u>f. Statement of program's accomplishments in support of the current strategic plan</u>	1) Provide the goals from the strategic plan that the program contributes to 2) Provide evidence on how the program has been contributing to the strategic plan.	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	Another example will assist in substance or another goal referenced. Explain how the online/hybrid courses serve the populations.
<u>g. Description of current facilities needed to conduct program, including space and equipment</u>	1) Describe any designated space that is provided to support the program since the last program review. 2) Describe any designated equipment purchased to support the program since the last program review. 3) Observations on how the facilities and equipment contribute to the mission of the program.	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	Should software be mentioned here? Mention additional hardware or emphasize the lack of additional equipment purchased. Mention new equipment and how the facilities contribute to the program goals. Description is short. Needs to describe equipment purchased and explain how both contribute to the goals of the program.
II. TEACHING AND LEARNING					

Example of Completed CIS Program Review Checklist

<u>a. Program requirements and course offerings</u>	1) Provide a review of the courses and class descriptions. 2) Provide degree and certifications that the program contributes to 3) Provide the outcomes of the degrees and certifications 4) Insert a table of courses, sections, enrollments, and tuition (Provided by IR) 5) Elaborate on any patterns or outlying data contained within the table. 6) Include a table of any closely related industry market trends or university/college enrollments	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	 Answer #5 and #7. Consider explaining why there are so many low enrolled courses. Analysis of patterns needed. Elaborate on patterns.
<u>b. Licensure for students</u>	1) Discuss the certificates and programs that the program is directly responsible for and how and what credentials students will be able to obtain upon completion. 2) Outline the requirements for each credential 3) Discuss any impediments to the student obtaining the credentials.	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	 This is absent. Answer #2 and #3. Are there any impediments? Requirements for each credential should be listed. Discuss any impediments.
<u>c. Course outlines reviewed and updated</u>	1) Define how often course outlines are reviewed and updated 2) Discuss changes made to the course outcomes since the last program review and the effects the changes have had on the program as a whole.	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	 There is no discussion in regards to the outcomes. Answer #2. Consider listing changes since last program review. What effects have the advisory council changes had on the program? Discussion needed about any changes.
<u>d. Curriculum</u>	1) Describe any curricular changes since the last program review. 2) Note any impeding course changes 3) Describe the effects on the program that these curricular changes have made.	<input type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	 This is absent. What are the changes? Describe. Answer #1-#3. There are no changes described and no effects.

Example of Completed CIS Program Review Checklist

<u>e. Articulation</u>	1) Provide an introductory paragraph detailing how the courses transfer within Arizona. 2) Provide elaboration on any courses that are only transferable as electives or non-transferable 3) Provide a transfer table of the courses within the certificates and degrees offered in the program	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	Answer #2. Elaboration not provided. Elaboration is sparse.
<u>f. Program accreditation</u>	1) Answer the question, "If applicable, if the program accredited by a programmatic accrediting agency? If so, name the agency and include the status of your most recent accreditation."	<input type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input checked="" type="checkbox"/> N/A	This is absent.
<u>g. Teaching Loads</u>	1) Provide a description of the responsibilities and loads of the full-time faculty 2) Provide a description of the responsibilities and loads of the part-time faculty 3) Discuss the delivery methods of the courses 4) Discuss any release time of the full-time faculty	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	Missing PT faculty discussion and delivery methods. Provide a ratio of FT to PT faculty. Answer #2. Need percentages of FT/PT and make note of any overloads. Consider putting whole job description in the appendix. Provide a breakdown of course loads. Address #2 and #3.
<u>h. Faculty credentials</u>	1) Provide a description of the responsibilities and loads of the full-time faculty 2) Provide a description of the responsibilities and loads of the part-time faculty 3) Discuss the delivery methods of the courses 4) Discuss any release time of the full-time faculty	<input type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	This is absent. Not completed.
III. STAFF, RESOURCES, FACILITIES, and FUNDS					

Example of Completed CIS Program Review Checklist

<u>a. Internal strengths of the program</u>	1) Answer the question, "What do you see as the internal strengths of the program?" Provide evidence and data to support answers.	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	Consider providing data. Need evidence. How many years have the faculty been in the business world? How many years teaching? Consider adding statements such as, "Data showing students indicates..." or "Enrollment is strong..." Data doesn't seem to support assertions. Do you have data for non-credit? Any data?
<u>b. Internal weaknesses of the program</u>	1) Answer the questions, "What do you see as internal weaknesses of the program?" Provide evidence and data to support answers.	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	This section could use more elaboration and could include funding. This section also needs evidence. There is only one weakness? More detail needed. What is missing? What kinds of programs might be explored? Lack of funding is not an internal weakness.
<u>c. List recommendations received since last program review or Program Advisory Committee</u>	1) List recommendations that were received at the last program review. 2) Elaborate on actions taken on recommendations and effects on the programs. 3) List any recommendations from Program Advisory Committees (If applicable) 4) Elaborate on any actions take on recommendations and effect on the program. 5) If no action was taken on a recommendation, describe why no action was taken.	<input checked="" type="checkbox"/> MEETS	<input checked="" type="checkbox"/> DOES NOT MEET	<input type="checkbox"/> N/A	Problems are addressed; however, presumed recommendations are not. Reference the last program review more specifically in #1. This section could be stronger. Need evidence about very few apply and are not qualified. Evidence about faculty not being able to go to trainings. Evidence that ITS is improving. Although recommendations from last review and from Advisory Council aren't specifically listed as coming from these findings, area for improvement are well-explained, as steps taken to address them. Specific recommendations are not listed.

IV. ANALYSIS and RECOMMENDATIONS

Example of Completed CIS Program Review Checklist

<p><u>a. Description of needs to conduct program, including space and equipment</u></p>	<p>1) Provide an overview of what a student will need to order to complete a certificate or degree within the program 2) Provide the specific structures and supports (technology, facilities, handouts, anything) the students need to be successful in the courses 3) Elaborate on future trends or needs of the program detailing how this will lead to student success in the program</p>	<p><input checked="" type="checkbox"/> MEETS</p>	<p><input checked="" type="checkbox"/> DOES NOT MEET</p>	<p><input type="checkbox"/> N/A</p>	<p>Missing elaboration. Paragraph did not address #1-#3. Needs evidence for statements. Provide some future trends. Doesn't address what students needs are - Only says they are meeting the needs.</p>
<p><u>b. Assessment</u></p>	<p>1) Provide detailed descriptions on types of assessment used to measure student learning 2) Describe any course level assessments that were conducted and results since the last program review 3) Report any shared assessments within the program and data gathered from those assessment 4) Record any observations or trends found within the student assessment data</p>	<p><input checked="" type="checkbox"/> MEETS</p>	<p><input checked="" type="checkbox"/> DOES NOT MEET</p>	<p><input type="checkbox"/> N/A</p>	<p>Missing details. Assessment details. Mention any common course assessments if some existed. Consider providing examples of assessments in appendix. Record data, observations, and trends. Assessments are listed, but not discussed. No data provided.</p>
<p><u>c. Challenges</u></p>	<p>1) Provide any challenges that the program has faced since the last program review and the results 2) Provide any challenges the program is facing now and provide the current plan of action 3) Discuss any challenges for the students completing a certificate or degree</p>	<p><input checked="" type="checkbox"/> MEETS</p>	<p><input checked="" type="checkbox"/> DOES NOT MEET</p>	<p><input type="checkbox"/> N/A</p>	<p>Does not provide specifics. #1 - Discuss results. #2 - What is the plan moving forward? Include #3. This section could also use some evidence and a plan of action. Provide any challenges specific to students.</p>

Example of Completed CIS Program Review Checklist

<p><u>d. Summary of Significant Developments</u></p>	<p>1) Provides a clear summary of the program as a whole. 2) Provides a summary of the students within the program as a whole. 3) Provides a summary of the challenges and future actions for the program. 4)Table of instructors and credentials or certifications</p>	<p><input checked="" type="checkbox"/> MEETS</p>	<p><input checked="" type="checkbox"/> DOES NOT MEET</p>	<p><input type="checkbox"/> N/A</p>	<p>This section is missing data and the answers are very concise. Complete #3 and #4. Too brief. Table needed.</p>
<p>V. Appendix documents</p>					
<p><u>a. Appropriate appendices added</u></p>	<p>1) Has appendices when indicated by narrative 2) Appendices add support to program review document</p>	<p><input checked="" type="checkbox"/> MEETS</p>	<p><input type="checkbox"/> DOES NOT MEET</p>	<p><input type="checkbox"/> N/A</p>	<p>Reference data in appendices for support. Current appendices not referenced and other appendices needed. Provide a table of instructors.</p>

Program Outcomes and Assessment Review Day

The purpose behind Program Outcomes and Assessment Review Day is to have dedicated time between the faculty of the program and the Assessment Coordinator to evaluate the following items:

- Any updates or changes in regards to assessment from the Higher Learning Commission (HLC)
- Review and evaluate Program Outcomes
- Establish performance measures, if necessary
- Create curriculum maps –
 - Knowledge-Application-Synthesis map for program
 - Course Outcomes to Program Outcomes map
- Determine shared summative assessment for each of the program outcomes

Outcomes

It is important for faculty to review the definitions for program and course level learning outcomes which is essentially what does the program or course prepare the student to do. The more complex and convoluted outcomes are difficult to measure or even define. The ultimate goal will be to simplify the outcomes to state: “The student will <<verb>> <<something>>.” Each outcome should have only one verb, and it should be the highest learning order verb from Bloom’s Taxonomy. The more complex and convoluted outcomes are not only difficult to understand or define, these outcomes are nearly impossible to measure. The goal of the simplified outcomes is for the students to really understand what they skills and/or knowledge they should have once they complete their course and their program and for faculty to be able to measure them.

Course outcomes identify what the student will learn as a result of successfully completing the course. These outcomes should be shared across all faculty who teach the same course whether it be face-to-face or online, and full-time faculty or part-time faculty.

Program outcomes identify what the students will learn as a result of successfully completing the multiple courses that constitute a program.

Performance Measures

Performance measures provide a language for talking about learning that is to be shared across faculty. These measures help structure assessment and should be outcome specific, not assignment specific.

For example, a program outcome of Communication Skills could be defined as, “Conveying ideas using one or more methods of expression (written, oral, or signed.)” The speech faculty give their students a speech assignment to measure this program outcome. However, the speech faculty do not agree on what a good speech consists of. They each have individual performance measures.

Teacher 1 - Volume, Poise, Conclusion

Teacher 2 – Gestures, Rate, Evidence

Teacher 3 – Sources, Examples, Organization

Teacher 4 – Eye contact, Style, Appearance

Each instructor could still evaluate their students for these individual performance measures, but in order to determine how the students are doing in the speech course overall, the instructors need to agree on key performance measures.

OUTCOME		PERFORMANCE MEASURES
Communication Skills	Conveying the ideas using one or more methods of expression (written, oral, signed).	In GEN ED Options (Largely Languages) Example Speech (Collective Assignment) <ul style="list-style-type: none"> • Production • Vocabulary • Grammar

From which the speech instructors could create a shared rubric

CATEGORY	EXCELLENT	GOOD	WEAK
PRODUCTION	Clear articulation; no consistent mispronunciation; intonation and affect combine seamlessly; sounds like a native speaker.	Good articulation, with occasional production errors that do not interfere with comprehension of the source message.	Frequent errors in pronunciation and cohesion make comprehension difficult to impossible.
VOCABULARY	Good range of sophisticated vocabulary; native-like expression, strong command of idiomatic expression; infrequent use of circumlocution.	Good range of vocabulary; limited command of idiom; successful use of circumlocution where vocabulary or comprehension are not available.	Limited range of vocabulary; frequent errors in word choice impede comprehension; no attempt at circumlocution when lacking vocabulary.
GRAMMAR	Strong command of grammatical structure; evidence of command of complex construction and idiom; infrequent errors do not prohibit comprehension.	Good command of grammatical structures but imperfect control of idiom; limited errors do not seriously	Limited control of even basic syntactic structures; frequent errors prohibit comprehension.

		interfere with comprehension.	
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Outcomes Examples and Revisions

ORIGINAL: Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

REVISED: Students will be able to provide alternative solutions to situations or problems.

Performance Measures:

- Variety of assumptions, perspectives, interpretations;
- Analysis of comparative advantage

ORIGINAL: Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines (one of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty).

REVISED: Students will be able to test hypotheses.

Performance Measures:

- Data collection,
- Statistical analysis,
- Graphical analysis,
- Identification of sources of error

Assessment Tools and measurements

While many assessment tools exist, they all fall into one of nine categories: written surveys/questionnaires; exit and other interviews; standardized exams; locally developed assessments (which encompasses a majority of assessment tools); focus groups (largely used in Student Services); portfolios; performance appraisals; external examiner (Such as internships or clinicals); or oral examination.

Each of these assessment tools can be measured in one of four ways: scale, rubric, test, or a checklist.

A likert scale rates the performance by agreement, frequency, importance, and likelihood (Almost Always True to Almost Never True). Scales should be easy to interpret and should be able to be understood by a reasonable person. This is a good measurement for written surveys/questionnaires, exit and other interviews, or focus groups.

Student Learning Outcome	Performance Indicators	
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#1 SLO	#1 PI	ineffective 1 2 3 4 effective
	#2 PI	ineffective 1 2 3 4 effective
	#3 PI	ineffective 1 2 3 4 effective
#2 SLO	#1 PI	ineffective 1 2 3 4 effective
	#2 PI	ineffective 1 2 3 4 effective
	#3 PI	ineffective 1 2 3 4 effective

A rubric is a set of criteria that includes descriptions of levels of performance quality for each agreed upon criteria. The criteria are the performance measures of the outcome. Rubrics are then used to evaluate performance. Effective rubrics help the students understand the desired performance and what it looks like. Rubrics should be tested for interrater reliability. This is a good measurement for locally developed assessments, portfolios, performance appraisals, and oral examinations.

Performance Indicator	Performance Characteristics		
#1 PI	33%	57%	10%
#2 PI	10%	86%	4%
#3 PI	15%	76%	9%
	Below expectations	Meet expectations	Exceeds expectations

A test is used to determine how well a student has retained learning throughout a unit, a course, even a program. It is a valuable tool for determining how well a student is doing on a particular performance measure. This is a good measurement for standardized exams, locally developed assessments, pieces of a portfolio, external examiner, and oral examinations.

Student Learning Outcome	Performance Measure				
#1 SLO	#1 PM	Q1	Q2	Q3	91%
	#2 PM	Q1	Q2		93%
	#3 PM	Q1	Q2	Q3	89%
#2 SLO	#1 PM	Q1	Q2	Q3	62%

	#2 PI	Q1	Q2	Q3	64%
	#3 PI	Q1	Q2		88%
	#4 PI	Q1	Q2		87%

The checklist is the least effective way to measure whether or not a student performs well on a particular performance measure as it does not provide a scale, rating or percentage on how well the student performed the measure. Instead it is simply pass/fail. It does have its place in assessment measurement.

Student Learning Outcome	Performance Indicators			
#1 SLO	#1 PI	81%	YES	NO
	#2 PI	83%	YES	NO
	#3 PI	65%	YES	NO
#2 SLO	#1 PI	84%	YES	NO
	#2 PI	58%	YES	NO
	#3 PI	72%	YES	NO

Bloom's Taxonomy

Bloom's Taxonomy is an educational philosophy used to classify learning outcomes for students. It is a powerful tool to develop and evaluate outcomes as it explains the process of learning:

- Before a student can **understand** a concept, a student must **remember** it.
- To **apply** a concept, a student must first **understand** it.
- In order to **evaluate** a process, a student must have **analyzed** it.
- To **create** an accurate conclusion, a student must have completed a thorough **evaluation**.

As a student progresses through the curriculum to the completion of their program, the student should pass through the Bloom's Taxonomy establishing knowledge and understanding towards the beginning onto evaluating and/or creating at the end of the program. Creating a learning process map to see where students first gain knowledge, then apply, and finally evaluate provides a good picture where the program outcomes are being taught and applied.

Course and program outcomes should be leveled and tied to Bloom's Taxonomy as much as possible.

- K = Knowledge (gain, knowledge, comprehend information)
- A = Application (apply knowledge gained to real situations, analyze questions and issues)

- S = Synthesis (Prepare a work product – exam, paper, presentation, etc – that presents knowledge gained, application, and synthesis or evaluation of knowledge and ideas).

Bloom's Taxonomy has key verbs that are used with each level of learning. Additionally, these learning levels can be used in conjunction with levels of questions and types of assessments. A resource has been compiled to be used when considering creating new outcomes or revising current ones.

(Add link for Bloom's Taxonomy Sheet)

Previous 2008 Program Outcome Course Mapping Exercise

In 2008, the department chairs in conjunction with Institutional Research created a variation of the Knowledge-Application-Synthesis curriculum maps.

These have been recreated electronically and are available to view. These maps are a great place to start when beginning to review the programs when considering the Bloom's Taxonomy learning process.

(Add link for 2008 Program Outcome Course Mapping)

Curriculum Mapping

Curriculum mapping is a way to determine alignment within a program and between courses. It can even be used within a single course and the lessons that are offered. Mapping identifies where and how a particular outcome is expected, explicitly taught for, and assessed. It is a method to understand the nature and role of pre-requisites as well as electives within a program. Ultimately, mapping is a way of seeing organizational structure.

At a program level, a curriculum map can provide an overview of the structure of the curriculum and the contribution of individual courses to the outcomes of the program. It can identify program strengths by determining where and how learning outcomes are being addressed, or it can identify gaps with those learning outcomes that are only addressed by a few courses. Additionally, a map can show the optimal sequence for taking courses in a program and why some courses should be taken in a particular order.

Questions that can be answered with a curriculum map:

- In core courses, are all outcomes addressed, and in a logical order?
- Do all core courses address at least one outcome?
- Do multiple offerings of the same course address the same outcomes, at the same levels?
- Do some outcomes get more coverage than others?
- Are all outcomes first introduced and then reinforced?
- Are students expected to show high levels of learning too early?
- Do students practice all outcomes before being assessed, e.g., in the capstone?
- Do all students, regardless of which electives they choose, experience a coherent progression and coverage of all outcomes?
- What do the electives, individually and collectively, contribute to the achievement of the student learning outcomes?

There are many different types of curriculum maps:

- Course outcomes to program outcomes

- K-A-S (Knowledge-Application-Synthesis) maps
- Assessment tool maps

Scheduled Program Meetings:

05/15/17 – Fire Science

05/18/17 – EMS

05/26/17 – Fire Science

5/31/17 – Construction Management

6/1/17 – Administrative Justice

6/5/17- Nursing

6/6/17 – American Sign Language

6/12/17 – Hotel & Restaurant Management

6/14/17 – Construction Management

6/27/17 – Administrative Justice

July – Computer Information Science

Need to Schedule – Business/Economics

Program Outcomes and Assessment Review Day

Outcomes for the Day

- Review program outcomes for simplicity and understanding
- Create a K-A-S Curriculum Map for the degrees/certifications
- Create an Assessment Curriculum Map
- Identify summative assessment use for program assessment

Learning Outcomes

- Program Outcomes – Identify what students will learn as the result of successfully completing the multiple courses that constitute the program.
- Course Outcomes – Identify what students will learn as the result of successfully completing the course. May connect course to Gen Ed competency.
 - Shared across all faculty who teach the same course. Face-to-face and online. Full-time and part-time faculty.

Student Learning Outcomes - Format

Students will be able to <<action verb>>
<<something>>.

Student Learning Outcomes - Poor Examples

- Students will be able to contribute to their community by applying academic information to cultural diversity in order to engage in problem solving and appreciation efforts.
- Students will recognize, analyze, and interpret human experience in terms of personal, intellectual, and social contexts.

Student Learning Outcomes - Revisions

Original Outcome – Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

Revised Outcome – Students will be able to apply factual information to a problem.

Original Outcome – Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

Revised Outcome – Students will be able to provide alternative solutions to situations or problems.

Student Learning Outcomes - Revisions

Original Outcome – Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines (one of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty).

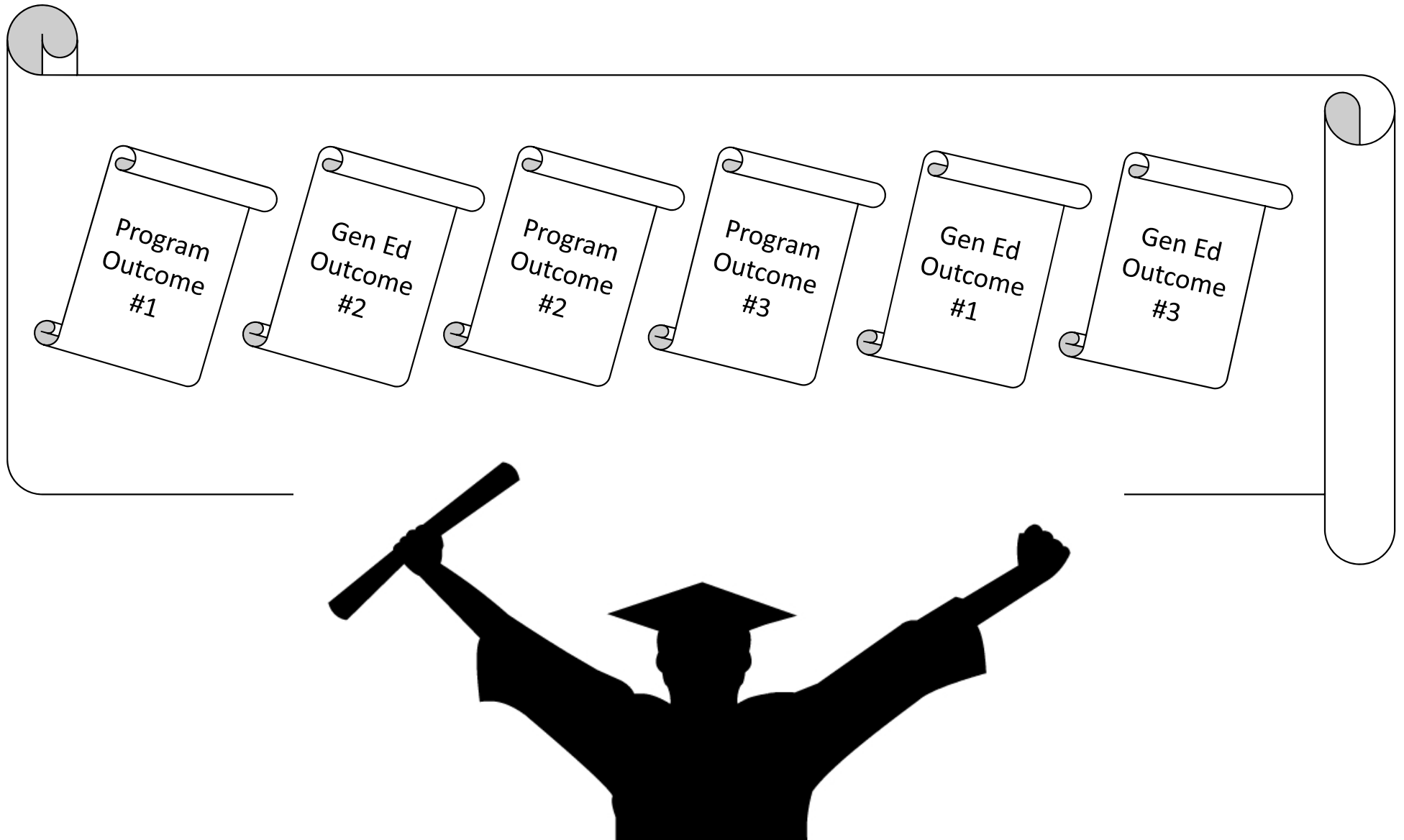
Revised Outcome – Students will be able to test hypotheses.

A program's courses should contribute to the program outcomes

	REQUIRED				ELECTIVE		
	Course 101	Course 102	Course 201	Course 202	Course 151	Course 152	Course 153
Program Outcome #1	X		X	X			
Program Outcome #2		X		X	X	X	X
Program Outcome #3	X	X		X			

And the required General Education Courses will contribute to the General Education Outcomes

	Course A&H	Course S&B Sci	Course Phy & Bio Sci
Gen Ed Outcome #1	X		
Gen Ed Outcome #2		X	
Gen Ed Outcome #3			X



	DEGREE REQUIRED				DEGREE ELECTIVE		
	Course 101	Course 102	Course 201	Course 202	Course 151	Course 152	Course 153
Program Outcome #1	X		X	X			
Program Outcome #2		X		X	X	X	X
Program Outcome #3	X	X		X			

Degrees and Stackable Certificates should share Program Outcomes, but can have additional Program Outcomes

	CERTIFICATE REQUIRED			
	Course 101	Course 201	Course 151	Course 251
Program Outcome #1	X	X		X
Program Outcome #2			X	X
Program Outcome #3	X			
Program Outcome #4				X

Curriculum Mapping - Uses

Provide an overview of the structure of the curriculum and the contribution of individual courses to the goals of the program.

Identify program strengths - student learning outcomes that are thoroughly addressed.

Help departments identify gaps – Identify learning outcomes that are addressed by only a few courses.

Suggest whether students take courses in an optimal sequence.

Advising tools that provide students with an overview of the role of each course in the curriculum and why some courses should be taken in a particular order.

Curriculum Mapping - Questions

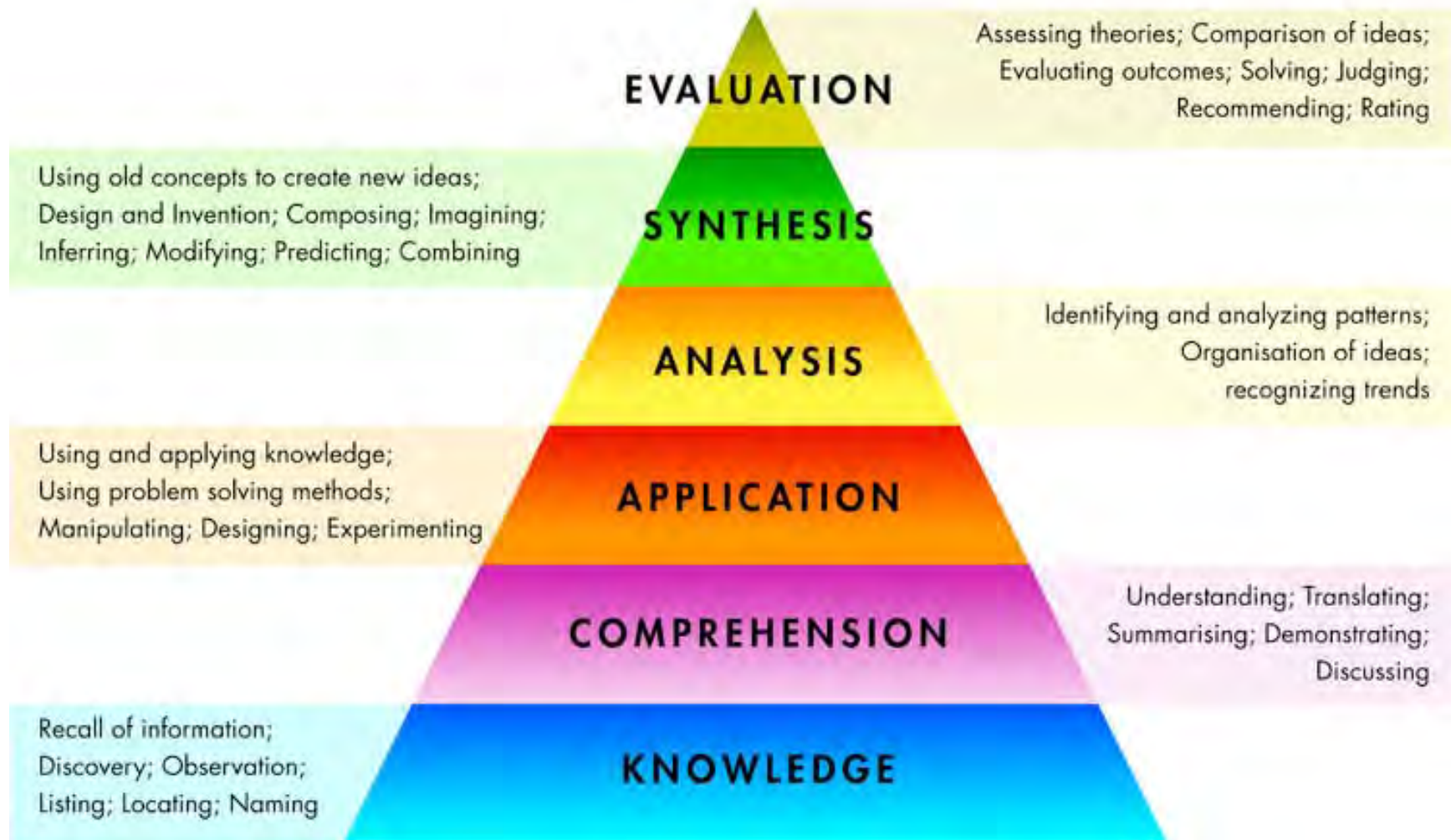
- In the key courses, are all outcomes addressed, in a logical order?
- Do all the key courses address at least one outcome?
- Do multiple offerings of the same course address the same outcomes, at the same levels?
- Do some outcomes get more coverage than others?
- Are all outcomes first introduced and then reinforced?
- Are students expected to show high levels of learning too early?
- Do students get practice on all the outcomes before being assessed, e.g., in the capstone?
- Do all students, regardless of which electives they choose, experience a coherent progression and coverage of all outcomes?
- What do your electives, individually and collectively, contribute to the achievement of your student learning outcomes?

Bloom's Taxonomy

An educational philosophy used to develop and evaluate outcomes as it explains the process of learning:

- Before a student can **understand** a concept, a student must **remember** it.
- To **apply** a concept, a student must first **understand** it.
- In order to **evaluate** a process, a student must have **analyzed** it.
- To **create** an accurate conclusion, a student must have completed a thorough **evaluation**.

B L O O M S T A X O N O M Y



Curriculum Mapping – KAS Map

	DEGREE REQUIRED				DEGREE ELECTIVE		
	Course 101	Course 102	Course 201	Course 202	Course 151	Course 152	Course 153
Program Outcome #1	K		A	S			
Program Outcome #2		K		S	A	A	A
Program Outcome #3	K	A		S			

Each course should be linked with at least one Learning Objective and one level. A course might be identified as offering the students the opportunity to work in more than one level.

Levels – tied to Bloom’s Taxonomy as much as possible

K = Knowledge (gain, knowledge, comprehend information)

A = Application (apply knowledge gained to real situations, analyze questions and issues)

S = Synthesis (prepare a work product – exam, paper, presentation, etc – that presents knowledge gained, application, and synthesis or evaluation of knowledge and ideas.

Curriculum Mapping – Assessment Map

	DEGREE REQUIRED				DEGREE ELECTIVE		
	Course 101	Course 102	Course 201	Course 202	Course 151	Course 152	Course 153
Program Outcome #1	Exam Questions		Lab Paper	Capstone Portfolio			
Program Outcome #2		Annotated Bibliography		Capstone Portfolio	Poster Session	Class Presentation	Exam Questions
Program Outcome #3	Reflection Essay	Term Paper		Capstone Portfolio			

Each course should have one assessment tied to a Learning Objective. While a course has multiple assessments, there should be one shared assessment among the course instructors with agreed upon performance measures.

Assessment levels should also be tied to Bloom's Taxonomy as much as possible:

K = Knowledge (multiple choice; fill-in blank; exams to describe, explain or summarize information)

A = Application (short answer; case studies; essays; exams to analyze, compare, or distinguish information)

S = Synthesis (projects; argument essays; portfolios; debates; exams to evaluate, argue, judge or predict)

Assessment Tools

- Subjective Self Report – How do students feel about <<XXX>>>?
Surveys, Questionnaires, Interviews, Focus Groups
- Subjective Self Analysis – How do the students understand their learning?
Reflective Essays, Interviews
- Behavioral Self Report – What do students do?
Log books, Action Reports
- Objective Data – What do we know?
Database, records, incident reports
- Performance Analysis – Did students learn?
Checklist, Rubric, Scale, Exam

Performance Measures

Provides a language for talking about learning. Help structure shared assessments across faculty. Outcome specific, not assignment specific.

Original Outcome – Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

Revised Outcome – Students will be able to provide alternative solutions to situations or problems.

Performance Measures –

Variety of assumptions, perspectives, interpretations

Analysis of comparative advantage

Performance Measures - Example

Program Learning Outcome: Speaking

Course Level Outcome of Performing a Speech from various teacher perspectives

- Teacher 1 – Volume, Poise, Conclusion
- Teacher 2 – Gestures, Rate, Evidence
- Teacher 3 – Sources, Examples, Organization
- Teacher 4 – Eye contact, Style, Appearance

OUTCOME		PERFORMANCE MEASURES
Communication Skills	Conveying ideas using one or more methods of expression (written, oral, signed).	In GEN ED Options (Largely Languages) Example Speech (Collective Assignment) <ul style="list-style-type: none"> • Production • Vocabulary • Grammar

Example of a shared rubric for GEN ED Options Program

CATEGORY	EXCELLENT	GOOD	WEAK
PRODUCTION	Clear articulation; no consistent mispronunciation; intonation and affect combine seamlessly; sounds like a native speaker.	Good articulation, with occasional production errors that do not interfere with comprehension of the source message.	Frequent errors in pronunciation and cohesion make comprehension difficult to impossible.
VOCABULARY	Good range of sophisticated vocabulary; native-like expression, strong command of idiomatic expression; infrequent use of circumlocution.	Good range of vocabulary; limited command of idiom; successful use of circumlocution where vocabulary or comprehension are not available.	Limited range of vocabulary; frequent errors in word choice impede comprehension; no attempt at circumlocution when lacking vocabulary.
GRAMMAR	Strong command of grammatical structure; evidence of command of complex construction and idiom; infrequent errors do not prohibit comprehension.	Good command of grammatical structures but imperfect control of idiom; limited errors do not seriously interfere with comprehension.	Limited control of even basic syntactic structures; frequent errors prohibit comprehension.

SCALE

Student Learning Outcome	Performance Indicators	
#1 SLO	#1 PI	ineffective 1 2 3 4 effective
	#2 PI	ineffective 1 2 3 4 effective
	#3 PI	ineffective 1 2 3 4 effective
#2 SLO	#1 PI	ineffective 1 2 3 4 effective
	#2 PI	ineffective 1 2 3 4 effective
	#3 PI	ineffective 1 2 3 4 effective

RUBRIC

Performance Indicator	Performance Characteristics		
#1 PI	33%	57%	10%
#2 PI	10%	86%	4%
#3 PI	15%	76%	9%
	Below expectations	Meet expectations	Exceeds expectations

TEST

Student Learning Outcome	Performance Indicators				
#1 SLO	#1 PI	Q1	Q2	Q3	91%
	#2 PI	Q1	Q2		93%
	#3 PI	Q1	Q2	Q3	89%
#2 SLO	#1 PI	Q1	Q2	Q3	62%
	#2 PI	Q1	Q2	Q3	64%
	#3 PI	Q1	Q2		88%
	#4 PI	Q1	Q2		87%

CHECKLIST – Least Effective

Student Learning Outcome	Performance Indicators			
#1 SLO	#1 PI	81%	YES	NO
	#2 PI	83%	YES	NO
	#3 PI	65%	YES	NO
#2 SLO	#1 PI	84%	YES	NO
	#2 PI	58%	YES	NO
	#3 PI	72%	YES	NO

Bloom's Taxonomy Handout for Program Outcomes & Assessment Review

Bloom's Taxonomy

The Student Will...		The Student Will...
KNOWLEDGE (Remembering)	COMPREHENSION (Understanding)	APPLICATION (Applying)
Learn specific facts, ideas vocabulary; remembering/recalling information or specific facts	Ability to grasp the meaning of material; communicate knowledge; understanding information without relating it to other material	Ability to use learned material in new and concrete situations; use learned knowledge and interpret previous situations
Introduction of knowledge		Practice know
by doing...		by doing...
collect, copy, define, describe, examine, find, group, identify, indicate, label, list, locate, match, name, omit, observe, point, provide, quote, read, recall, recite, recognize, repeat, reproduce, say, select, sort, spell, state, tabulate, tell, touch, underline, who, when, where, what	alter, associate, calculate, categorize, change, communicate, convert, distinguish, expand, explain, inform, name alternatives, outline, paraphrase, rearrange, reconstruct, relate, restate (own words), summarize, tell meaning of, translate, understand, verbalize, write	acquire, adopt, apply, assemble, capitalize, construct, consume, demonstrate, develop, discuss, experiment, formulate, manipulate, organize, relate, report, search, show, solve novel problems, tell consequences, try, use, utilize
Skills Demonstrated:		Skills Demonstrated:
<ul style="list-style-type: none"> •Observation and recall of information •Knowledge of dates, events, places •Knowledge of major ideas •Master of subject matter 	<ul style="list-style-type: none"> •Understanding information •Grasp meaning •Translate knowledge into new context •Interpret facts, compare, contrast •Order, group, infer causes, •Predict consequences 	<ul style="list-style-type: none"> •Use information •Use methods, concepts, theories in new situations •Solve problems using required skills or knowledge
What is...? How is...? Where is...? When did ___ happen? How did ___? Why did...? How would you describe...? When did...? Can you recall...? How would you show...? Can you select...? Who were the main...? Can you list three...? Which one...? Who was...?	How would you classify the type of ...? How would you compare/contrast...? Will you state or interpret in your own words...? How would you rephrase the meaning...? What facts or ideas show...? What is the main idea of...? Which statements support...? Can you explain what is happening...what is meant...? What can you say about...? Which is the best answer...? How would you summarize...?	How would you use...? What examples can you find to...? How would you solve ___ using what you have learned...? How would you organize ___ to show ...? How would you show your understanding...? What approach would you use to...? How would you apply what you have learned to develop...? What other way would you plan to...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?

KNOWLEDGE (Remembering)	COMPREHENSION (Understanding)	APPLICATION (Applying)
Learn specific facts, ideas vocabulary; remembering/recalling information or specific facts	Ability to grasp the meaning of material; communicate knowledge; understanding information without relating it to other material	Ability to use learned material in new and concrete situations; use learned knowledge and interpret previous situations
Assessment		Assessment
Events People Recordings Newspapers Magazine articles Television shows Radio Text readings Films/videos Plays Film strips	Drama Skit Cartoon Story Tape recording Speech Photograph Diagram Graph Own statement Model Conclusion Implication based on idea Casual relationships Summary Analogy Outline Compare	Map Project Forecast Diagram Illustration Paper which follows an outline Solution Question List Project Drama Painting Sculpture
Multiple-choice question Fill-in blank True/false Matching Short answer Flashcards Quizzes Student recitations Exams - Define, label, list, reproduce	tutorials Q&A (oral, one-minute papers) Student presentations or demonstrations within small groups (peer reviews) Exam - Describe, explain, summarize, identify or select	Multiple choice Short answer Essay Tutorials Simulations Case Studies Text problems Student presentation Exam - Apply, use, solve, demonstrate, employ Problems sets

The Student Will...

ANALYSIS (Analyzing)	SYNTHESIS (Creating)	EVALUATION (Evaluating)
Ability to break down material into its component parts and perceive interrelationships	Ability to put parts together to form a new whole; use elements in new patterns and relationships	Ability to judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgement is based on given criteria.
Knowledge learned	Demonstrates mastery of knowledge learned	
	by doing...	
analyze, arrange, break down, categorize, classify, compare, contrast, deduce, determine, diagram, differentiate, discuss causes, dissect, distinguish, give reasons, order, separate, sequence, survey, take apart, test for, why	alter, build, compose, construct, create, develop, estimate, form a new..., generate, hypothesize, imagine, improve, infer, invent, modify, plan, predict, produce, propose, reorganize, rewrite, revise, simplify, synthesize	appraise, argue, assess, challenge, choose, conclude, criticize, critique, debate, decide, defend, discriminate, discuss, document, draw conclusions, editorialize, evaluate, grade, interpret, judge, justify, prioritize, rank, rate, recommend, reject, support, validate, weigh
Skills Demonstrated:		
<ul style="list-style-type: none"> • Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components 	<ul style="list-style-type: none"> • Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict, draw conclusions 	<ul style="list-style-type: none"> • Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned arguments
What are the parts of...? How is ___ related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorize...? Can you identify the different parts...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the...?	Do you agree with the actions...? With the outcomes...? What is your opinion of...? How would you prove...? Disprove...? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate...? How could you determine...? What choice would you have?	Do you agree with the actions...? With the outcomes...? What is your opinion of...? How would you prove...? Disprove...? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritize...? What judgment would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...? Why was it better that...? How would you prioritize the facts...?

ANALYSIS (Analyzing)	SYNTHESIS (Creating)	EVALUATION (Evaluating)
Ability to break down material into its component parts and perceive interrelationships	Ability to put parts together to form a new whole; use elements in new patterns and relationships	Ability to judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgement is based on given criteria.
Assessment		
Questionnaire Argument Parts of propaganda Word defined Statement identified Conclusion checked Syllogism broken down Report Survey Graph	Article Invention Report Set of rules Set of standards Game Machine Experiment Play Book Alternative course of action Question Song Formulation of hypothesis	Conclusion Self-evaluation Recommendation Valuing Court trial Survey Evaluation Standard compared Standard established Group discussion
Multiple choice Essay Project Portfolio (on analyzing case studies or clinical experiences) Simulation (computer-based, mannequins, part task trainers, role play) Presentation Paper Virtual labs case studies Discussion labs graphic organizers Exam - Analyze, compare, distinguish, examine (Take home, online, or face-to-face)	Multiple choice Essay Project Portfolio Simulation Presentation Paper Virtual labs case studies (Class or small group discussions assemble relevant info to produce a hypothesis, plan to address recurring problems) Interviews with experts Exam - Develop, plan, prepare, propose, construct, design, formulate, create Portfolio Design and build a model Create a work of art Develop a unique plan to serve some purpose Student presentations	Multiple choice Essay Project Portfolio Simulation Presentation Paper Virtual labs case studies - Small groups discussions on appropriateness of procedures, results Debates Exams - Evaluate, argue, assess, defend, judge, predict, rate, support Student presentations

Program Outcomes and Assessment Review Report for Nursing

Program Outcomes and Assessment Review Day

Program Reviewed – NUR

Date Reviewed – 6/5/17

Overview –

The Nursing AAS includes 19 credit hours of pre-requisite coursework that can be accomplished by the student by finishing the Pre-Health Certification or the Pre-Health AAS. When the student finishes NUR 110 and 111 of either Pre-Health certification or degree, they are ready to take their CNA licensure. This heavy pre-requisite coursework lays the foundation for the Nursing program as the students have large clinical coursework with patients at the Flagstaff Medical Center.

Applications for entrance to the program are due in May. These applications are available through the college's website. In order to apply the students must have a CNA license and a HESI Pre-admission Test result, among other requirements. Upon acceptance, the student can begin to complete the Nursing AAS coursework.

The curriculum taught in the NUR courses are aligned with industry standards outlined by the Arizona State Board of Nursing. The program is accredited every four years through the state of Arizona.

The Nursing program is designed to prepare graduates to sit for nurse licensure and certification examinations such as the NCLEX. It is also prepares graduates for transfer to a university to continue their nursing education.

Program Learning Outcomes –

There were eight original program learning outcomes for the Nursing AAS. These outcomes were:

1. demonstrate safe performance of nursing skills within regulatory frameworks of the registered nurse,
2. exhibit professional behaviors for the role of the registered nurse including adhering to legal and ethical standards of practice,
3. manage client care by utilizing the nursing process across the lifespan, family and community,
4. demonstrate therapeutic relationships and communication skills with clients, family and the health care team,
5. incorporates teaching and learning to promote, attain and maintain optimal client health,
6. displays accepted best practices in nursing including lifelong learning to maintain best practices as supported by current evidence,
7. utilize critical thinking skills to practice nursing within an ethical and legal framework,
8. and, the nursing program will prepare students for success in the NCLEX-RN® (National Council Licensure Examination-Registered Nurse) exam.

The program learning outcomes were reviewed for simplicity and understanding as well as determination of whether the courses actually measured the learning outcomes. Each outcome was changed to fit in the format of "Student will be able to <<single verb>> <<single something>>. The following revisions were made to the program learning outcomes.

The student will be able to:

1. demonstrate safe performance of nursing skills of a registered nurse.
2. exhibit legal and ethical behaviors of a registered nurse.
3. manage client care using the nursing process.
4. effectively communicate nursing knowledge with patients and other healthcare professionals.
5. incorporate evidence based practice.
6. And be prepared to take nursing licensure testing.

The first three outcomes were just simplified for understanding and to fit the learning outcome format. The original fourth and seventh outcomes were removed altogether as the program felt these were encompassed in the new outcomes. The sixth outcome was altered to better reflect the current coursework. Finally, the last outcome was revised to reflect the practice of preparing the students for testing, but not for the actual outcomes of the licensure exams.

Curriculum Mapping -

A K-A-S map was created to review a number of items. First, it was created to determine if the new program learning outcomes were reflected in the coursework. Second, it was used to determine if any of the outcomes were over- or under-represented. Finally, the map was created to determine if there is a progression of knowledge throughout the program.

The Nursing program's K-A-S map can show that all of the coursework expects the students to come into the program with a functional knowledge of nursing already. The high learning levels of the Nursing program coursework require the student to be prepared and ready to work in the clinicals which is why the pre-requisites are necessary before the student can successfully pursue the Nursing AAS. On the map, the level indicated is the highest level the program learning outcomes is measured to in that course.

When the map was reviewed, the program noted that NTR 135 is part of the Pre-Health program and is duplicated within the Nursing program unnecessarily. The program will work to remove that course as it should not be a part of the Nursing program.

The revised learning outcomes are reflected in all of the NUR courses.

Program Assessment –

Part of the goal was to identify the assessment tools with which the program can begin to review to determine how the students are learning the identified program review outcomes.

As part of the purpose of the program is to have the students directly enter the workforce, the program currently reviews the students' success through results of the state and national certification testing. The results are reviewed regularly by the Nursing Director.

It was determined that the program could be using assessment tools already in place to measure the students' performance on the program learning outcomes. The first assessment tool is the ATI Comprehensive Predictor the students must take at the end of NUR 220 and 222. The test will be reviewed to determine which questions contribute to the learning outcomes. This should give the program a good overview of how well the students are performing on each learning outcome as well as give an indication of how the students will be performing on the certification exams.

Second, the program uses a set instrument for clinical observations to assess the students' hands-on skills. The results of this observation will be used to determine how the students are performing on the program's learning outcomes.

These two assessment tools will provide a clear picture of the students' program learning levels.

Action Items –

The program will submit the curriculum changes to remove NTR 135 as part of the required coursework.

The program will submit the curriculum changes to update the program outcomes.

The Assessment Coordinator and the Director of Nursing will collaborate to review the ATI Comprehensive Predictor and the clinical observation tool to serve multiple purposes. Each question will be reviewed for its contribution to program learning outcomes.

The Assessment Coordinator will work with the program to use the final ATI Comprehensive Predictor results and those of the previous clinical observations from the prior year to determine if these two assessment tools will provide the program the information necessary to make changes or continue the growth of the program.

Attachments –

Appendix A – NUR Program Outcomes and Curriculum Mapping Worksheets

Appendix B – Academic Affairs Division Programs List

Appendix C – Program Review Schedule

Appendix D – Program Outcomes and Assessment Review Day PowerPoint

Appendix E – Bloom's Taxonomy Reference Sheet

Program Outcomes and Assessment Review Report for Nursing - Core Courses

Nursing (AAS)

Core Course

NTR 135	Human Nutrition
NUR 114	Nursing Pharmacology
NUR 116	Nursing Concepts I
NUR 124	Nursing Concepts II
NUR 215	Nursing Concepts III
NUR 220	Nursing Concepts IV
NUR 222	Management and Leadership in Nursing

Pre-Health (AAS)

Core Course

AHS 131	Medical Terminology
BIO 201	Human Anatomy & Physiology I
BIO 202	Human Anatomy & Physiology II
BIO 205	Microbiology
CHM 130	Fundamentals of Chemistry
NTR 135	Human Nutrition
NUR 110	Nursing Assistant I
NUR 111	Nursing Assistant Clinical

Elective Courses (8 credits)

AHS 110	Health Care Ethics and Law
AHS 135	Medical Insurance, Coding and Billing
AHS 160	Phlebotomy Procedures
AHS 161	Phlebotomy Practicum
BIO 218	Human Pathophysiology
EMS 131	Emergency Medical Technician

Program Outcomes and Assessment Review Report for Nursing - Current Outcomes

Nursing (AAS)

Program Outcomes
demonstrate safe performance of nursing skills within regulatory frameworks of the registered nurse
exhibit professional behaviors for the role of the registered nurse including adhering to legal and ethical standards of practice
manage client care by utilizing the nursing process across the lifespan, family and community
demonstrate therapeutic relationships and communication skills with clients, family and the health care team
incorporates teaching and learning to promote, attain and maintain optimal client health
displays accepted best practices in nursing including lifelong learning to maintain best practices as supported by current evidence
utilize critical thinking skills to practice nursing within an ethical and legal framework
the nursing program will prepare students for success in the NCLEX-RN® (National Council Licensure Examination-Registered Nurse) exam

Program Outcomes and Assessment Review Report for Nursing - Revised Outcomes

Nursing (AAS)

Program Outcomes	NEW Program Outcomes
demonstrate safe performance of nursing skills within regulatory frameworks of the registered nurse	Students will be able to demonstrate safe performance of nursing skills of a registered nurse.
exhibit professional behaviors for the role of the registered nurse including adhering to legal and ethical standards of practice	Students will be able to exhibit legal and ethical behaviors of a registered nurse.
manage client care by utilizing the nursing process across the lifespan, family and community	Students will be able to manage client care using the nursing process.
demonstrate therapeutic relationships and communication skills with clients, family and the health care team	Students will be able to effectively communicate nursing knowledge with patients and other healthcare professionals.
incorporates teaching and learning to promote, attain and maintain optimal client health	Remove
displays accepted best practices in nursing including lifelong learning to maintain best practices as supported by current evidence	Students will be able to incorporate evidence based practice.
utilize critical thinking skills to practice nursing within an ethical and legal framework	Remove
the nursing program will prepare students for success in the NCLEX-RN® (National Council Licensure Examination-Registered Nurse) exam	Students will be prepared to take nursing licensure testing.

Program Outcomes and Assessment Review Report for Nursing - K-A-S Curriculum Map

Nursing (AAS)

	REQUIRED						
Program Outcomes	NTR 135	NUR 114	NUR 116	NUR 124	NUR 215	NUR 220	NUR 222
Students will be able to demonstrate safe performance of nursing skills of a registered nurse.		A	A	A	A	S	S
Students will be able to exhibit legal and ethical behaviors of a registered nurse.		A	A	A	A	S	S
Students will be able to manage client care using the nursing process.		A	A	A	A	S	S
Students will be able to effectively communicate nursing knowledge with patients and other healthcare professionals.		A	A	A	A	S	S
Students will be able to incorporate evidence based practice.		A	A	A	A	S	S
Students will be prepared to take nursing licensure testing.		K	K	K	K	S	S

Program Outcomes and Assessment Review Report for Nursing - Assessment Tool Curriculum Map

Nursing (AAS)

	REQUIRED						
Program Outcomes	NTR 135	NUR 114	NUR 116	NUR 124	NUR 215	NUR 220	NUR 222
Students will be able to demonstrate safe performance of nursing skills of a registered nurse.		Medication calculation test	Skills lab checkoff	Clinical Observation	Clinical Observation	Preceptorship/ Clinical Observation	Preceptorship/ Clinical Observation
Students will be able to exhibit legal and ethical behaviors of a registered nurse.		Medication calculation test	Clinical Observation	Clinical Observation	Clinical Observation	Preceptorship/ Clinical Observation	Preceptorship/ Clinical Observation
Students will be able to manage client care using the nursing process.		Create a concept map	Create a concept map	Create a concept map	Create a concept map	Preceptorship/ Clinical Observation	Preceptorship/ Clinical Observation
Students will be able to effectively communicate nursing knowledge with patients and other healthcare		Medication pamphlet	Clinical Observation	Clinical Observation	Clinical Observation	Preceptorship/ Clinical Observation	Preceptorship/ Clinical Observation
Students will be able to incorporate evidence based practice.		Lab/Clinical Observation	Lab/Clinical Observation	Lab/Clinical Observation	Lab/Clinical Observation	Preceptorship/ Clinical Observation	Preceptorship/ Clinical Observation
Students will be prepared to take nursing licensure testing.		ATI predictor	ATI predictor	ATI predictor	ATI predictor	ATI Comprehensiv e Predictor	ATI Comprehensiv e Predictor

Program Outcomes and Assessment Review Report for Nursing - NTR Courses to Degrees

NTR Course Outcomes	NUR AAS	Pre-Health AAS	Pre-Health CERT	Med Assist CERT	Phlebotomy CERT
NTR 135 Human Nutrition					
utilize a nutritional intake assessment inventory;	X	X	X		
identify the importance of sound nutritional habits and the role-modeling thereof;					
analyze the interrelationships between nutrients and human nutrition;					
apply nutritional concepts to various periods of the life cycle;					
identify special health problems that are influenced positively and negatively by an individual's food intake;					
identify specific diseases and the special diets that contribute to their management;					
and evaluate a client's current nutritional information for therapeutic usefulness.					

Program Outcomes and Assessment Review Report for Nursing - NUR Courses to Degrees

NUR Course Outcomes	NUR AAS	Pre-Health AAS	Pre-Health CERT	Med Assist CERT	Phlebotomy CERT
NUR 110 Nursing Assistant I					
function as a member of the health team within a health care facility/community;					
demonstrate effective communication;					
care for cognitively impaired clients;					
demonstrate ethical and legal behavior;					
identify the function, structure, and common abnormalities of the body systems;					
maintain a safe environment for the client;					
demonstrate general principles of infection control;					
apply the principles of basic nutrition to client care;					
provide basic emergency care and the client with personal care and grooming;					
measure vital signs;					
provide for elimination;					
demonstrate safe transfers, positioning and turning of clients using effective body mechanics;					
provide needed assistance in getting to and participating in resident activities;		X	X		
apply heat and cold treatments utilizing safety measures;					
assist with diagnostic tests;					
provide nursing care for clients with drains/tubes; provide ostomy care for a client with an established ostomy;					
recognize abnormal changes in body function and report such changes to a supervisor;					
protect client from self-injury;					
provide care for the peri-operative client;					
apply binders and bandages;					
provide care for clients and family when death is imminent;					
assist in admission/transfer/discharge of the client;					
describe aging and related issues;					
assist in identifying the mental health and social service needs of clients;					
and demonstrate behavior that maintains client's rights.					

NUR Course Outcomes	NUR AAS	Pre-Health AAS	Pre-Health CERT	Med Assist CERT	Phlebotomy CERT
NUR 111 Nursing Assistant Clinical					
Function as a member of the health team within a health care facility/community.					
Demonstrate effective communication.					
Care for cognitively impaired clients.					
Demonstrate ethical and legal behavior.					
Identify the function, structure, and common abnormalities of the body systems.					
Maintain a safe environment for the client					
Demonstrate general principles of infection control.					
Apply the principles of basic nutrition to client care					
Provide basic emergency care					
Provide the client with personal care and grooming.					
Measure vital signs.					
Provide for elimination					
Demonstrate safe transfers, positioning and turning of clients using effective body mechanics.					
Provide needed assistance in getting to and participating in resident activities					
Apply heat and cold treatments utilizing safety measures		X	X		
Assist with diagnostic tests.					
Provide nursing care for clients with drains/tubes.					
Provide ostomy care for a client with an established ostomy.					
Recognize abnormal changes in body function and report such changes to a supervisor					
Protect client from self injury					
Provide care for the peri-operative client					
Apply binders and bandages					
Provide care for clients and family when death is immanent.					
Assist in admission/transfer/discharge of the client					
Describe aging and related issues.					

NUR Course Outcomes	NUR AAS	Pre-Health AAS	Pre-Health CERT	Med Assist CERT	Phlebotomy CERT
Assist in identifying the mental health and social service needs of clients					
Demonstrate behavior that maintains client's rights					
Complete a minimum of 40 hours of clinical practice experience in diverse setting.					
NUR 114 Introduction to Nursing Pharmacology					
identify accountability, ethical and legal responsibility of the professional nurse related to safe drug administration;	X				
utilize clinical reasoning principles while discussing drug classifications, their actions;					
use, therapeutic effects, dosage, route, side effects, adverse effects, and safe medication administration;					
demonstrate: the concepts and attributes of caring related to nursing care of adult clients receiving drug therapy; the ability to safely prepare, administer, and document drug therapy;					
and meet the guidelines for nursing practice.					
NUR 116 Nursing Concepts I					
discuss: behaviors associated with the professional nurse, and identify basic clinical reasoning principles to formulate a plan of care, the concepts of caring interventions, and the components of patient care management.	X				
NUR 124 Nursing Concepts II					
care map each system and include nursing interventions, nursing diagnosis, medications, and patient teaching as it relates to the adult and pediatric patient;	X				
list medications for each system and their nursing interventions, patient teaching, and dosage;					
demonstrate ability to calculate dosages in the adult and pediatric patient;					
and list system diagnosis that are specific to the pediatric population.					
NUR 215 Nursing Concepts III					

NUR Course Outcomes	NUR AAS	Pre-Health AAS	Pre-Health CERT	Med Assist CERT	Phlebotomy CERT
care map each system and include nursing interventions, nursing diagnosis, medications, and patient teaching as it relates to the Neurological, Musculoskeletal, Urinary, and Reproductive system across the life span;	X				
list medications for each focus area and their nursing interventions, patient teaching, and therapeutic indication;					
demonstrate ability to calculate dosages in the adult and pediatric patient;					
list system diagnosis that are specific to the pediatric population;					
list the stages of growth and development;					
explain the reproductive system and STD's;					
care map the Antepartal, Intrapartal, and the Postpartal patient: include nursing interventions and patient/family teaching;					
discuss the care of the hospitalized child;					
demonstrate the care of the newborn;					
list the professional, ethical, and legal responsibilities of the nurse related to psychiatric/mental health client;					
discuss the concepts of caring interventions that respect the cultural, religious, and spiritual influences on the client's mental health status;					
and care map the nursing process and critical thinking in clinical decision making to ensure safe nursing practice in the behavioral health setting.					
NUR 220 Nursing Concepts IV					
exhibit behaviors associated with the professional nurse in caring for multiple complex clients;	X				
utilize clinical reasoning principles to formulate a plan of care for multiple complex clients;					
demonstrate caring interventions with multiple complex clients;					

NUR Course Outcomes	NUR AAS	Pre-Health AAS	Pre-Health CERT	Med Assist CERT	Phlebotomy CERT
exhibit management of nursing care for clients with complex conditions, appropriately delegating, supervising and directing client care;					
and demonstrate knowledge and testing skills at the expected level of performance of the NCLEX-RN.					
NUR 222 Management and Leadership in Nursing					
apply behaviors associated with the professional nurse, including career management and individualized lifelong learning;	X				
demonstrate understanding of clinical reasoning related to the legal and ethical behavior required in the professional nurse;					
demonstrate understanding of caring and collaboration in the transitioning role of student nurse to professional nurse;					
and discuss management of nursing care for clients within a health care organization, including nursing leadership and appropriately delegating, supervising and directing client care.					

Program Outcomes and Assessment Review Report for Nursing - Assessment Tool to Revised Program Outcomes Curriculum Map

NUR RN Comprehensive Predictor Assessment Tool

	Program Outcome #1 Students will be able to demonstrate safe performance of nursing skills of a registered nurse.	Program Outcome #2 Students will be able to exhibit legal and ethical behaviors of a registered nurse.	Program Outcome #3 Students will be able to manage client care using the nursing process.	Program Outcome #4 Students will be able to effectively communicate nursing knowledge with patients and other healthcare professionals.	Program Outcome #5 Students will be able to incorporate evidence based practice.	Program Outcome #6 Students will be prepared to take nursing licensure testing.
Management of Care						
Advocacy	X	X	X	X		X
Assignment, Delegation, and Supervision	X	X		X		X
Client Rights	X	X		X		X
Concepts of Management	X	X		X		X
Confidentiality/Information Security	X	X				X
Continuity of Care	X	X	X	X	X	X
Establishing Priorities	X	X	X	X	X	X
Informed Consent	X	X				
Referrals	X	X	X	X	X	X
Safety and Infection Control						
Accident/Error/Injury Prevention	X	X	X	X	X	X
Emergency Response Plan	X	X	X	X	X	X
Handling Hazardous and Infectious Materials	X		X	X	X	X
Home Safety	X	X	X	X		X
Reporting of incident/Event/Irregular Occurrence/Variance	X	X		X		

NUR RN Comprehensive Predictor Assessment Tool

	Program Outcome #1 Students will be able to demonstrate safe performance of nursing skills of a registered nurse.	Program Outcome #2 Students will be able to exhibit legal and ethical behaviors of a registered nurse.	Program Outcome #3 Students will be able to manage client care using the nursing process.	Program Outcome #4 Students will be able to effectively communicate nursing knowledge with patients and other healthcare professionals.	Program Outcome #5 Students will be able to incorporate evidence based practice.	Program Outcome #6 Students will be prepared to take nursing licensure testing.
Safe Use of Equipment	X	X	X	X	X	X
Standard Precautions/Transmission-Based Precautions/Surgical Asepsis	X	X	X	X	X	X
Health Promotion and Maintenance						
Ante/Intra/Postpartum and Newborn Care	X	X	X	X	X	X
Developmental Stages and Transitions	X		X	X	X	X
Health Promotion/Disease Prevention	X	X	X	X	X	X
Health Screening	X			X		X
Lifestyle Choices	X			X		X
Techniques of Physical Assessment	X		X	X	X	X
Psychosocial Integrity						
Abuse/Neglect	X	X	X	X	X	X
Behavioral Interventions	X	X	X	X		X
Chemical and other Dependencies/Substance Use Disorder	X	X	X	X		X
Family Dynamics	X			X		X
Grief and Loss	X		X	X	X	X

NUR RN Comprehensive Predictor Assessment Tool

	Program Outcome #1 Students will be able to demonstrate safe performance of nursing skills of a registered nurse.	Program Outcome #2 Students will be able to exhibit legal and ethical behaviors of a registered nurse.	Program Outcome #3 Students will be able to manage client care using the nursing process.	Program Outcome #4 Students will be able to effectively communicate nursing knowledge with patients and other healthcare professionals.	Program Outcome #5 Students will be able to incorporate evidence based practice.	Program Outcome #6 Students will be prepared to take nursing licensure testing.
Mental Health Concepts	X	X	X	X	X	X
Sensory/Perceptual Alterations	X		X	X		X
Support Systems	X	X	X	X		X
Therapeutic Communication	X	X	X	X		X
Basic Care and Comfort						
Assistive Devices	X		X	X		X
Elimination	X		X	X		X
Non-Pharmacological Comfort Interventions	X		X	X	X	X
Nutrition and Oral Hydration	X		X	X	X	X
Pharmacological and Parenteral Therapies						
Adverse Effects/Contraindications/Side Effects/Interactions	X		X	X	X	X
Blood and Blood Products	X		X	X		X
Dosage Calculation	X		X	X		X
Expected Actions/Outcomes	X		X	X	X	X
Medication Administration	X		X	X	X	X
Parenteral/Intravenous Therapies	X		X	X	X	X

NUR RN Comprehensive Predictor Assessment Tool

	Program Outcome #1 Students will be able to demonstrate safe performance of nursing skills of a registered nurse.	Program Outcome #2 Students will be able to exhibit legal and ethical behaviors of a registered nurse.	Program Outcome #3 Students will be able to manage client care using the nursing process.	Program Outcome #4 Students will be able to effectively communicate nursing knowledge with patients and other healthcare professionals.	Program Outcome #5 Students will be able to incorporate evidence based practice.	Program Outcome #6 Students will be prepared to take nursing licensure testing.
Pharmacological Pain Management	X		X	X		X
Total Parenteral Nutrition (TPN)	X		X	X	X	X
Reduction of Risk Potential						
Changes/Abnormalities in Vital Signs	X		X	X		X
Diagnostic Tests	X		X	X	X	X
Laboratory Values	X		X	X		X
Potential for Alterations in Body Systems	X		X	X	X	X
Potential for Complications of Diagnostic Tests/Treatments/Procedures	X		X	X	X	X
Potential for Complications from Surgical Procedures and Health Alterations	X		X	X	X	X
System Specific Assessments	X		X	X	X	X
Therapeutic Procedures	X		X	X	X	X
Physiological Adaptation						
Alterations in Body Systems	X		X	X	X	X

NUR RN Comprehensive Predictor Assessment Tool

	Program Outcome #1 Students will be able to demonstrate safe performance of nursing skills of a registered nurse.	Program Outcome #2 Students will be able to exhibit legal and ethical behaviors of a registered nurse.	Program Outcome #3 Students will be able to manage client care using the nursing process.	Program Outcome #4 Students will be able to effectively communicate nursing knowledge with patients and other healthcare professionals.	Program Outcome #5 Students will be able to incorporate evidence based practice.	Program Outcome #6 Students will be prepared to take nursing licensure testing.
Fluid and Electrolyte Imbalances	X		X	X		X
Hemodynamics	X		X	X	X	X
Illness Management	X		X	X	X	X
Medical Emergencies	X		X	X		X
Pathophysiology	X		X	X	X	X
Unexpected Response to Therapies	X		X	X		X

Program Outcomes and Assessment Review Reports for all of the CTE Programs

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	AHS	Date	07/06/17
ORIGINAL Program Outcomes		NEW Program Outcomes	
<u>Medical Office Management (AAS)</u> <ul style="list-style-type: none"> • Administrative: schedule, coordinate and monitor appointments, schedule inpatient/outpatient admissions and procedures; understand and apply third-party guidance; obtain reimbursement through accurate claims submission; understand and adhere to managed care policies and procedures; perform procedural and diagnostic coding; apply bookkeeping principles; and manage accounts receivable • Clinical: Apply principles of aseptic technique and infection control; comply with quality assurance practices; screen and follow up patient test results; collect and process specimens; perform diagnostic tests; adhere to established patient screening procedures; obtain patient history and vital signs; prepare and maintain examination and treatment areas; prepare patient for examinations; assist with examinations, procedures and treatments; prepare and administer medications and immunization with guidance from physician; maintain medication and immunization records; recognize and respond to emergencies; and coordinate patient care information with other healthcare providers • General: Display a professional manner and image; have good communication skills; recognize and respect cultural diversity; use medical terminology appropriately; serve as a liaison; perform within legal and ethical boundaries; implement and maintain federal and state healthcare regulations; and recognize professional credentialing criteria 		<u>Medical Office Management (AAS & CERT)</u> <ul style="list-style-type: none"> • Students will be able to apply office management skills to perform daily medical office tasks. • Students will be able to apply clinical skills to a medical office. • Students will be able to display professional behavior in a medical setting. • Students will be able to explain legal and ethical issues in the healthcare setting. 	
<u>Medical Office Management (CERT)</u> <ul style="list-style-type: none"> • General: Describe the role of Medical Assistance in the medical setting; Demonstrate a professional attitude and image; Demonstrate respect and sensitivity for vulnerable populations; such as, handicap, hard of hearing, elderly, dementia, pediatrics; 		<u>Phlebotomy (CERT)</u> <ul style="list-style-type: none"> • Students will be able to understand the roles and responsibilities of the phlebotomist • Students will be able to demonstrate the basic phlebotomy skills. • Students will be able to demonstrate the use of appropriate medical terminology in clinical setting. • Students will be able to exhibit legal and ethical behaviors in a healthcare setting. 	

<p>Identify effective verbal and nonverbal communication; Demonstrate respect for cultural diversity; Demonstrates appropriate use of medical terminology</p> <ul style="list-style-type: none"> • Administrative: Demonstrate functions required for front office Medical Assistant; Identify general office policies and procedures; Demonstrate scheduling and coordinating appointments, admissions and procedures; Identify and adhere to managed care policies and procedures; Identify and maintain federal and state health care regulations; Demonstrate Medical Records Management • Clinical: Identify the scope of practice for a Medical Assistant; Describe and demonstrate an understanding of human anatomy and physiology; Identify the ten major body systems and their functions; Apply principles of aseptic technique and infection control; Obtain patient history and vital signs; Identify equipment and instruments used in office procedures <p><u>Phlebotomy (CERT)</u></p> <ul style="list-style-type: none"> • Use critical thinking skills in decision making concerning patient care and well-being. • Possess the ability to apply proper oral and written communication skills in the workplace • Possess the ability to understand cultural diversity and apply this understanding to health care situations. • Effectively operate computer hardware and software as applicable to the health care industry. • Master phlebotomy skills including: the collection of specimens, infection control and safety, the operation of the clinical laboratory, health care delivery and terminology. • Possess the ability to analyze, synthesize and evaluate data. 	
<p>Identified Program Assessment Courses and Assessment Tools</p>	<p><u>Medical Office Management (AAS & CERT)</u> AHS 149 Skills Checklist AHS 289 Employer Evaluation</p>

Identified Program Assessment Courses and Assessment Tools (Continued)	Phlebotomy (CERT) AHS 160 Comprehensive Exam AHS 161 Skills Checklist
<p>Action Items:</p> <ol style="list-style-type: none"> 1. The program will complete the K-A-S and Assessment curriculum maps for the “Students will be able to explain legal and ethical issues in the healthcare setting” outcome of the Medical Office Management (AAS & CERT). 2. The program will submit the new program outcomes to the Curriculum Committee. 3. The program faculty and the assessment coordinator will meet in the fall of 2017 to review the assessment tools used for the AHS courses. 4. The program faculty will send the dates and expectations for the outside accreditors for the program and the assessment coordinator will work with faculty to ensure that CCC program review encompasses the required data. (American Medical Technologists and ASCP). 5. The program will research and consider moving CIS 120 from the core courses to the General Education blocks for the Medical Office Management AAS. 6. The program will consider requiring CIS 120 only instead of a choice between CIS 102 and CIS 120 for the Phlebotomy (CERT). 7. The program will research the history of AHS 100 and determine if it is a necessary requirement in the Phlebotomy (CERT). 8. The program will research and consider the possibility of combining AHS 105 and AHS 110 for both the Medical Office Management and Phlebotomy degrees. 9. The program will research the history of MAT 091 and determine if it is necessary for the Phlebotomy (CERT). It could have been offered previously as a CAVIAT course. 	
<p>Notes of Interest:</p> <p>The program has two entities for outside accreditation: the American Medical Technologists and the ASCP. These accreditations occur every two to four years depending on the entity. It will be important to include the data required by these outside accreditors in the CCC program review document.</p> <p>The program requires an outside internship as part of the Medical Office Management (AAS & CERT). Not all CTE programs require a hands-on introduction to the field although it is highly beneficial to the students. Due to this, the program requires a high level of professionalism to be developed through the coursework and exhibited during the internship.</p>	

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	AJS	Date	06/27/17
ORIGINAL Program Outcomes		NEW Program Outcomes	
<u>AA & AAS</u> <ul style="list-style-type: none">• prepare for upper division university study and the attainment of a bachelor’s degree in related fields of study;• understand the structure of the criminal justice system and the functions of its main constituents: official agencies, citizens, and their elected representatives;• acquire the major communication skills required of most criminal justice practitioners including the development of effective written and oral communications consistent with the criminal justice field;• use knowledge of other cultures, politics, ethics, and human rights to positively impact the community, work place, and the physical environment around us;• be provided with the resources to investigate careers within the criminal justice system;• and be prepared with skills necessary to enter the criminal justice workforce with specialized training in such areas as detention/corrections officer or emergency communications dispatcher.		<u>AA & AAS & Forensics (CERT)</u> <ul style="list-style-type: none">• Students will be able to understand the structure of the criminal justice system and the functions of its constituents.• Students will be able to communicate knowledgeably about the AJS field.• Students will be able to react appropriately to a given situation based on the individual needs of a person or event.• Students will be able to practically interpret the Constitution.	
Identified Program Assessment Courses and Assessment Tools		<u>AA & AAS</u> AJS 280 Essay & Presentation <u>Forensic (CERT)</u> AJS 250 Mock Trial	
Action Items: <ul style="list-style-type: none">1. The program will need to submit the new program outcomes to the Curriculum Committee.2. The program faculty and the assessment coordinator will meet in the fall of 2017 to review the assessment tools used for the AJS courses.3. The program will contact the Curriculum Coordinator to determine whether AJS 160 Police Administration is part of the degree or if this course needs to be removed from the AAS degree information.4. The program will consider opening the language for the AA degree up to all languages instead of limiting it to SPA or NAV.			

5. The program will consider the importance of the SOC courses that are currently recommended as electives for the AA degree. The program could potentially have ANT as an option.
6. The program will consider removing the Forensics degree altogether and instead offer a Forensics emphasis to the AAS degree. As part of the Forensics emphasis, the degree will consider requiring BIO 160, BIO 181 and SPC 100 as requirements within the General Education blocks.
7. The program will consider removing FOR 150 from the curriculum and instead emphasize death forensics within FOR 101.
8. The program will schedule a time in the future with the Assessment Coordinator to review the Detention Academy coursework and create the K-A-S and Assessment curriculum maps.

Notes of Interest:

The Administration Justice (AAS) was developed as a way to provide educational credit for students who attended the Police Academy. The AZ Post Standards are considered equivalent to AJS 130, AJS 101, AJS 120, AJS 200, and AJS 250 (currently an elective). It is a way to encourage people within the AJS fields to pursue higher education and look towards promotional opportunities.

Historically, the Forensics (CERT) was developed to train nurses or students working towards nursing degrees on how to handle evidence. As it is taught currently, it has a focus for nurses, firefighters, detention officers, probation officers and social workers being trained on how to handle evidence. It has not been developed in a way that would ensure a job or a promotion within the forensics field. The program could potentially create a forensics emphasis within the AAS degree. It would require changes to the required coursework and some of the currently required core courses for the certificate. FOR 150 and FOR 289 would be eliminated altogether. Currently, it is difficult to find employers throughout Northern Arizona willing to have an intern and the removal of FOR 289 might be more of a benefit than a detriment at this time.

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	American Sign Language	Date	06/06/17
ORIGINAL Program Outcomes		NEW Program Outcomes	
<ul style="list-style-type: none">• demonstrate American Sign Language communication competency and apply knowledge of American Sign language linguistics• demonstrate communicative competency in English and in ASL through effective communication in a variety of settings with speakers of varying age, gender, and ethnicity• discuss and apply knowledge of text analysis between English and American Sign Language• analyze, identify and apply personal, professional and ethical decisions in a manner consistent with social justice models and standard Interpreting professional practice• and demonstrate interpersonal competencies that foster effective communication and productive collaboration with colleagues, consumers and employers within the Deaf community		<ul style="list-style-type: none">• Students will be able to communicate in American Sign Language at an intermediate level• Students will be able to apply knowledge of text analysis between English and American Sign Language• Students will be able to synthesize personal and professional decisions in a manner consistent with the standard ASL interpreting professional practice.• Students will be able to demonstrate knowledge of the Deaf culture.	
Identified Program Assessment Courses and Assessment Tools		ITP 212 – Assessment is yet to be determined ASL 215 – Assessment is yet to be determined	
Action Items: <ul style="list-style-type: none">1. The program will submit the new program outcomes to the Curriculum Committee.2. The program faculty and the assessment coordinator will meet in the spring of 2018 to review the assessment tools used for the ASL courses.3. The program needs to review ASL 200 and the courses contribution to the program as a whole. It is currently a Gen Ed course and could be a required course within the Gen Ed block instead of having it as a core course in the program.4. The program will create a new course outline for ASL 203 with updated course outcomes. Some of these outcomes may come from ASL 298.5. The program will be revising ITP 210 to 201. A new course outline will be created for this course reflecting the new course outcomes.6. A progression plan has been completed for the AA degree. The program will work with the curriculum coordinator to have the new required coursework reflected online.			
Notes of Interest: <p>The program is beginning a transition from a focus on an interpretative program to a progression towards a four-year degree. The AAS degree will no longer be offered as it has been determined that the student cannot graduate from CCC with a degree to move directly into an interpretative position</p>			

without additional education. Many of the courses haven't been taught and therefore the assessment tools have not been identified.

The AAS degree and certificates programs will not be awarded after Spring 2018.

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	Business	Date	06/22/17
ORIGINAL Program Outcomes		NEW Program Outcomes	
<u>AA & A-Bus</u> <ul style="list-style-type: none"> • use principles in business to guide critical thinking and problem-solving activities; • identify and modify appropriate technological applications to evaluate, interpret, and summarize business problems • compose clear and effective communication in oral and written forms; • and create solutions for business situations that require quantitative analytical skills. <u>AAS</u> <ul style="list-style-type: none"> • demonstrate basic computer skill • compose and deliver clear and effective communication • evaluate and determine business solutions using appropriate quantitative analysis skills. • apply basic knowledge of accounting, business law, and general business operations to solve business problems • and prepare for the Federal Payroll Certification (FPC) exam in the Accounting track <u>CERT</u> <ul style="list-style-type: none"> • compose and communicate basic accounting information clearly and effectively • create and maintain an automated accounting system • and apply skills needed to complete the Federal Payroll Certification exam 		<ul style="list-style-type: none"> • Students will be able to create solutions to business problems. • Students will be able to communicate effectively within the business field. • Students will be able to evaluate the health of a business or a market. 	
Identified Program Assessment Courses and Assessment Tools		<u>AA & A-Bus –</u> ACC 256 Comprehensive Exam, Memo and Case Scenarios ECN 204 – Quiz <u>AAS –</u> ACC 206 TBD BUS 213 Business Plan <u>CERT –</u> ACC 206 TBD	

Action Items:

1. The program will submit the new program outcomes to the Curriculum Committee.
2. The program will determine the assessment tool for ACC 206.
3. The program faculty and the assessment coordinator will meet in the fall of 2017 to review the assessment tools used for the BUS courses and map the assessment tools to the program outcomes.
4. The program will research why both the AA and the A-Bus to determine the purpose of each and if both need to continue to be offered if they have duplicative purposes.
5. The program will create and provide updated course outlines for ACC 108 and ACC 111.
6. Currently ACC 108 is a pre-requisite for the AA and the AAS coursework, but is not part of the degrees. The program will consider adding it as part of the degree coursework.
7. On the external website, the ACC 206 course name is appearing as "Accounting and EDP Systems" instead of "Computerized Accounting" under the AAS degree description. The program will work with the curriculum coordinator to correct it.

Notes of Interest:

The program recently made a change in the coursework to help the students succeed in the more advanced accounting courses. The students were consistently unprepared for ACC 255 and ACC 256 which operate at a higher level learning on the Bloom's Taxonomy scale. The high school students are not generally required to take any accounting or business courses, and this leaves them unprepared for the knowledge and skills required to succeed in ACC 255 and ACC 256. The program has created two new courses, ACC 108 and ACC 111, to help scaffold their students into these higher level learning courses.

The program has an accounting certificate which is not a stackable certificate towards the AA, A-Bus, or AAS. The program acknowledged this and considers this certificate preparation for a bookkeeper's position that does not need any further education beyond the coursework offered by the certificate.

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	CIS	Date	07/24/2017
ORIGINAL Program Outcomes		NEW Program Outcomes	
<u>Computer Software Technology (AAS)</u> <ul style="list-style-type: none"> understand and effectively use computer related terminology use basic features of microcomputer operating systems, professional office suite applications, desktop publishing, software, web browsers, and electronic mail demonstrate professional computation and oral and written communication skills demonstrate knowledge of structured programming principles and the ability to apply them using programming language understand legal and ethical issues related to the workplace demonstrate professional knowledge and skills in at least one of the following areas: web design and graphics, operating system and application support, microcomputer repair, networking or video game development 		<u>Computer Software Technology (AAS)</u> <ul style="list-style-type: none"> Students will be able to understand technological terminology. Students will be able to demonstrate technological skills. Students will be able to synthesize technological concepts. Students will be able to create real-world applications using technology. 	
<u>Computer Technician (CERT)</u> <ul style="list-style-type: none"> Define computer hardware Define computer software Enhance support and maintenance of computer software and hardware Prepared for Microsoft Certified Professional in Windows and A+ Certification 		<u>Computer Technician (CERT)</u> <ul style="list-style-type: none"> Students will be able to understand technological terminology. Students will be able to demonstrate technological skills. Students will be able to synthesize technological concepts. 	
<u>Graphics and Web Design (CERT)</u> <ul style="list-style-type: none"> No outcomes currently listed 		<u>Graphics and Web Design (CERT)</u> <ul style="list-style-type: none"> Students will be able to understand technological terminology. Students will be able to demonstrate technological skills. Students will be able to synthesize technological concepts. Students will be able to create real-world applications using technology. 	
<u>Network Engineering (AAS)</u> <ul style="list-style-type: none"> apply the principles of effectively using computer related terminology understand the principles of legal and ethical issues related to network engineering in the workplace and apply the principles of professional knowledge and skills in at least one of the following areas: web design and graphics, operating system(s), application knowledge 		<u>Network Engineering (AAS & CERT)</u> These outcomes will be revisited at a future annual meeting.	

<p>and /or support, microcomputer repair, networking</p> <p><u>Networking Engineering (CERT)</u></p> <ul style="list-style-type: none"> • Define terms related to networks • Emphasize using hands-on approach • Emphasize the knowledge and relationships to server operating software programs • Enhance communications skills • Emphasize professional readiness 	
<p>Identified Program Assessment Courses and Assessment Tools</p>	<p>Computer Software Technology (AAS – Graphics & Web Design Track and Graphics & Web Design <u>CERT</u>)</p> <p>CIS 117 Quiz, Project, and Capstone Project</p> <p>Computer Software Technology (AAS – PC Technician Track & Computer Technician <u>CERT</u>)</p> <p>CIS 230 (TBD)</p>
<p><u>Action Items:</u></p> <ol style="list-style-type: none"> 1. The program will submit the new program outcomes to the Curriculum Committee. 2. The program faculty and the assessment coordinator will meet in the fall of 2017 to review the assessment tools used for the FS program and align the tools with the new program outcomes. 3. The program faculty will add CIS 116 to the AAS - Application Software Specialist Track, the AAS – General Technology Track, the AAS – Graphics & Web Design Track as well as the Graphics & Web Design CERT. 4. The program will research the opportunities to link the coursework to available industry certifications. 5. The program will consider moving BUS 204 to the Gen Ed Optional block as a requirement instead of having it be a required core course. 6. The program will review CIS 298 and determine how to best use this course in the future. One option would be to offer this course as an elective option to the CIS 289 course for those students who are unable to commit the time and dedication necessary to an internship. 7. The program will review the syllabi for courses that the full-time faculty do not currently teach but are required core courses: ART 130, ART135, ART 136, CIS 161, CIS 165, CIS 167, CIS 168. This review will be to determine what the current assessment tools being used in the course are as well as ensuring the courses are contributing to the program outcomes. 8. The program will consider the possibility of limiting the tracks to two options: Graphics & Web Design and PC Technician. These tracks tie closely to the offered certificates. 9. The program will continue to research the future of the Network Engineering AAS and CERT. 	
<p><u>Notes of Interest:</u></p> <p>The CIS 120 course is required in the Computer Software Technology (AAS) and the Computer Technician (CERT). Students can opt out of this course with instructor's approval. The program currently has a number of courses that are not currently being offered: CIS 100, CIS 102, CIS 112, CIS</p>	

137, CIS 235, CIS 250, and CIS 260. The program may want to review these courses and determine the courses' validity and contribution to the program as a whole.

The program is currently in the middle of redesigning the curriculum, and at this point, the changes are yet to be determined. There is a current concern that the enrollment numbers for the program are down, and the coursework has not kept up with industry standards since an earlier reorganization within the college.

The program would like to research the opportunities available to be able to link the coursework and the program curriculum to available industry certifications within the CIS field.

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	Construction Technology Management	Date	06/14/17
ORIGINAL Program Outcomes		NEW Program Outcomes	
<u>Construction Technology (AA)</u> <ul style="list-style-type: none"> Gain fundamental knowledge of construction principles and methodology. Recognize jobsite hazards and apply the basic safety practices used in the construction trades. Demonstrate a fundamental knowledge in construction drafting, design, and layout. Possess the appropriate skills and knowledge to enter into and succeed in upper division courses leading to a construction management bachelor's degree program. 		<u>Construction Technology (AA)</u> <ul style="list-style-type: none"> Students will be able to apply fundamental construction technologies. Students will be able to recognize when and how to apply basic jobsite safety procedures. Students will be able to apply basic construction mathematics. Student will be able to differentiate basic blueprints and specifications. Student will be able to create a jobsite estimation. 	
<u>Construction Technology (AAS & CERT)</u> <ul style="list-style-type: none"> Possess the appropriate skills in drafting, design and layout used in contemporary construction management. Understand and apply knowledge of construction methods Demonstrate competent application of methods used in the construction trades including carpentry, concrete, masonry, plumbing, sanitation and electrical Understand and apply the basic safety practices used in the construction trades Acquire the computer operation skills and competencies in using AutoCAD® software for construction methods purposes. Employ critical thinking and evaluation skills to ensure high quality and cost effectiveness management of design, implementation of construction methods and trades, and satisfactory completion of the construction project 		<u>Construction Technology (AAS & CERT)</u> <ul style="list-style-type: none"> Students will be able to apply fundamental construction technologies. Students will be able to recognize when and how to apply basic jobsite safety procedures. Students will be able to apply basic construction mathematics. Student will be able to differentiate basic blueprints and specifications. Student will be able to create a jobsite estimation. 	
<u>Environmental Technology (AAS & CERT)</u> <ul style="list-style-type: none"> Possess the appropriate skills in drafting, design and layout used in contemporary alternative energy applications. Possess the appropriate knowledge of energy and solar principles used in alternative energy applications. 		<u>Environmental Technology (AAS & CERT)</u> <ul style="list-style-type: none"> Students will be able to recognize when and how to apply basic jobsite safety procedures. Students will be able to apply knowledge of alternative energy systems. Students will be able to apply fundamental construction technologies. 	

<ul style="list-style-type: none"> • Acquire the computer operation skills and competencies applied to drafting using Computer Aided Design (CAD) software. • Understand and apply knowledge of alternative energy systems including solar heating, Photovoltaic energy, wind power, energy and heat transfer, and energy efficiencies. • Demonstrate competent application of methods used in the construction trades including carpentry, masonry, electricity, and plumbing. • Employ critical thinking and evaluation skills to ensure compliance with building construction codes in the design and construction of alternative energy systems. 	<ul style="list-style-type: none"> • Students will be able to apply basic construction mathematics.
<p><u>Sustainable Green Building (AAS)</u></p> <ul style="list-style-type: none"> • Gain core concepts & Categories of Sustainability and Green Building. • Gain fundamental knowledge of Environmental Issues, especially related to the construction industry. • Gain introductory knowledge of soils for local food production. • Acquire skills related to green construction. • Attain a basic knowledge in construction methodology. • Understand and apply basic construction safety for trades. • Gain fundamental knowledge in building drafting, design, layout and auto CAD. • Explore and develop critical skills for a variety of alternative construction techniques. • Develop critical skills for energy analysis of buildings & related performance measures. • Develop competencies for sustainable materials & resource use efficiencies. • Design competencies developed for various solar systems; passive & active. • Develop electrical trade fundamentals for renewable energy generation. • Attain fundamentals solar design knowledge. • Attain & apply fundamental knowledge of sustainable projects and industry related checklist certifications. 	<p><u>Sustainable Green Building (AAS)</u></p> <ul style="list-style-type: none"> • Students will be able to comprehend of the environmental impact of sustainability and green building related to the construction industry. • Students will be able to conduct energy analysis of human environment and related performance measures. • Students will be able to apply fundamental construction technologies. • Students will be able to recognize when and how to apply basic jobsite safety procedures. • Students will be able to apply basic construction mathematics.

Identified Program Assessment Courses and Assessment Tools	<p>Construction Technology (AA) – CTM 224 Comprehensive Exam and Practicum</p> <p>Construction Technology (AAS) – CTM 124 Comprehensive Exam and CTM 288 Exam and Practicum</p> <p>Construction Technology (CERT) – CTM 124 Comprehensive Exam</p> <p>Environmental Technology (AAS) – CTM 235 Comprehensive Exam and Design Project and CTM 250 Comprehensive Exam and Design Project</p> <p>Sustainable Green Building (AAS) – CTM 260 Comprehensive Exam, Design Project and Practicum</p>
<p><u>Action Items:</u></p> <ol style="list-style-type: none"> 1. The program will submit the new program outcomes to the Curriculum Committee. 2. The program faculty and the assessment coordinator will meet in the spring of 2018 to review the assessment tools used for the CTM courses including the Internship Packet Matrix and map the assessment tools to the program outcomes. 3. The program will consider whether the Vocational Technology Education (AA) is still a necessary degree to offer the students. 4. The program needs to review the Construction Technology AA and AAS to see if can include CTM 115 and CTM 151 (which will be the new national credentialing courses). 5. The program needs to review CTM 224 as it is no longer accepted by NAU. The program will examine whether course adjustments need to be made or if other alternatives need to be considered. Once this is finalized, CTM 224 should be added to the AAS degree. 6. The program needs to review the electives for the Construction Technology AAS. Currently the 11 required hours are very broad in terms of directing the students through the degree. The program will consider alternatives such as CTM 224 or 289 instead of any CTM; BUS 204 for the BUS component; CIS 120 for the CIS component; WLD 101 or CTM 151 or CTM 115 for the WLD component. 7. The program will consider combining the CTM 133 course required for the Environmental Technology CERT-ADV and the Sustainable Green Building AAS with CTM 235. 8. The program will consider adding the CTM 289 as a requirement for the Environmental Technology (AAS) degree. 	
<p><u>Notes of Interest:</u></p> <p>CTM is moving the program curriculum to align with national standards in order to prepare the students to sit for national industry certification testing. This curriculum redesign has been in process and will continue along with the defined assessment action items. This curriculum will be similar to that of EMS.</p>	

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	EMS	Date	05/18/17
ORIGINAL Program Outcomes		NEW Program Outcomes	
<ul style="list-style-type: none">Fully meet the requirements to gain state approved certification as outlined by the current National Registry Emergency Medical Technician Standards Exam.Fully meet the requirements to gain Basic and Advanced Life Support for Healthcare Providers certification.Fully meet the requirements to gain the Emergency Medical Care Technician-Paramedic for the Arizona Department of Health Services.Develop effective written communication skills consistent with Emergency Medical Services and related professional environments.Develop the ability to retrieve, evaluate, and use information appropriately by using library resources, information technology, analytical tools, and the scientific method to predict and advance knowledge of emergency medical services.Use knowledge of other cultures, politics, ethics, and human rights to positively impact the communicate, work place, and physical environment around us.		<p>The student will be able to:</p> <ul style="list-style-type: none">meet the qualifications to test for the state approved certification as outlined by the current National Registry Emergency Medical Technician Standards Exam.achieve required certification for Basic and Advanced Life Support for Healthcare Providers certification.meet the qualifications to test for the Emergency Medical Care Technician-Paramedic for the Arizona Department of Health Services.develop effective written communication skills consistent with Emergency Medical Services and related professional environments.evaluate information resources to effectively determine appropriate treatment path.	
Identified Program Assessment Courses and Assessment Tools		EMS 131 Comprehensive Exam and Skills Checklist	
Action Items: <ul style="list-style-type: none">The program will review EMS 105 to determine the feasibility of continuing to offer this course.The program will submit the curriculum changes to update the program outcomes.The Assessment Coordinator will reach out to other community colleges offering Paramedic degrees within Arizona to determine how they are assessing student learning outcomes. Additionally, the Assessment Coordinator will ask the EMS Coordinator for a copy of the last state audit of the EMS program as well as determine if the EMS Coordinator receives a copy of the state audit of Northern Arizona Healthcare for this program.The Assessment Coordinator and the EMS Coordinator will collaborate to review the comprehensive electronic test to serve multiple purposes. The questions will be reviewed and each questions will be identified for contributing to a program learning outcome as well as a national testing unit.			

5. The Assessment Coordinator will work with the program to use the final comprehensive electronic exam results and those of the previous hands-on exam from the prior year to determine if these two assessment tools will provide the program the information necessary to make changes or continue the growth of the program.

Notes of Interest:

Currently, there are five EMS courses: EMS 100, 105, 131, 211, and 262. EMS 100 Emergency Medical Services First Response Training Course is a pre-requisite course to EMS 131 and reviews the same coursework at an entry-level perspective. EMS 105 Wilderness First Responder is an elective course that has not been offered in some time and is considered to be an orphan course. EMS 131 Emergency Medical Technician is a pre-requisite for EMS 211 (if necessary) and 262 and reviews the same coursework at an intermediate level. EMS 211 Emergency Medical Technician Refresher is a refresher course required to be taken by Emergency Medical Technicians every two years. Finally, EMS 262 Certified Emergency Paramedic is the only course required for the Paramedic Studies AAS. It takes the coursework begun in EMS 100 and 131 to an advanced degree. This course is taught at the accredited training center Northern Arizona Healthcare. The students apply for entrance to the program at the hospital, take an entrance exam, and participate in an oral board before being accepted. Upon acceptance, the student is enrolled in the course. CCC does not have control over the assessment portions of this course, only the administrative tasks to give the students credit for the course and the degree.

The curriculum taught in the EMS courses are aligned with industry standards outlined by the Emergency Medical Technician National Standard Curriculum. The program is accredited every two years through the state of Arizona.

The ultimately purpose of the Paramedic Studies AAS is to transition the students into an entry-level position as a paramedic.

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	Fire Science	Date	07/14/2017
ORIGINAL Program Outcomes		NEW Program Outcomes	
<ul style="list-style-type: none">Fully meet the requirements to gain state approved certification as outlined by current Arizona State Fire MarshallFully meet the requirements to gain the red card certification used by the U.S. Forest Service.Develop effective written communication skills consistent with the fire service and related professional environments.Develop the ability to retrieve, evaluate, and use information appropriately by using library resources, information technology, analytical tools, and the scientific method to predict and control fire problems and advance knowledge of fire science.Use knowledge of other cultures, politics, ethics, and human rights to positively impact the communicate, work place, and physical environment around us.		<ul style="list-style-type: none">Students will be able to synthesize how the Fire Service operates within emergency services.Students will be able to execute appropriate emergency scene actions.Students will be able to execute appropriate non-emergency scene actions.	
Identified Program Assessment Courses and Assessment Tools		<u>AAS</u> FSC 239 Comprehensive Written Exam <u>CERT-Int</u> FSC 180 Comprehensive Written Exam & Skills Practicum <u>CERT – Adv</u> FSC 239 Comprehensive Written Exam	
<u>Action Items:</u>			
<ol style="list-style-type: none">The program will submit the new program outcomes to the Curriculum Committee.The program faculty and the assessment coordinator will meet in the fall of 2017 to review the assessment tools used for the FS program and align the tools with the new program outcomes.The program will consider moving BUS 204 requirement in the AAS degree to a requirement in the Gen Ed Optional block.The program will consider removing BUS 206, BUS 207, BUS 211, and BUS 213 from the electives portion of the AAS degree.The program will consider removing EMS 262 from the electives portion of the AAS degree. Completion of EMS 262 comes with completion of EMS 131.			

6. The program will consider creating two emphasis areas in the AAS degree. One emphasis area would be Wildland which would have FSC 233, FSC 243, and FSC 253. A second emphasis could be Prevention which would include FSC 235.
7. The program will consider changing the BUS 111 or ENG 101 requirement for the CERT-Adv to BUS 204 or ENG 101 as both of these classes are required for the degree.
8. The program will consider adding FSC 138 to the Required Core Courses in the AAS degree. Currently it is only required in the CERT-Int, but for it to be a true stackable certification, this course should also be part of the AAS degree.
9. The program will consider adding FSC 241 to the Required Core Courses for the AAS degree.
10. If the program can afford it, a potential future assessment tool for FSC 234 could be the analysis of a burn scene.

Notes of Interest:

The program currently employs a part-time coordinator to help recruit instructors as all of the courses are team taught by certified firefighting professionals. The coordinator also maintains all the necessary paperwork for the program along with the supplies and materials needed for the individual courses.

The program coordinator is currently considering building a Fire Science Wildlands degree as the skills needed to fight wildland fires are different than those needed as a local firefighter. One suggestion would be to build a Wildland Emphasis within the current AAS degree to determine if there is interest in such a program.

The FSC 137 Hazardous Materials Awareness course is not currently required for the degree or any of the certifications. The program will be considering whether this course should continue to be a part of the program's offerings.

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	Hotel & Restaurant Management	Date	06/21/17
ORIGINAL Program Outcomes		NEW Program Outcomes	
<u>AA</u> <ul style="list-style-type: none">• Management skills: Identify and utilize management techniques and skills to foster a more productive and creative workplace.• Technology: Identify and efficiently utilize the needed productivity software for the business sectors.• Communication: Ability to communicate clearly and effectively, individually and in task groups.• Critical thinking: Quantitative analysis skills appropriate for solving business problems <u>AAS</u> <ul style="list-style-type: none">• Management Skills: Determine and evaluate the management techniques and skills that promote a more productive and creative workplace• Technology: Identify and efficiently utilize the needed productivity software for the business sectors• Communication: Compose and deliver clear and effective communication individually and in groups• Critical/Quantitative Thinking: Create solutions for business situations that require critical thinking and quantitative analytical skills		<ul style="list-style-type: none">• Students will be able to demonstrate front line hospitality management skills.• Students will be able to operate hospitality specific technology.• Students will be able to appropriately handle a positive or negative hospitality customer service experience• Students will be able to demonstrate entry level hospitality accounting practices.• Students will be able to describe how to handle an emergency situation within a hospitality setting.• Students will be able to utilize hospitality knowledge to define roles and responsibilities.• Students will be able to identify ethical and legal issues within the hospitality industry.	
Identified Program Assessment Courses and Assessment Tools		<u>AA</u> HRM 240 – Final Dinner HRM 270 – Spreadsheet and quiz <u>AAS</u> HRM 210 – Spreadsheet and quiz HRM 240 – Final Dinner	
Action Items: <ol style="list-style-type: none">1. The program will submit the new program outcomes to the Curriculum Committee.2. The program faculty and the assessment coordinator will meet in the fall of 2017 to review the assessment tools used for the HRM program and align the tools with the new program outcomes.			

3. The program will review the CCC required core courses and align the core coursework more closely with the Arizona state universities.
4. The program will review ACC 256 and consider proposing a HRM260 (equivalent to NAU's HA260) which would be Hospitality Managerial Accounting.

Notes of Interest:

The program has elected to begin a program review in the 2017-2018 academic year. The program will review the required coursework and compare it to the required coursework of the Arizona state universities. Additionally, this program will have two new certificates for the Fall of 2017: The Introductory HRM Certificate and the Intermediate HRM Certificate.

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	Nursing	Date	06/05/17
ORIGINAL Program Outcomes		NEW Program Outcomes	
<ul style="list-style-type: none">• demonstrate safe performance of nursing skills within regulatory frameworks of the registered nurse,• exhibit professional behaviors for the role of the registered nurse including adhering to legal and ethical standards of practice,• manage client care by utilizing the nursing process across the lifespan, family and community,• demonstrate therapeutic relationships and communication skills with clients, family and the health care team,• incorporates teaching and learning to promote, attain and maintain optimal client health,• displays accepted best practices in nursing including lifelong learning to maintain best practices as supported by current evidence,• utilize critical thinking skills to practice nursing within an ethical and legal framework,• and, the nursing program will prepare students for success in the NCLEX-RN® (National Council Licensure Examination-Registered Nurse) exam.		<p>The student will be able to:</p> <ul style="list-style-type: none">• demonstrate safe performance of nursing skills of a registered nurse.• exhibit legal and ethical behaviors of a registered nurse.• manage client care using the nursing process.• effectively communicate nursing knowledge with patients and other healthcare professionals.• incorporate evidence based practice.• And be prepared to take nursing licensure testing.	
Identified Program Assessment Courses and Assessment Tools		<u>Nursing (AAS)</u> NUR 220 ATI Comprehensive Predictor and Skills Checklist NUR 222 ATI Comprehensive Predictor and Skills Checklist	
<u>Action Items:</u>			
<ol style="list-style-type: none">1. The program will submit the curriculum changes to remove NTR 135 as part of the required coursework.2. The program will submit the curriculum changes to update the program outcomes.3. The Assessment Coordinator and the Director of Nursing will collaborate to review the ATI Comprehensive Predictor and the clinical observation tool to serve multiple purposes. The questions will be reviewed and each question will be identified for contributing to a program learning outcome.4. The Assessment Coordinator will work with the program to use the final ATI Comprehensive Predicator results and those of the previous clinical observations from the prior year to			

determine if these two assessment tools will provide the program the information necessary to make changes or continue the growth of the program.

Notes of Interest:

The Nursing AAS includes 19 credit hours of pre-requisite coursework that can be accomplished by the student by finishing the Pre-Health Certification or the Pre-Health AAS. When the student finishes NUR 110 and 111 of either Pre-Health certification or degree, they are ready to take their CNA licensure. This heavy pre-requisite coursework lays the foundation for the Nursing program as the students have large clinical coursework with patients at the Flagstaff Medical Center.

Applications for entrance to the Nursing program are due in May. These applications are available through the college's website. In order to apply, the students must have a CNA license and a HESI Pre-admission Test result, among other requirements. Upon acceptance, the student can begin to complete the Nursing AAS coursework.

The curriculum taught in the NUR courses are aligned with industry standards outlined by the Arizona State Board of Nursing. The program is accredited every four years through the state of Arizona.

The Nursing program is designed to prepare graduates to sit for nurse licensure and certification examination such as the NCLEX. It also prepares graduates for transfer to a university to continue their nursing education.

PROGRAM OUTCOMES & ASSESSMENT MEETING

Program Name	Pre-Health (and CNA)	Date	06/26/17
ORIGINAL Program Outcomes		NEW Program Outcomes	
<u>AAS</u> <ul style="list-style-type: none">• Complete all Nursing program prerequisites• Be qualified to sit for Certified Nursing exam (CNA)• Possess knowledge and skills to work in various medical areas depending on electives chosen <u>CERT</u>		<u>AAS & CERT</u> <ul style="list-style-type: none">• Students will be prepared to take the certified nursing assistant exam.• Students will be able to utilize medical terminology appropriately.• Students will be able to solve problems using skills and knowledge in regards to body systems.• Students will be able to apply their understanding of patient rights.• Students will be able to demonstrate scope of practice as a nursing assistants.	
Identified Program Assessment Courses and Assessment Tools		<u>AAS & CERT -</u> NUR 111 Practicum and Comprehensive Exam	
<u>Action Items:</u> <ol style="list-style-type: none">1. The program will submit the new program outcomes to the Curriculum Committee.2. The program faculty and the assessment coordinator will meet in the fall of 2017 to review the assessment tools used for the CNA courses and map the assessment tools to the program outcomes.3. The program will remove AHS 135 from the degree as it is no longer offered.4. The program will research EMS 131 to gather history in regards to why this is an elective for the degree. The program will then make a determination as whether or not to keep it as an elective.5. The program will consider adding AHS 105 as a possible elective for the AAS degree.6. The program will consider the benefits of adding AHS 105 and AHS 110 to the CERT degree.			
<u>Notes of Interest:</u> <p>While the program has additional coursework required for the Pre-Health CERT and AAS degree, only two courses, NUR 110 and NUR 111, are considered the CNA program. The other coursework from the Pre-Health degrees contributes towards the student being prepared and applying for the Nursing program.</p>			

GENERAL EDUCATION ASSESSMENT

GENERAL EDUCATION ASSESSMENT

Overview of Critical Thinking Implementation 2016-2017

The Gen Ed Committee began by identifying certain courses that would participate in piloting the creation of a critical thinking culture in the classroom. The identified courses were ENG 101, ENG 102, all of the MAT courses (except Developmental Math), all of the intensive writing courses, and all of the HIS courses. In addition, the Vice President of Academic Affairs charged the Assessment committee with collecting critical thinking data from all full-time faculty.

After some initial discombobulation, the General Education Committee and the Assessment Committee collaborated to begin to build the culture of critical thinking and gather some critical thinking data.

The General Education Committee requested that faculty teaching these courses complete the following assignment as outlined by "The General Education Critical Thinking Project."

Additionally, the full-time faculty were asked to report their critical thinking results through the learning management system CANVAS. This method involved having each of the full-time faculty to import a program-level outcome rubric into their courses, attach it to an assignment, edit it for their particular use, and use it to assess their critical thinking assignment.

From this 2016 Fall data collection, there were some lessons learned:

1. The data gathering was almost immediate. The Assessment Coordinator was able to compile the data and return it to the General Education Committee and the Assessment Committee for review at the end of a few short weeks.
2. The communication about the project could have been more streamlined.
3. The gathered data was used in the Program Reviews that were written in the Spring semester.
4. The current critical thinking outcomes for the General Education program were found to be confusing to the faculty when these outcomes applied to their classes. Many felt the currently defined performance measures were not applicable to their classes.
5. Some faculty expressed concern about using program outcomes for grading in their classes for a variety of reasons. Some faculty felt the reporting program-level assessment data that can be seen by the student may disenfranchise the students who are not doing well or be misunderstood by the students seeing the rubric.

From these lessons, the General Education Committee elected to make changes to the data collection for the 2017 Spring semester.

1. The communication was handled purely by the General Education Committee and by the Assessment Coordinator at the committee's request. Additionally, there were three information sessions about the critical thinking project held at the 2017 Spring Faculty Forum (formerly known as Convocation).
2. Using the curriculum mapping done by the Assessment Committee in 2016 Fall, only the General Education courses that identified critical thinking as an outcome will be submitting critical thinking data. Out of all of the Spring semester classes, 98% of them will be reporting data.
3. Due to the concerns about the critical thinking program-level outcomes, the General Education Committee wanted to gather more information in regards to how instructors were defining critical

thinking in their classes as well as the assignments that were used to assess critical thinking. Additionally, the committee wanted to gather data in regards to whether or not the assessment results were being used to make changes to the class. After reviewing CANVAS and its capabilities, the General Education Committee agreed that using SurveyMonkey to gather the data for this semester would be a better tool.

The General Education Committee will be reporting the results by the end of the 2017 Spring semester and evaluating them in greater depth in the 2017 Fall semester.

The future of assessment in Gen Ed

The last meeting for Gen Ed in May of 2017, the Assessment Coordinator presented a plan to separate out Gen Ed into the small divisions for assessment purposes. These smaller divisions are aligned with how students take the courses as well as philosophically. This plan was to address the complaints heard from faculty that it was too difficult to define critical thinking or any other broad learning outcomes across multiple disciplines. In the Fall of 2017, the Assessment Coordinator will meet with the newly defined Gen Ed programs and work with each group to define performance measures of critical thinking for their separate divisions.

These Gen Ed programs are: English, Intensive Writing, Math, Arts & Humanities, Social & Behavioral Sciences, Physical & Biological Sciences, and Options.

The proposed meeting will provide each group with the critical thinking data from the 2016-2017 academic year: the definitions of critical thinking submitted through the 2017 spring collection and the projects that were submitted as well. The goal of the proposed meetings will be for Gen Ed programs to define performance measures, identify which courses will collect summative program data, and create an agreed upon program assessment that will be used in multiple courses.

This meeting will be based on the Program Outcomes and Assessment Day meetings that the Career and Technical Division participated in during the 2017 summer.

Current Opportunities for Improvement

It is necessary to continue and build the education of assessment and its contributions to student learning throughout the college. The Assessment Coordinator will begin to look into educational webinars concerning building assessment tools and building a workshop based on the work of Angelo and Cross.

The college should continue to explore best practices on gathering assessment data at the program and course levels.

The Assessment Plan for Student Academic Achievement should be updated.

Revise the external website to reflect current practices of assessment within the college. This website should also provide tools for the instructors to understand CCC's assessment processes and how to obtain information or ask questions.

Identify data collection areas throughout the college and determine if or how these collection points contribute to student learning and assessment. These areas might need to be evaluated by the Assessment Committee for potential uses such as the CCC Graduation Survey or the CCC Employer Needs Survey.

Attachments

The Gen Ed Program Proposal PowerPoint

The General Education Critical Thinking Project assignment

Approaches to Thinking Critically handout

Screenshots of the Education and Learning Effectiveness CANVAS course

Overall 2016 Fall Critical Thinking Results

Summary of 2016-2017 Critical Thinking data by program

GENERAL EDUCATION ASSESSMENT ATTACHMENTS

General Education Program Proposal Presentation

General Education Courses Handout

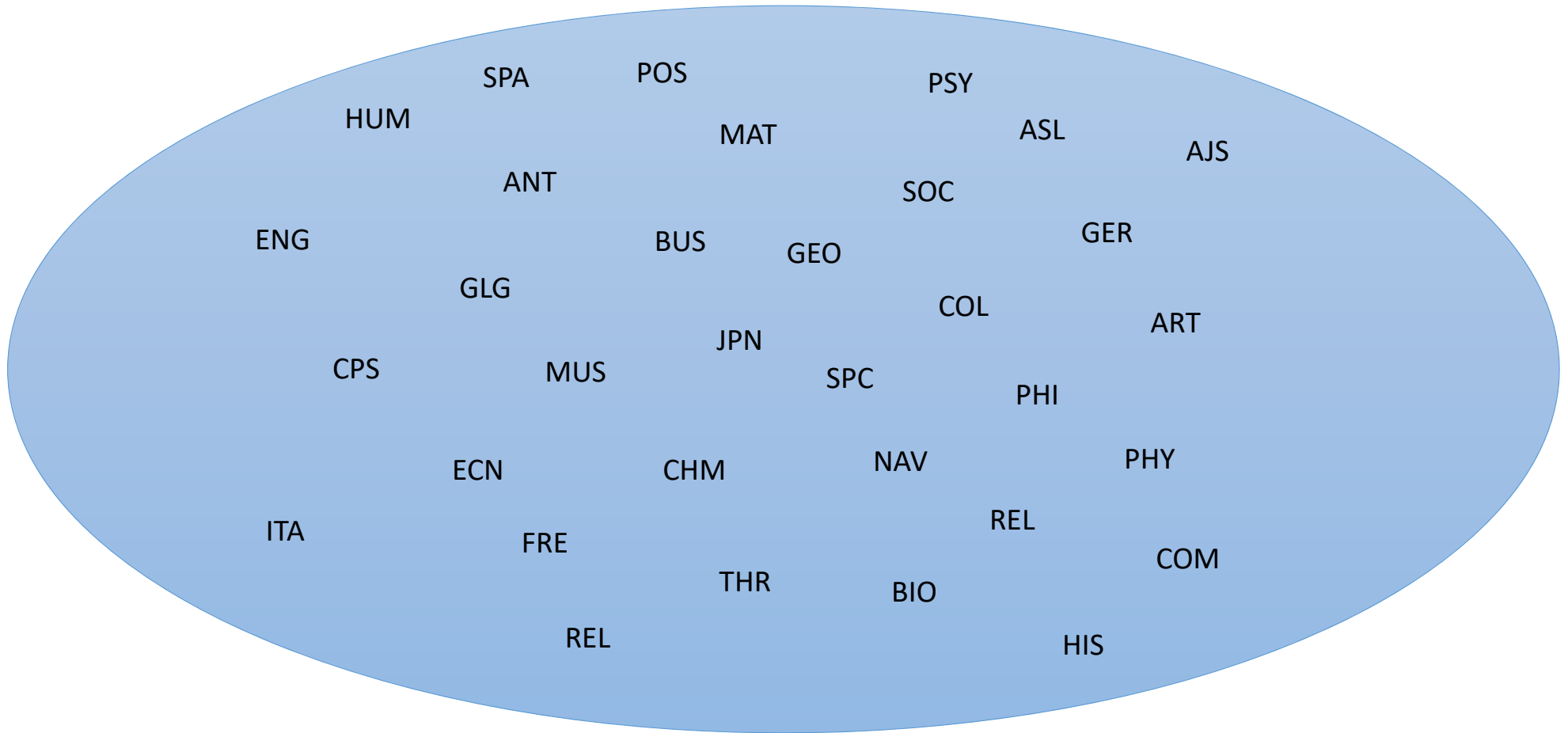
General Education Critical Thinking Project Instructions

Approaches to Thinking Critically Handout

Education and Learning Effectiveness Canvas Shell Overview

All General Education Program Critical Thinking Data

Current Gen Ed Programs for Assessment and Program Review



Proposed Gen Ed Programs for Assessment and Program Review

Liberal Arts & Sciences		
Program Proposed	Degrees/Certs to be Reviewed	Core Courses
GEN ED - English	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	ENG
GEN ED - Intensive Writing	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	ENG, HUM, ANT, POS, PSY, SOC, BIO, BUS
GEN ED - Math	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	MAT
GEN ED - Arts & Humanities	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	ANT, ART, COL, CPS, DAN, ENG, HUM, MUS, PHI, REL, THR
GEN ED - Social & Behavioral Sciences	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	AJS, ANT, ASL, BUS, CPS, ECN, GEO, HIS, POS, PSY, SOC
GEN ED - Physical & Biological Sciences	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	ANT, BIO, CHM, GEO, GLG, PHY
GEN ED - Options	AA - General Studies AGS - Associate of General Studies AS - General Studies CERT - AGECE A, B, S	ASL, BUS, CIS, FRE, GER, ITA, JPN, NAV, SPA, SPC

	OUTCOME	PERFORMANCE MEASURES
Ethical and Civil Values	A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values.	<ul style="list-style-type: none"> • Understand social values and the implications of those values. • Recognize the consequences and significance of one's actions.
Diversity and Global Awareness	An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives.	<ul style="list-style-type: none"> • Evaluate the continuity of events/issues over time. • Describe the interaction between individuals, their culture, and the physical environments. • Analyze the complexity of humanity and its significance for the individual and the society.
Thinking Skills	Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.	<ul style="list-style-type: none"> • Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks. • Develop well-reasoned conclusions and solutions to problems. • Gather, assess, and interpret within a theoretical framework. • Formulate vital questions and problems in a clear and precise manner.
Communication Skills	Conveying the ideas using one or more methods of expression (written, oral, signed).	<ul style="list-style-type: none"> • Use appropriate technology for communication and information gathering. • Demonstrate listening and comprehension skills for effective communications. • Communicate clearly and effectively, orally and in writing, at a college-level. • Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.

	OUTCOME	PERFORMANCE MEASURES
Ethical and Civil Values	A better understanding of oneself and others in order to clarify individual and societal responsibilities, needs, and values.	<ul style="list-style-type: none"> Understand social Recognize the cor
Diversity and Global Awareness	An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives.	<ul style="list-style-type: none"> Evaluate the cont Describe the inter environments. Analyze the comp society.
Thinking Skills	Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.	<ul style="list-style-type: none"> Re theor Develop Gather, asses Formulate vital q
Communication Skills	Conveying the ideas using one or more methods of expression (written, oral, signed).	<ul style="list-style-type: none"> Use appropriate technolog Demonstrate listening and co Communicate clearly and effectively Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience.

Each Gen Ed Program would define these measures for their own program.

OUTCOME		PERFORMANCE MEASURES
Communication Skills	Conveying the ideas using one or more methods of expression (written, oral, signed).	In GEN ED Options (Largely Languages) Example Speech (Collective Assignment) <ul style="list-style-type: none"> • Production • Vocabulary • Grammar • Fluency

Example of a shared rubric for GEN ED Options Program

CATEGORY	EXCELLENT	GOOD	WEAK
PRODUCTION	Clear articulation; no consistent mispronunciation; intonation and affect combine seamlessly; sounds like a native speaker.	Good articulation, with occasional production errors that do not interfere with comprehension of the source message.	Frequent errors in pronunciation and cohesion make comprehension difficult to impossible.
VOCABULARY	Good range of sophisticated vocabulary; native-like expression, strong command of idiomatic expression; infrequent use of circumlocution.	Good range of vocabulary; limited command of idiom; successful use of circumlocution where vocabulary or comprehension are not available.	Limited range of vocabulary; frequent errors in word choice impede comprehension; no attempt at circumlocution when lacking vocabulary.
GRAMMAR	Strong command of grammatical structure; evidence of command of complex construction and idiom; infrequent errors do not prohibit comprehension.	Good command of grammatical structures but imperfect control of idiom; limited errors do not seriously interfere with comprehension.	Limited control of even basic syntactic structures; frequent errors prohibit comprehension.

CURRICULUM MAP RESULTS

	TOTAL # OF COURSE OUTCOMES BY PROGRAM	Ethical and Civil Values	Diversity and Global Awareness	Thinking Skills	Communication Skills
ENGLISH	36	14%	11%	39%	17%
INTENSIVE WRITING	88	36%	40%	64%	60%
ARTS & HUMANITIES	85	54%	53%	31%	31%
SOCIAL & BEHAVIORAL	188	42%	59%	59%	48%
PHYSICAL & BIOLOGICAL	333	3%	5%	63%	15%
MATH	108	0%	0%	95%	8%

As all Gen Ed Programs show large contributions to critical thinking, this was a perfect place to begin assessment and building that cultural of critical thinking (and assessment!).

A new suggestion would be to have the Gen Ed Programs build on that assessment cultural in an area the program has a natural dominance. The idea would be that the Gen Ed as a whole can better identify that their students are leaving with skills and knowledge in all four outcome areas.

*Key: COI = Consent of Instructor, PT = Placement Test, P/C = Pre or Co-requisite, REC = Recommended

DEVELOPMENTAL COURSEWORK: This coursework is not applicable towards any degree or certificate at CCC, excluding the AGS degree.

- | | |
|---|--|
| <input type="checkbox"/> ENG 095 Basic Reading & Writing Skills (4) PT | <input type="checkbox"/> MAT 088 Pre-Algebra (4) PT |
| <input type="checkbox"/> RDG 099 Advanced Reading Improvement (4) ENG 095/PT | <input type="checkbox"/> MAT 091 Beginning Algebra (4) MAT 088/PT |
| <input type="checkbox"/> ENG 100 Fundamentals of Composition (4) ENG 095/PT | <input type="checkbox"/> MAT 096 Intermediate Mathematics (3) |
| | *Non-Calculus Prep* MAT 091/PT |
| | or |
| | <input type="checkbox"/> MAT 097 Intermediate Algebra (4) |
| | *Calculus Prep* MAT 091/PT |

ENGLISH COMPOSITION: Complete both courses or the equivalent.

- ☐ ENG 101 College Composition I (3) **ENG 100/RDG 099/PT**
- ☐ ENG 102 College Composition II (3) **ENG 101**

MATHEMATICS: Select course based on degree.

- | | |
|---|---|
| <input type="checkbox"/> MAT 140 College Math w/Algebra Review (5) MAT 091/PT | <input type="checkbox"/> MAT 211 Business Calculus (4) MAT 151/PT |
| <input type="checkbox"/> MAT 142 College Mathematics (3) MAT 096/097/PT | <input type="checkbox"/> MAT 220 Calculus & Analytic Geometry I (5) MAT 187/PT |
| <input type="checkbox"/> MAT 151 College Algebra (4) MAT 097/PT | <input type="checkbox"/> MAT 230 Calculus & Analytic Geometry II (5) MAT 220 |
| <input type="checkbox"/> MAT 160 Introduction to Statistics (3) MAT 140/142/151/PT | <input type="checkbox"/> MAT 241 Calculus & Analytic Geometry III (4) MAT 230 |
| <input type="checkbox"/> MAT 187 Pre-Calculus (5) MAT 097/151/PT | <input type="checkbox"/> MAT 261 Differential Equations (4) MAT 230 |

ARTS AND HUMANITIES (A/H)

- | | |
|--|--|
| <input type="checkbox"/> ANT 102 ^{EC} Introduction to Cultural Anthropology (3) | <input type="checkbox"/> HUM 205 ^{CW} Technology & Human Values (3) ENG 101; p/c ENG 102 |
| <input type="checkbox"/> ART 100 Art Appreciation (3) | <input type="checkbox"/> HUM 235 American Arts and Ideas (3) p/c ENG 101 |
| <input type="checkbox"/> ART 201 ^C Art History: Prehistoric to 1400 (3) ENG 101 | <input type="checkbox"/> HUM 241 ^W Humanities I (3) ENG 101; p/c ENG 102 |
| <input type="checkbox"/> ART 202 ^C Art History: 1400-2000 (3) ENG 101 | <input type="checkbox"/> HUM 242 ^{CW} Humanities II (3) ENG 101; p/c ENG 102 |
| <input type="checkbox"/> ART 221 ^{EC} Art of the Southwest (3) ENG 101 | <input type="checkbox"/> MUS 100 Music Appreciation (3) |
| <input type="checkbox"/> COL 130 Resume, Financial & College Literacy (3) ENG 101/COI | <input type="checkbox"/> MUS 145 ^E Jazz History & Literature (3) |
| <input type="checkbox"/> CPS 100 ^{EC} Overview of the Colorado Plateau (3) | <input type="checkbox"/> MUS 207 ^E American Popular Music (3) |
| <input type="checkbox"/> DAN 201 ^{EC} Dance History (3) | <input type="checkbox"/> PHI 101 ^C Introduction to Philosophy (3) |
| <input type="checkbox"/> ENG 236 ^E Intro to the American Short Story (3) ENG 101/COI | <input type="checkbox"/> PHI 105 ^E Introduction to Ethics (3) |
| <input type="checkbox"/> ENG 237 ^E Women in Literature (3) ENG 101/COI | <input type="checkbox"/> REL 201 ^C Comparative Religions (3) |
| <input type="checkbox"/> ENG 238 ^E Literature of the Southwest (3) ENG 101/COI | <input type="checkbox"/> REL 241 ^C Asian Religions (3) |
| <input type="checkbox"/> ENG 272 ^W Creative Writing: Nonfiction (3) ENG 101; p/c ENG 102 | <input type="checkbox"/> THR 101 Introduction to Theatre (3) |

SOCIAL AND BEHAVIORAL SCIENCES (SBS)

- | | |
|--|---|
| <input type="checkbox"/> AJS 101 Introduction to Administration of Justice (3) | <input type="checkbox"/> HIS 202 ^C Western Civilization from 1660 (3) |
| <input type="checkbox"/> AJS 230 Deviant Behaviors (3) | <input type="checkbox"/> HIS 211 ^C World History to 1500 (3) |
| <input type="checkbox"/> AJS 280 Criminology (3) | <input type="checkbox"/> HIS 212 ^C World History from 1500 (3) |
| <input type="checkbox"/> ANT 102 ^{EC} Introduction to Cultural Anthropology (3) | <input type="checkbox"/> POS 101 Introduction to Politics (3) |
| <input type="checkbox"/> ANT 103 ^{EC} Culture and Language (3) | <input type="checkbox"/> POS 110 American National Government (3) |
| <input type="checkbox"/> ANT 110 Exploring Archeology (3) | <input type="checkbox"/> POS 120 ^C Introduction to World Politics (3) |
| <input type="checkbox"/> ANT 230 ^{EC} Peoples of the Southwest (3) | <input type="checkbox"/> POS 220 Arizona & National Constitution (3) |
| <input type="checkbox"/> ANT 250 ^{ECW} Peoples of the World (4) ANT 102/ENG 101; p/c ENG 102 | <input type="checkbox"/> POS 233 ^{CW} Global Environmental Politics (3) |
| <input type="checkbox"/> ASL 200 ^C Introduction to the Deaf Community (3) | ENG 101; p/c ENG 102 |
| <input type="checkbox"/> BUS 214 Legal/Ethical/Reg Issues in Business (3) ENG 101/COI | <input type="checkbox"/> PSY 101 ^E Introduction to Psychology (3) |
| <input type="checkbox"/> CPS 100 ^{EC} Overview of the Colorado Plateau (3) | <input type="checkbox"/> PSY 227 Personality Development (3) PSY 101 |
| <input type="checkbox"/> ECN 204 Macroeconomic Principles (3) | <input type="checkbox"/> PSY 236 ^E Psychology of Women (3) PSY 101 |
| <input type="checkbox"/> ECN 205 Microeconomic Principles (3) | <input type="checkbox"/> PSY 240 ^E Developmental Psychology (3) PSY 101 |
| <input type="checkbox"/> GEO 102 ^C Human Geography (3) | <input type="checkbox"/> PSY 250 ^{ECW} Social Psychology (4) |
| <input type="checkbox"/> GEO 133 ^C World & Regional Geography (3) | PSY 101/200 level PSY course/ENG 101; p/c ENG 102; COI |
| <input type="checkbox"/> HIS 131 ^{EC} United States History to 1877 (3) | <input type="checkbox"/> SOC 101 ^E Introduction to Sociology (3) |
| <input type="checkbox"/> HIS 132 ^{EC} United States History from 1877 (3) | <input type="checkbox"/> SOC 140 ^E Marriage & Family in the United States (3) |
| <input type="checkbox"/> HIS 201 ^C Western Civilization to 1660 (3) | <input type="checkbox"/> SOC 210 ^{EW} Sociology of Gender (4) |
| | SOC 101/ENG 101; p/c ENG 102 |
| | <input type="checkbox"/> SOC 215 ^E Race & Ethnic Relations |

PHYSICAL AND BIOLOGICAL SCIENCES (PBSC): Select two courses.

- | | |
|---|---|
| <input type="checkbox"/> ANT 101 Intro to Physical Anthropology (4) | <input type="checkbox"/> CHM 152 General Chemistry II (5) |
| <input type="checkbox"/> BIO 100 Biological Concepts (4) MAT 091/ENG 100/PT | <input type="checkbox"/> GEO 131 Introduction to Physical Geography (4) |
| <input type="checkbox"/> BIO 105 ^{cw} Environmental Biology (4) p/c MAT 091/ENG 102/COI | <input type="checkbox"/> GLG 101 Physical Geology (4) |
| <input type="checkbox"/> BIO 109 Natural History of the Southwest (4) MAT 091/ENG 100/PT | <input type="checkbox"/> GLG 102 Historical Geology (4) GLG 101 |
| <input type="checkbox"/> BIO 160 Intro to Anatomy/Physiology (4) MAT 091/ENG 100/PT | <input type="checkbox"/> GLG 105 Introduction to Planetary Science (4) |
| <input type="checkbox"/> BIO 181 Unity of Life I (4) ENG 100/MAT 096/097/PT/CHM 130 (rec) | <input type="checkbox"/> GLG 110 Natural Disasters (4) |
| <input type="checkbox"/> BIO 182 Unity of Life II (4) BIO 181 | <input type="checkbox"/> GLG 232 Geology of the Colorado Plateau (4) |
| <input type="checkbox"/> BIO 201 Human Anatomy & Physiology I (4) BIO 181/COI | <input type="checkbox"/> PHY 111 College Physics I (4) MAT 187/PT |
| <input type="checkbox"/> BIO 202 Human Anatomy & Physiology II (4) BIO 201/COI | <input type="checkbox"/> PHY 112 College Physics II (4) PHY 111 |
| <input type="checkbox"/> BIO 205 Microbiology (4) BIO 181/COI | <input type="checkbox"/> PHY 161 University Physics I (4) MAT 220 |
| <input type="checkbox"/> CHM 130 Fund. of Chemistry (4) ENG 100/MAT 096/097/PT | <input type="checkbox"/> PHY 180 Introduction to Astronomy (4) |
| <input type="checkbox"/> CHM 151 General Chemistry (5) I MAT 096/097/PT/CHM 130 (rec) | <input type="checkbox"/> PHY 262 University Physics II (4) PHY 161 p/c MAT 230 |

OPTIONS: May be selected from the above lists and/or from the following to complete 35 AGEC credit hours:

- | | |
|---|---|
| <input type="checkbox"/> ASL 101 American Sign Language I (4) | <input type="checkbox"/> ITA 101 Beginning Italian I (4) |
| <input type="checkbox"/> ASL 102 American Sign Language II (4) ASL 101/COI | <input type="checkbox"/> ITA 102 Beginning Italian II (4) ITA 101/COI |
| <input type="checkbox"/> ASL 201 American Sign Language III (4) ASL 102/COI | <input type="checkbox"/> ITA 201 Intermediate Italian I (4) ITA 102/COI |
| <input type="checkbox"/> ASL 202 American Sign Language IV (4) ASL 201/COI | <input type="checkbox"/> ITA 202 Intermediate Italian II (4) ITA 201/COI |
| <input type="checkbox"/> BUS 204 ^w Business Communications (4) ENG 101; p/c ENG 102 | <input type="checkbox"/> JPN 101 Beginning Japanese I (4) |
| <input type="checkbox"/> BUS 232 Business Statistics and Analysis (3) MAT 140/142/151PT | <input type="checkbox"/> JPN 102 Beginning Japanese II (4) JPN 101/COI |
| <input type="checkbox"/> CIS 120 Introduction to Computer Information Systems (3) | <input type="checkbox"/> NAV 101 Beginning Navajo I (4) |
| <input type="checkbox"/> CIS 215 Programming with Python (3) | <input type="checkbox"/> NAV 102 Beginning Navajo II (4) NAV 101/COI |
| <input type="checkbox"/> FRE 101 Beginning French I (4) | <input type="checkbox"/> NAV 201 ^c Intermediate Navajo I (4) NAV 102/COI |
| <input type="checkbox"/> FRE 102 Beginning French II (4) FRE 101/COI | <input type="checkbox"/> NAV 202 ^c Intermediate Navajo II (4) NAV 201/COI |
| <input type="checkbox"/> FRE 201 Intermediate French III (4) FRE 102/COI | <input type="checkbox"/> SPA 101 Beginning Spanish I (4) |
| <input type="checkbox"/> FRE 202 Intermediate French IV (4) FRE 201/COI | <input type="checkbox"/> SPA 102 Beginning Spanish II (4) SPA 101/PT |
| <input type="checkbox"/> GER 101 Beginning German I (4) | <input type="checkbox"/> SPA 201 Intermediate Spanish I (4) SPA 102/PT |
| <input type="checkbox"/> GER 102 Beginning German II (4) GER 101/COI | <input type="checkbox"/> SPA 202 Intermediate Spanish II (4) SPA 201/PT |
| <input type="checkbox"/> GER 201 Intermediate German I (4) GER 102/COI | <input type="checkbox"/> SPC 100 Fundamentals of Speech Communication (3) |
| <input type="checkbox"/> GER 202 Intermediate German II (4) GER 201/COI | |

Special Requirements: A completed AGEC includes special requirements. These requirements may be met within the 35+ hours of General Education Core Curriculum. A minimum of two courses must be taken to fulfill the three AGEC Special Requirements listed below.

- ☐ **W** – Intensive Writing / Critical Inquiry
- ☐ **E** – Ethnic, Race & Gender Awareness
- ☐ **C** – Contemporary Global / International or Historical Awareness

**All information is subject to change without notice, obligation, or liability. Please refer to the College Catalog and website for information.*

Course	Monday	Tuesday	Wednesday	Thursday	Friday

2016-2017 General Education Program Critical Thinking Project Instructions

The General Education Critical Thinking Project

We ask that by 14 April 2017 you:

1. Formally introduce critical thinking to your class. We have provided the “Approaches to Thinking Critically” handout written by David Rudakewich to assist you in this process.
2. Define what critical thinking means in your class. The General Education Program Level Critical Thinking Outcomes are:
 - a. Develop well-reasoned conclusion and solutions to problems,
 - b. Formulate vital questions and problems in a clear and precise manner,
 - c. Gather, assess, and interpret information within a theoretical framework, or
 - d. Recognize and assess the assumptions, implications, and consequences of various theoretical frameworks.
3. Identify one assignment in each of your courses that assesses critical thinking according to your definition.
 - a. Determine the criteria on how your students will “meet” or “not meet” critical thinking for that assignment,
 - b. And, track how many students fall into “meet” or “did not meet.”
4. Provide your critical thinking information in an email to Sarah Southwick that includes:
 - a. An attachment of the assignment,
 - b. The definition for critical thinking that was used,
 - c. The criteria used for “Meet” and “Does Not Meet,”
 - d. And, the number of students that “Meet” and “Does Not Meet.”

There will be three information sessions at the Forum (formerly known as Convocation) on 11 January to answer any questions and provide assistance for those desiring it. The sessions will be at 2:30 to 3:30 p.m., 4 to 5 p.m., and 6 to 7p.m. Rooms for the event are to be announced later.

This project has been approved by and has the support of the VPAA and the deans. It is an important component of our HLC review.

If you have any questions concerning the critical thinking assessment project, please feel free to contact David Rudakewich or Sarah Southwick.

Approaches to Thinking Critically

Introduction

The primary purpose of college should not be training you for a better job. It should be teaching you how to think better. We all think, but we often don't think well. Our thinking is often biased, ill-informed and just not logical. Witness some of the protests against the Affordable Care Act (misnamed "Obamacare"). On several occasions, angry senior citizens, opposing the act, would stand up at hearings and say they didn't want the federal government taking over their Medicare. In their opinion, Medicare worked fine and didn't need government intervention. However, Medicare is a program of the federal government and always has been. These people were ill-informed, an example of sloppy thinking.

If you pay attention, you will find examples of sloppy thinking all around you. If you examine your own life, you will probably find examples of your own sloppy thinking. As a college instructor, one of my primary jobs is to help you develop your thinking skills or your "critical thinking".

What exactly is "critical thinking"? The term is used a lot in education and everyone knows it when they see it, but nailing down a definition that everyone can agree on is almost impossible. Richard Paul and Linda Elder of the Foundation for Critical Thinking define critical thinking as a process by which a person improves the quality of their thinking. Critical thinking is about thinking more accurately and more clearly.

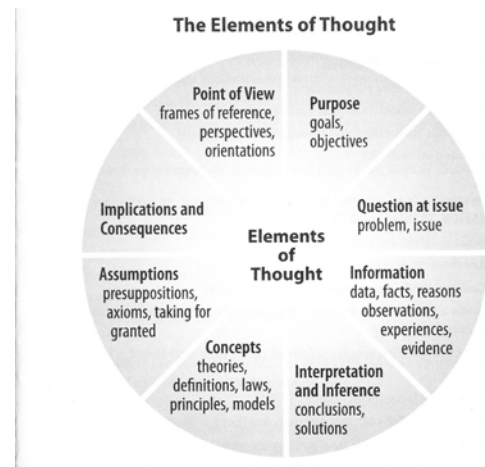
There is no single approach to improving your thinking. In what follows, I have summarized four different approaches to improving your thinking. Please note that this is a first draft and is in need of improvement.

Approach One: The Reductionist Approach

Richard Paul and Linda Elder head the Foundation for Critical Thinking which is located near San Francisco. The Foundation hosts a number of workshops and conferences on critical thinking. They also publish a series of useful booklets or pamphlets on critical thinking. They employ what can be described as a reductionist approach. They identify the elements of thought and the values embedded in good thinking, then they create an approach to developing both in thinking.

Paul and Elder identify the following eight elements of thought (see diagram):

1. **Purpose.** All thought should have a purpose. Why are you thinking about this? What is your purpose?
2. **Question.** What question are you trying to answer or what problem are you trying to solve? Unfortunately, our education system is largely built on answers. The goal of the education system is to get the student to give the right answer (preferably on a standardized multiple-choice test for ease of grading and for comparing across populations) and not for the student to ask questions. Try this: take out a piece of paper and write a hundred questions. For most adults, the first sixty or so are easy. After that, they struggle to come up with questions, especially meaningful questions. When you critically think about something, one question tends to lead to another. Note that young children are really good at coming up with questions and asking them. They lose that ability as they get older.
3. **Assumptions.** What are your assumptions? What are you assuming about the problem or the question? Are your assumptions framing the way you see or ask the question? Are your assumptions justified? For example, in U. S. History to 1877, one of the courses that I teach, a student will often ask, "Why didn't the Natives Americans (or Indians) just band together and push the colonists off the continent?" What is assumed here? The biggest assumption is that there was a group called "Native Americans" and that they shared a common identity and common interests. Nothing could be further from the truth. The indigenous peoples of



- the Americas viewed themselves as Hurons, Eries, Hopis, Crees, Lakotas, and so on. Many of the indigenous nations had long histories of less than harmonious relations with each other and did not see themselves as sharing a common identity. (Note the struggle that Tecumseh (1768-1815) had in trying to create a pan-Indian coalition to resist American expansion.) Today, we **assume** that because we use the term “Native Americans” and because Native Americans today share some common identity, that they **must** have in the past and that the term applies consistently throughout history.
4. Point of view. This is related to assumptions. What is your point of view or orientation? In early 2013, I was in the market for a new truck. My current vehicle was twelve years old and was dying fast. I was talking to two acquaintances, one is a car enthusiasts and a truck owner. He was bad mouthing my choices and arguing for a Ram or Toyota. Later, when I was thinking about what he said, I realized that we had entirely different ideas about what a truck was and what it was for. He was thinking of a truck with a big engine to haul his camper up the grade at 85 mph while he sat in leather seats in a well appointed crewcab. My idea of a truck was a work truck to haul manure, firewood, etc. that got decent gas mileage, was easy to clean inside and out, and could haul three comfortably over long distances to camp. We approached the same problem with entirely different point of views which lead to different conclusions.
 5. Evidence. What is your evidence, data or information? Where does it come from? Is it accurate and clear? What does the evidence say? Is the evidence reliable and valid? Reliable means that the evidence can be repeated and is not unique. Flip a penny fifty times and it comes up heads each time. If you flipped fifty more times, would you get heads fifty more times? Unlikely. Validity refers to whether the data shows what it is claiming to show. Here is an example from the 1970s. I got a survey in the mail about whether or not the United States should cut its defense budget. I think it came from Senator Strom Thurmond, who was pro-defense and did not want to cut the budget, but I could be wrong. One question asked, “Do you favor cutting America’s defense budget and opening up the United States to invasion by the Communists?” Loaded question that the surveyor was sure all respondents would answer “no” to. The surveyor would then claim that respondents overwhelmingly opposed cuts to the defense budget. How good is your data? Is it anecdotal? For example, Governor Stamford (Republican) cheated on his first wife, therefore all _____ (fill in Republicans, governors, politicians or men) are unethical.
 6. Concepts and Ideas. Identify the concepts you using and be sure people know what you are talking about. Often the terms and concepts we use in conversations mean one thing to one person and something else to another.
 7. Inferences and interpretations We use data to draw conclusions, often unfairly.
 8. Implications and consequences.

Additionally, Paul and Elder have identified nine standards to measure your thinking against. These standards are clarity, accuracy, precision, relevance, depth, breadth, logic, significance and fairness.

Approach Two: Asking the Right Questions

M. Neil Browne and Stuart Keeley's *Asking the Right Questions* is out in its tenth edition. Browne and Keeley bill their book as a guide to critical thinking. They approach critical thinking through a series of questions that one applies when examining or reading an argument. Applying these questions helps the individual not only understand an argument and whether it is justified in its conclusion, but also in constructing their own arguments.

The questions are as follows:

1. What is the issue?
2. What is the conclusion?
3. What are the reasons?
4. What words or phrases are ambiguous?
5. What are the value and descriptive assumptions?
6. Are there any fallacies in the reasoning?
7. How good is the evidence?
8. Are there rival causes?
9. Are the statistics deceptive?
10. What significant information is omitted?
11. What reasonable conclusions are possible?

Browne and Keeley also identify some obstacles to critical thinking.

1. The seductive quality of personal experience.
2. Belief in a just world.
3. Stereotypes.
4. Urge to simplify.
5. Belief perseverance.
6. Availability heuristic.

Approach Three: *Via Negativa*

The statue "David" by Michelangelo is considered to be one of the most beautiful sculptures of the Renaissance. There is a story that the Pope sent an aide to ask Michelangelo how he carved such a beautiful statue out of a piece of marble that was considered defective. It is reported that Michelangelo answered, "It's simple. I removed everything that is not David."

This also describes the third approach to critical thinking that is advanced by Rolf Dobelli in his *The Art of Thinking Clearly*. Dobelli argues that negative knowledge (knowing what not to do) can be more powerful than positive knowledge (knowing what to do) when it comes to thinking. He argues that ancient Greek, ancient Roman and medieval thinkers used the *via negativa* or negative path in thinking. They could not identify what lead to success, but they could identify what hindered or blocked success. The secret to successful thinking then is to avoid obstacles to clear thinking.

In his book, Dobelli identifies almost one hundred different obstacles. He acknowledges that his list is neither comprehensive nor complete, but argues that the list provides a valuable starting point. He argues that if you are aware of these obstacles and can avoid them then you will think more clearly or more critically.

Here are a few of the obstacles to clear thinking that Dobelli discusses:

1. Confirmation bias (Chapters 7 and 8). We seek evidence that confirms our theory/choice and ignore other evidence. People who buy cars do this all the time. Imagine that you are buying a new truck. What should you get? After much "research", you settle on a new Tundra. Did you make the right choice? You have some doubts, then you notice another Tundra as you drive down the highway. Wait, there is another one and another and another . . . You relax as the "evidence" confirmed the correctness of your choice, but did you notice all the F150s? the Titans? the Silverados? the Ram 1500s? etc.? No, you weren't looking for them, so you don't see them. This is an example of confirmation bias.

2. Sunk cost fallacy (Chapter 5). You go to a movie and it turns out to be a really, really bad movie. You want to leave, but the person you came with says, "No, i'm saying. I paid for it." Why? The money is already gone and you're not enjoying the movie. Staying is not going to make the money come back or the loss of the money any less painful.

3. Social proof or herd instinct . If others choose it, does that make it the right choice? In psychology, there is a classic experiment called the Asch Experiment. In the experiment, a subject is shown a line on the left and three lines on the right of varying lengths. Their task is to identify which line on the right is the same length as the lines on the left. Easy, Asch placed the subject in a group where everyone but the subject was working with Asch. They would all start to give the wrong answer. What would the subject do? Give the wrong answer, go along with the group and deny the evidence or give the correct answer and contradict the answers from the group? A high percentage of the people conformed. Here is a clip from the experiment: <http://www.youtube.com/watch?v=NyDDyT1IDhA>

4. Self-serving bias (Chapter 45). This involves attributing our success to our efforts and our failures to others or other factors. Why did you ace the test? Obviously, because you are smart and studied. Why did you fail the test? Obviously, because it was unfair and the teacher has it in for you.

5. Intuition. "In a textile factory, five machines take exactly five minutes to make five shirts? How many minutes will it take one hundred machines to produce one hundred shirts?" On a variety of thinking cognition tests, questions like this are asked. For these questions, there is the intuitive answer and there is also a correct answer. The intuitive answer to the above question, which many people give is one hundred minutes, but the correct answer is five. (Each machine produces a shirt every five minutes, so

changing the number of machines changes the number of shirts produced in five minutes.” Dobelli argues that sensing is less taxing than thinking, thus we rely on it more. “Rational consideration requires more will power than simply giving in to intuition”.

6. Information bias (Chapter 59). How much information do you need to make a good decision? Dobelli argues that we are often under the delusion that more information will produce better decisions. Is that true? Daniel Boorstin, the historian, wrote, “The greatest obstacle to discovery is not ignorance -- it is the illusion of knowledge.” (Dobelli, 178)

7. Hindsight bias (Chapter 14). Today, if you ask students in an American history class about the American Civil War, nearly all will say that it is obvious that the Union was going to win the war as the Union had significant advantages over the Confederacy. They will tell you that things could not have turned out differently. However, if you study the Civil War, you find that the outcome was long in doubt, that the Confederacy had some real advantages over the Union, that the Confederacy stood a good chance of winning the war, that the very nature of the war evolved over time, and that the contemporaries did not view the war as we do today. We are often victims of hindsight.

8. Neglect of probability (Chapter 26). Dobelli opens this chapter by asking the reader to imagine two lotteries. The first lottery has a prize of \$10 million while the second only has a prize of \$10,000. Now, imagine what winning each would do for your life. If i won the first, i could quit my job, buy a piece of lakefront property on Grand Isle and retire. (Ah-h.) If i won the second, i would pretty much continue living the way i do now. Now, the odds of winning the first lottery is one in 100 million, while the odds of the second are one in 10,000. Which do you play? Unfortunately, most people chose the former (note how lottery ticket sales spike when the jackpots exceed \$100 million) as they lack an understanding of probability. Consider that for years many people were afraid of flying though they were far more likely to die in an auto accident on the way to or from the airport than they were in an airplane crash.

9. Not-invented here bias (Chapter 74).

These are just nine examples from Dobelli’s book. Focus on eliminating the obstacles to good thinking.

Approach Four: Good Habits

The habits of the mind approach to critical thinking basically argues that we practice poor habits which lead to poor thinking. To improve thinking, one needs to improve one mental habits. Different groups have different lists of habits (See www.espartsed.org/resources/HOM%20for%20ESP.doc) Many of the lists tend to long, more of a laundry list. Deborah Meier and Ted Sizer simplified their list to five habits of the mind.

1. Evidence. How do you know that? What is your evidence?

2. Perspective. What point of view are you coming from? Recently, i was listening to “Marketplace” on the radio. They were doing a segment on buying a home. They asked an economist whether it make sense for poor people to buy a home. His answer was no and he gave several reasons to support his conclusion. His perspective was an economic one. He never considered what owning a home offered beyond a simple cost analysis. His perspective did not make his conclusion wrong, but it meant that his conclusion was not the only right one.

3. Connections. What causes that? What are the consequences? Is there a pattern here?

4. Supposition. What if it were different? In the last twenty years, alternative or “what if? history has found a market both as mass entertainment and as a scholarly pursuit. For example, in his article “Conquest Denied”, Josiah Ober addresses the question how things would have been different if Alexander the Great had died at the Battle of Granicus, where he was stunned by an axe blow from Spithridates, a Persian noble. Before Spithridates could deliver a death blow, one of Alexander’s soldiers was able to spear Spithridates. What if Spithridates had gotten in the death blow? How would have things been different? After all, Alexander was responsible for spreading Greek learning throughout the Middle East. Supposition helps us understand the way things are and how they are connected.

5. Significance. Why is this important?

Here is a link to a video in which Deborah Meier explains her five habits of the mind: <http://21centuryschools.wordpress.com/2011/06/28/5-habits-of-mind-debroah-meier/>

Summary

Okay, i have summarized four different approaches to critical thinking and provided resources for each approach. Your task is to adopt one and apply it to this course and to your college education.

Education and Learning Effectiveness



Welcome to the Education and Learning Effectiveness Canvas page.

Gen Ed Critical Thinking Project

Introduction

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[Critical Thinking Defined](#)

[Strategies for Using Critical Thinking in Your Classroom and Engaging Students](#)

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Introduction to Critical Thinking

The primary purpose of college should not be training our students for a better job. It should be to teach our students how to think better. We all think, but we don't think well. Our thinking is often biased, ill-formed, and just not logical. Witness some of the protests against the Affordable Care Act (misnamed "Obamacare"). On several occasions, angry senior citizens, opposing the act, would stand up at hearings and say they didn't want the federal government taking over their Medicare. In their opinion, Medicare worked fine and didn't need government intervention. However, Medicare is a program of the federal government and always has been. These people were ill-informed, an example of sloppy thinking.

If you pay attention, you will find examples of sloppy thinking all around you. If you examine your own life, you will probably find examples of your own sloppy thinking. As a college instructor, it is one of our primary jobs to help our students develop their thinking skills or their "critical thinking."

What exactly is "critical thinking"? The term is used a lot in education and everyone knows it when they see it, but nailing down a definition that everyone can agree on is almost impossible. Richard Paul and Linda Elder of the Foundation for Critical Thinking define critical thinking as a process by which a person improves the quality of their thinking. Critical thinking is about thinking more accurately and more clearly.

There is no single approach to improving one's thinking.

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Critical Thinking Defined

Since critical thinking is extremely broad and so varied in definition, it is nearly unusable especially when applied to all of the different areas of General Education. In order to focus the definition of critical thinking, and for other areas of assessment as well, the Gen Ed Committee has decided to task smaller, more similarly aligned, areas of Gen Ed to define what critical thinking means in their particular area and determine the best way to effectively measure our students use of critical thinking.

The Gen Ed Committee will be working with these smaller program areas to define critical thinking and hone the measurement tools.

Those program areas will be:

Program Area	Core Disciplines
GEN ED - English	ENG
GEN ED - Intensive Writing	ENG, HUM, ANT, POS, PSY, SOC, BIO, BUS
GEN ED - Math	MAT
GEN ED - Arts & Humanities	ANT, ART, COL, CPS, DAN, ENG, HUM, MUS, PHI, REL, THR
GEN ED - Social & Behavioral Sciences	AJS, ANT, ASL, BUS, CPS, ECN, GEO, HIS, POS, PSY, SOC
GEN ED - Physical & Biological Sciences	ANT, BIO, CHM, GEO, GLG, PHY
GEN ED - Options	ASL, BUS, CIS, FRE, GER, ITA, JPN, NAV, SPA, SPC

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Strategies for Using Critical Thinking in Your Classroom and Engaging Students

A recent keynote speaker at the 2017 Higher Learning Commission Conference argued that employers believe that recent graduates no longer think. The employers assert these graduates have been given the next step for most of their lives so much that when they get into the workplace, the graduates are simply unable to think for themselves. During their schooling, the graduates have read, listened to lectures, and took their exams to show what they have learned. In many classes, they have relatively little work and almost no deep thinking about the content. Unfortunately, this educational approach leads to superficial and short-term learning. This should not be the intent of higher education. And changing from this passive learning style to a more active learning style places some of the burden on the students to which there is inevitably resistance.

A Method or Two

It is up to the instructors to shift the students from their passive participation to become engaged, active users of knowledge. There are numerous case studies and knowledge about this subject in educational, learning, and other literatures. Several agree on a few simple approaches to overcoming expected student resistance.

1. **Establish a positive professional relationship with your students.** Trust and respect when properly earned can overcome nearly all resistance.
2. **Explain your methods, and reasoning, up front.** Students are aware of how your course contributes to their overall programs or how what they learn in your class can make their next semesters easier. Describe the "why" of the assignment and what the students should gain from the work.
3. **Explicitly teach active learning strategies for completing assignments and performing better on assessments.** Consider that your students haven't been taught how to learn and how to think through issues within a discipline. A thinking-aloud model has been suggested through critical thinking research.
4. **Establish reasonable rules for discussion and other interactions.** In order to build a culture where all students can freely exchange thoughts and discussion, fairness and safety need to be maintained.

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Overview of Critical Thinking Implementation 2016-2017

The Gen Ed Committee began by identifying certain courses that would participate in piloting the creation of a critical thinking culture in the classrooms. The identified courses were ENG 101, ENG 102, all of the MAT courses (except Developmental Math), all of the intensive writing courses, and all of the HIS courses. In addition, the Vice President of Academic Affairs charged the Assessment committee with collecting critical thinking data from all full-time faculty.

After some initial discombobulation, the General Education Committee and the Assessment Committee collaborated to begin to build the culture of critical thinking and gather some critical thinking data.

The General Education Committee requested that faculty teaching these courses complete the following assignment: [201710 Critical Thinking Project Instructions.docx](#)

Additionally, the full-time faculty were asked to report their critical thinking results through the learning management system CANVAS. This method involved having each of the full-time faculty to import a program-level outcome rubric into their courses, attach it to an assignment, edit it for their particular use, and use it to assess their critical thinking assignment.

From this 2016 Fall data collection, there were some lessons learned:

1. The data gathering was almost immediate. The Assessment Coordinator was able to compile the data and return it to the General Education Committee and the Assessment Committee for review at the end of a few short weeks.
2. The communication about the project could have been more streamlined.
3. The gathered data was used in the Program Reviews that were written in the Spring semester.
4. The current critical thinking outcomes for the General Education program were found to be confusing to the faculty when these outcomes applied to their classes. Many felt the currently defined performance measures were not applicable to their classes.
5. Some faculty expressed concern about using program outcomes for grading in their classes for a variety of reasons. Some faculty felt the reporting program-level assessment data that can be seen by the student may disenfranchise the students who are not doing well or be misunderstood by the students seeing the rubric.

From these lessons, the General Education Committee elected to make changes to the data collection for the 2017 Spring semester.

1. The communication was handled purely by the General Education Committee and by the Assessment Coordinator at the committee's request. Additionally, there were three information sessions about the critical thinking project held at the 2017 Spring Faculty Forum (formerly known as Convocation).
2. Using the curriculum mapping done by the Assessment Committee in 2016 Fall, only the General Education courses that identified critical thinking as an outcome will be submitting critical thinking data. Out of all of the Spring semester classes, 98% of them will be reporting data.
3. Due to the concerns about the critical thinking program-level outcomes, the General Education Committee wanted to gather more information in regards to how instructors were defining critical thinking in their classes as well as the assignments that were used to assess critical thinking. Additionally, the committee wanted to gather data in regards to whether or not the assessment results were being used to make changes to the class. After reviewing CANVAS and its capabilities, the General Education Committee agreed that using SurveyMonkey to gather the data for this semester would be a better tool.

The General Education Committee will be reporting the results by the end of the 2017 Spring semester and evaluating them in greater depth in the 2017 Fall semester.

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Critical Thinking Assignments and Definitions Used Previously

Program Area	Core Disciplines	2016-2017 Assignments	2016-2017 Definitions
English	ENG	Assignments	Definitions
Intensive Writing	ENG, HUM, ANT, POS, PSY, SOC, BIO, BUS	Assignments	Definitions
Math	MAT	Assignments	Definitions
Arts & Humanities	ANT, ART, COL, CPS, DAN, ENG, HUM, MUS, PHI, REL, THR	Assignments	Definitions
Social & Behavioral Sciences	AJS, ANT, ASL, BUS, CPS, ECN, GEO, HIS, POS, PSY, SOC	Assignments	Definitions
Physical & Biological Sciences	ANT, BIO, CHM, GEO, GLG, PHY	Assignments	Definitions
Options	ASL, BUS, CIS, FRE, GER, ITA, JPN, NAV, SPA, SPC	Assignments	Definitions

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2016-2017 Critical Thinking Assignments - English

The General Education English Critical Thinking Project Examples. If there is an item that does not have a corresponding link, the assignment was used in a class, but not provided during data collection.

- [Critical Thinking Activity](#)
- [Cause & Effect Paragraph](#)
- [Ad Analysis](#)
- [Rhetorical Analysis](#)
- [Journal 3: American Dream Photo Journal](#)
- [Documented Research Paper](#)
- [Researched Analysis of an Author Essay](#)
- [Persuasive Essay](#)
- [Narrative Journalism](#)

[Return to the Critical Thinking Assignments and Definitions page](#)

Critical Thinking Results and Considerations

The General Education Critical Thinking Results by Discipline.

Fall 2016 Results

Program Area	Core Disciplines
	Click on a discipline abbreviation to see the critical thinking results
English	ENG
Intensive Writing	ENG , HUM , ANT , POS. , PSY , SOC , BIO , BUS
Math	MAT
Arts & Humanities	ANT , ART , COL , CPS , DAN , ENG , HUM , MUS , PHI , REL , THR
Social & Behavioral Sciences	AJS , ANT , ASL , BUS , CPS , ECN , GEO , HIS , POS. , PSY , SOC
Physical & Biological Sciences	ANT , BIO , CHM , GEO , GLG , PHY
Options	ASL , BUS , CIS , FRE , GER , ITA , JPN , NAV , SPA , SPC

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These resources are available through EBSCOHost or at the NAU Cline Library.

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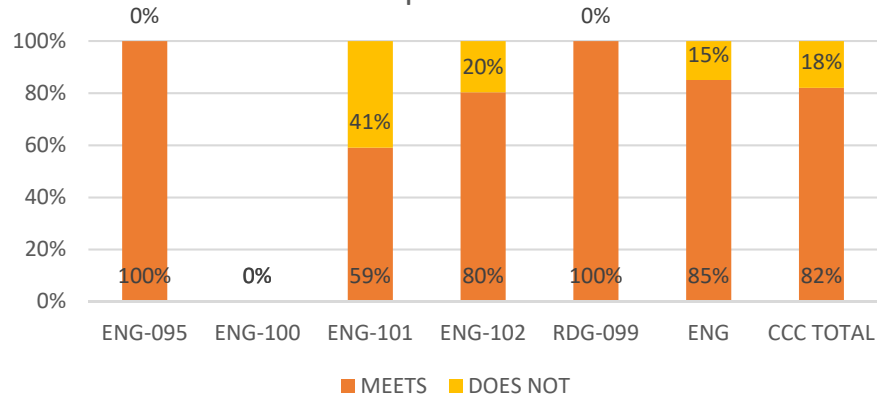
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FALL 2016 GENERAL EDUCATION CRITICAL THINKING

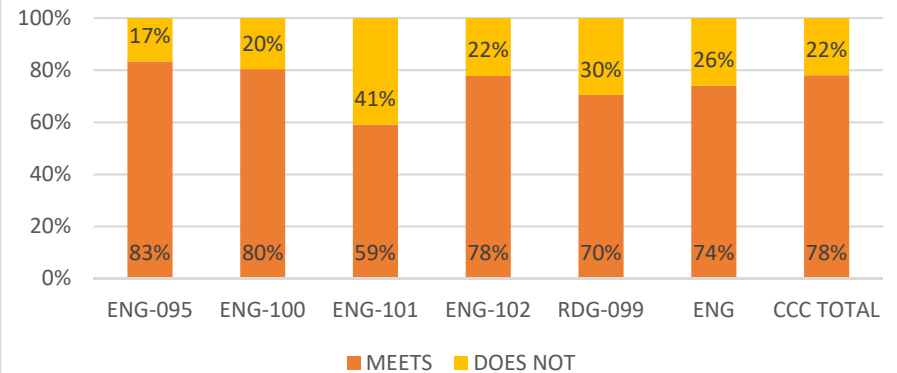
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

ENGLISH

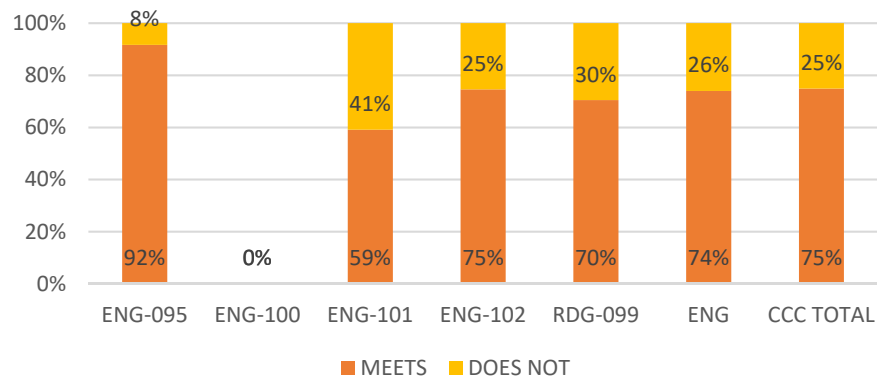
Formulate vital questions and problems in a clear and precise manner.



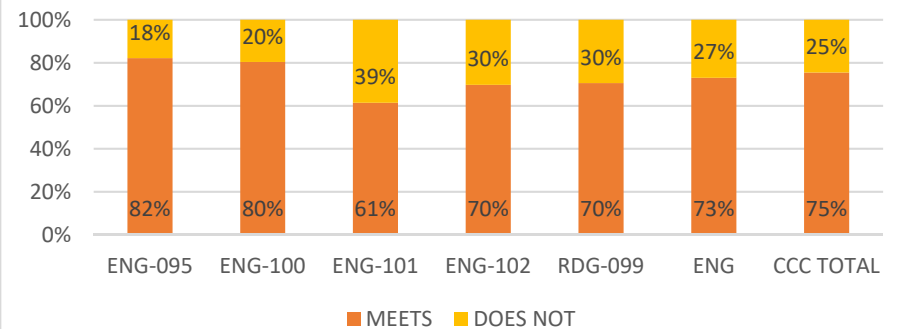
Gather, assess, and interpret information within a theoretical framework.



Develop well-reasoned conclusions and solutions to problems.



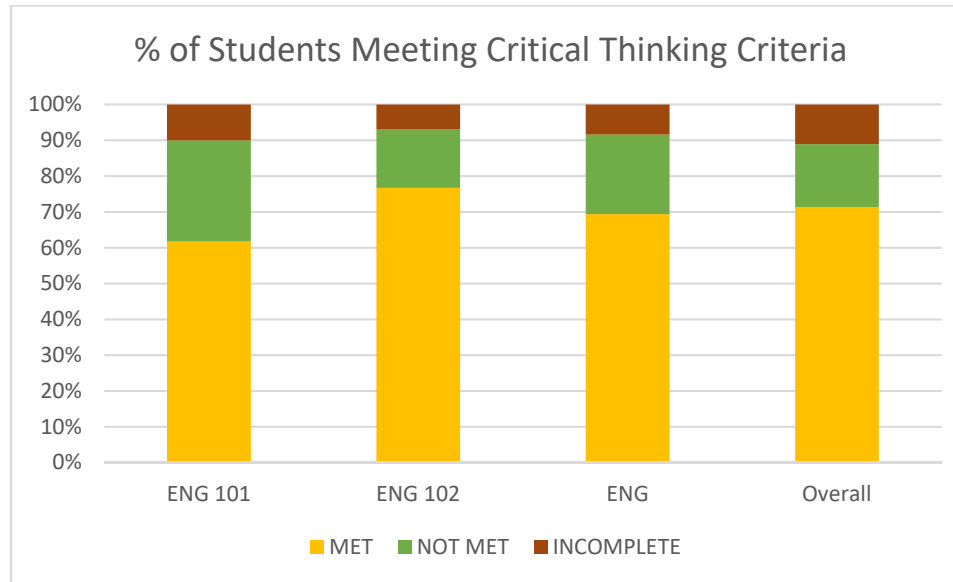
Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.



SPRING 2017 GENERAL EDUCATION CRITICAL THINKING

Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

ENGLISH



COURSE	MET	NOT MET	INCOMPLETE	N =
ENG 101	62%	28%	10%	9
ENG 102	77%	16%	7%	11
ENG	69%	22%	8%	20
Overall	71%	18%	11%	115

ENGLISH Assessment Criteria

ENG 101

- I set up the criteria of my own grading rubric so that an A or B would meet all of the critical thinking rubric criteria, that a C would meet 1 or 2 of the criteria, and that a D or F would meet none of the criteria.
- The students identify the both the strengths and weaknesses of their selected character. The students use these qualities to convince their audience their argument is stronger.
- If the students found fault within the argument presented, or presented a separate argument in support of the essay's conclusions, I considered the criteria met.
- As for my how I evaluated the students' use of critical thinking, I followed "The Approaches to Critically Thinking" handout provided by CCC Faculty. For my Eng 101 course, it was a blend of "Approach Two: Asking the Right Questions" and "Approach One: The Reductionist Approached," pinpointing "Concepts": use of rhetorical strategies – logos, ethos, pathos, and so forth.
- For Essay 2, students had to analyze the rhetorical strategies of a persuasive text and explain why those strategies matter in Essay 2 Prep and Essay Pass/Fail assignments. Since identifying rhetorical strategies and making and supporting a claim about those rhetorical strategies involves critical thinking (recognizing logical thinking, obstacles to it, and identifying and evaluating these in others' work), students whose Essay 2 assignments made and supported a claim targeting the rhetorical strategies used in the primary text demonstrated critical thinking, while those whose Essay 2 assignments made and supported a claim about the topic of the primary text instead, did not yet demonstrate critical thinking.
- I've attached the rubric I used to grade the rhetorical analysis. Students who earned a 75% or better are considered "adequate" or "meets"; those earning below 75 % I assessed as needing a lot of work, failing or missing.
- They researched and wrote a critical analysis for a commercial of their choice. They also created and presented a presentation about their analysis.

ENG 102

- As for my how I evaluated the students' use of critical thinking, I followed "The Approaches to Critically Thinking" from the handout provided by CCC Faculty. As for the Eng 102 essay, the model followed was "Approach Two: Asking the Right Questions."
- Either the student did or did not perceive the use of rhetoric.
- Making correct inferences from data • deducing conclusions from information or data provided • interpreting whether conclusions are warranted on the basis of data given • evaluating the validity of an argument
- I evaluated whether critical thinking was demonstrated by assessing the student's evidence that s/he examined the chosen issue by asking a valid, arguable research question; engaging in critical questioning of assumptions and reasoning related to the topic; answering the research question based on a variety of academic evidence; creating a logical argument based on a variety of academic evidence; critical evaluation of research sources; and drawing reasonable conclusions based on the evidence.
- If the students found fault within the argument presented, or presented a separate argument in support of the essay's conclusions, I considered the criteria met.
- Summarizes problem, question, or issue. Demonstrates a definition of the problem, description of the solution, counterarguments to the solution, and alternate solutions. Considers context and assumptions. Communicates own perspective, hypothesis, or position. Analyzes supporting data and evidence. Uses other perspectives and positions. Assesses conclusions, implications, and consequences.
- A three part question was presented in a question to students and they were asked to critically analyze each component. If they addressed all three questions fully, they "met" the criteria. If only one or two they failed.
- Either the student did or did not perceive the use of rhetoric.

- For Essay 1, students had to analyze the argumentative or rhetorical strategies of a persuasive text and explain why those strategies matter in Essay 1 Prep and Essay Pass/Fail assignments. Since identifying argumentative and rhetorical strategies and making and supporting a claim about those strategies involves critical thinking (recognizing logical thinking, obstacles to it, and identifying and evaluating these in others' work), students whose Essay 1 assignments made and supported a claim targeting the argumentative or rhetorical strategies used in the primary text demonstrated critical thinking, while those whose Essay 1 assignments made and supported a claim about the topic of the primary text instead, did not yet demonstrate critical thinking.
- Did they complete each task in a way that shows me they have used their own thought process and have those tasks come together to create a final positive outcome that meets the guidelines for the Op-Ad.

ENGLISH Course Changes

4 out of 20 sections will be making changes to their curriculum based on the assessment data.

- This semester, I used it before the argument essay to explain how to make an effective argument. However, this exercise would have worked better when I was first introducing the rhetorical appeals of logos, pathos, and ethos. Ethos is typically hard for my students to understand, and this exercise would help define it for them. In the future, I will move this exercise to earlier in the semester.
- I'll spend an entire class period discussing the nature of critical questioning.
- I will spend more time discussing examples of the kind of critical thinking that transcends mere close reading and description. I may also change the assignment altogether and ask them to read and critique a plain, didactic essay.
- One issue that needs to be addressed is whether to count basic punctuation and spelling as part of the assessment. I have students who demonstrate critical thinking, but are unable to articulate their thinking in writing. This is where tutoring 1:1 tutoring can really make a difference to those who take the opportunity.

ENGLISH Critical Thinking Definitions

Developing and strengthening students' BS detectors by building their rhetorical toolkits with a range of persuasive techniques used across different media.

The students will analyze two arguments to determine which argument was stronger. The students will assess their reasoning as to why one of the arguments was stronger than the other.

Rational inquiry, questioning the source of facts presented, reversing assumptions, and asking critical questions. This last is the most important and is defined as: looking for a weakness in an argument that can be described as, "If this part is true, and another following part is true, then how can the conclusion be correct?"

As for what I consider critical thinking, beyond the approaches I modeled this semester, the concept is ever evolving for me as a thinker/educator. To question assumptions of others and, especially, ourselves is key. Be active: understand rhetorical strategies (to benefit a community, possibly manipulate, and so forth), explore preconceived views (how and why they were formed and, possibly, maintained), and give room for a multiplicity of ideas expressed in our changing world.

Critical thinking is recognizing what sound and logical thinking and reasoning look like as opposed to what distorted thinking looks like, and what the obstacles (for example, confirmation bias) to sound and logical thinking and reasoning look like. Also, it is the avoidance of those obstacles when making decisions and sharing ideas. And, it is being able to identify and evaluate these things in our own and others' work. Critical thinking is also questioning in order to discover "what is" as opposed to "what appears to be." So, for this critical thinking assignment, questioning to identify why someone uses this particular tool, in this particular situation to get this particular response is using critical thinking to analyze and evaluate and understand manipulation and influence in communication. We are also using critical thinking to discover how and when the way something is said plays on other's biases and distorted thinking, and how this affects the ongoing conversation on an issue.

I handed out the critical thinking models provided by liberal studies and asked students to adopt a model that made the most sense to them. We went over all of the models in class and compared and contrasted them. I stress that critical thinking is a process and that it requires higher level skills like analysis, synthesis, and evaluation. I like asking "How do you know that?"

The objective analysis of an issue; deconstructing an issue without bias.

As for what I consider critical thinking, beyond the approaches I modeled this semester, the concept is ever evolving for me as a thinker/educator. To question assumptions of others and, especially, ourselves is key. Be active: understand rhetorical strategies (to benefit a community, possibly manipulate, and so forth), explore preconceived views (how and why they were formed and, possibly, maintained), and give room for a multiplicity of ideas expressed in our changing world.

The ability to perceive the rhetorical tools of persuasion (logos, ethos, pathos) used by a writer or speaker.

"While there are various definitions of critical thinking, a constituent set of intellectual skills would appear to involve all or some of the following: identifying central issues or assumptions in an argument, making correct inferences from data, deducing conclusions from information or data provided, interpreting whether conclusions are warranted on the basis of data given, and evaluating the validity of an argument" (Pascarella et al. 5). I evaluated whether critical thinking was demonstrated by assessing the student's evidence that s/he examined the chosen issue by asking a valid, arguable research question; engaging in critical questioning of assumptions and reasoning related to the topic; answering the research question based on a variety of academic evidence; creating a logical argument based on a variety of academic evidence; critical evaluation of research sources; and drawing reasonable conclusions based on the evidence. Pascarella, Ernest T., et al. "Is differential exposure to college linked to the development of critical thinking?" *Research in Higher Education* 37.2 (1996): 159-174.

Rational inquiry, questioning the source of facts presented, reversing assumptions, and asking critical questions. This last is the most important and is defined as: looking for a weakness in an argument that can be described as, "If this part is true, and another following part is true, then how can the conclusion be correct?"

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. (from Criticalthinking.org)

The ability to challenge conventional wisdom about each and every issue assigned.

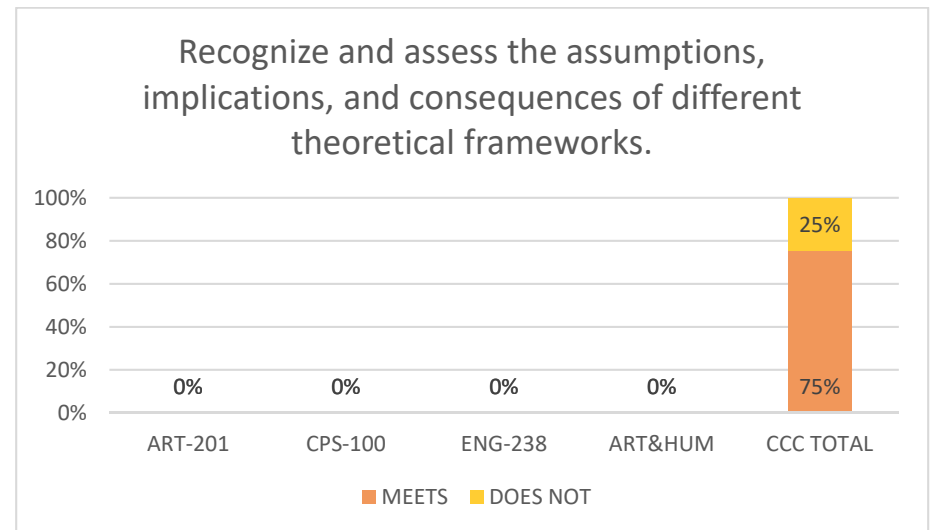
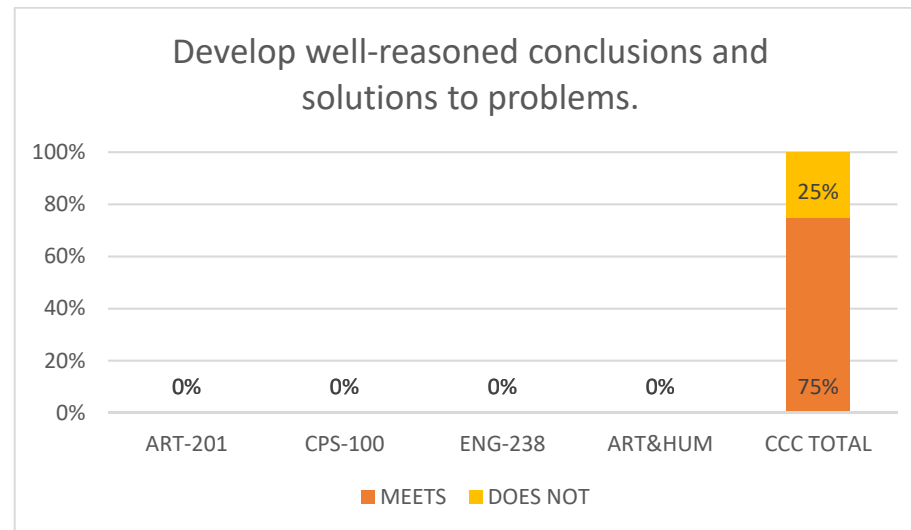
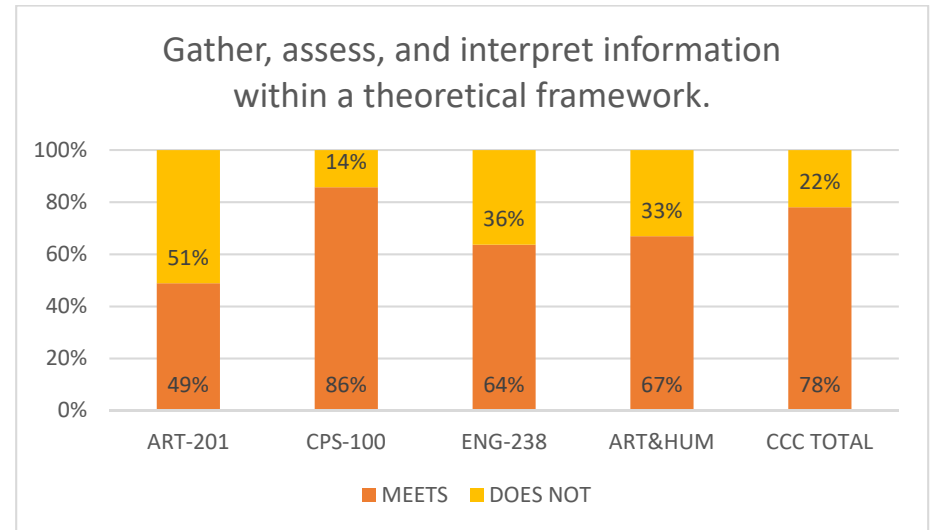
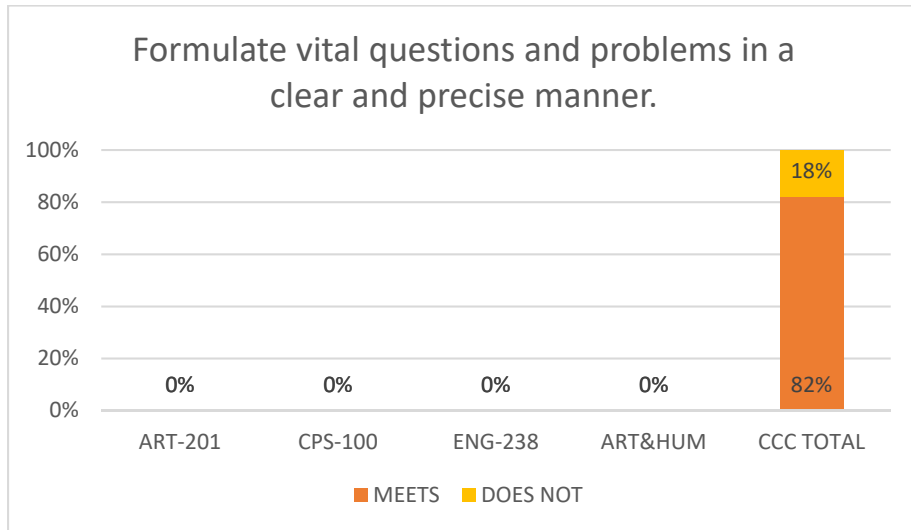
The ability to perceive the rhetorical tools of persuasion (logos, ethos, pathos) used by a writer or speaker.

Critical thinking is careful thinking, done through reflection and making use of proper criteria. Using critical thinking in assignments would be using the brain and not Google to find the answers and/or results.

FALL 2016 GENERAL EDUCATION CRITICAL THINKING

Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

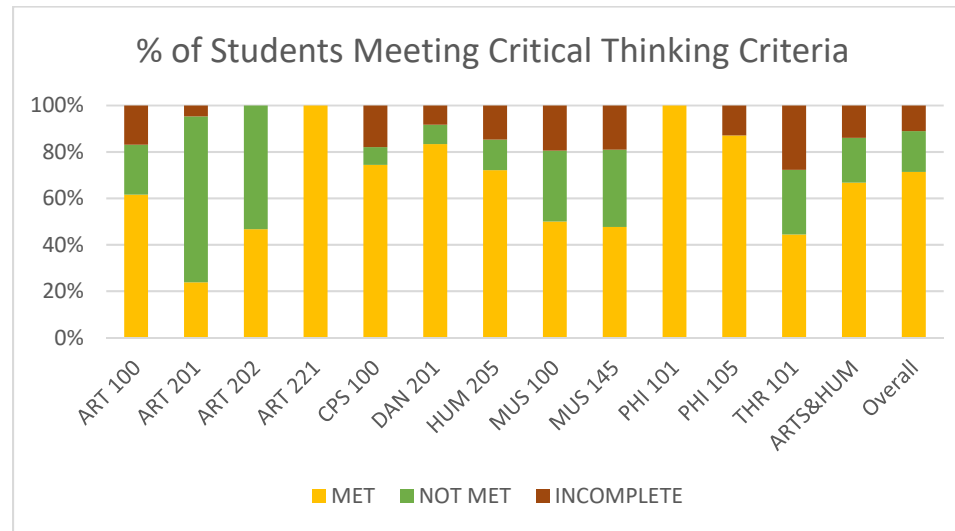
ARTS & HUMANITIES



SPRING 2017 GENERAL EDUCATION CRITICAL THINKING

Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

ARTS & HUMANITIES



COURSE	MET	NOT MET	INCOMPLETE	N =
ART 100	62%	22%	17%	3
ART 201	24%	71%	5%	1
ART 202	47%	53%	0%	1
ART 221	100%	0%	0%	1
CPS 100	74%	8%	18%	1
DAN 201	83%	8%	8%	1
HUM 205	72%	13%	15%	3
MUS 100	50%	31%	19%	1
MUS 145	48%	33%	19%	1
PHI 101	100%	0%	0%	1
PHI 105	87%	0%	13%	2
THR 101	44%	28%	28%	1
ARTS&HUM	67%	19%	14%	17
Overall	71%	18%	11%	115

ARTS & HUMANITIES Assessment Criteria

ART 100

- "Meets": at least two criteria and related evidence are included. "Does Not Meet": less than two criteria and related evidence are included.
- Those who scored a grade greater than 73 out of 100 on the assessment.

ART 202

- Those who scored a grade greater than 73 out of 100 on the assessment.

ART 221

- Those who scored a grade greater than 73 out of 100 on the assessment.

CPS 100

- If students earned 85 points or more on this writing assignment, I considered them successful or "meets."

DAN 201

- If they completed their term paper, following the guidelines given.

MUS 100

- The criteria used to determine how a student "Meets" or "Does Not Meet" critical thinking for the assignment was based on how well the students were able to show their thought processes in determining the answer to the assignment. In other words, they met the critical thinking criteria even if they did not necessarily get the correct answer. The process by which they reached their conclusions were more important than the conclusion in and of itself.

MUS 145

- The criteria used to determine how a student "Meets" or "Does Not Meet" critical thinking for the assignment was based on how well the students were able to show their thought processes in determining the answer to the assignment. In other words, they met the critical thinking criteria even if they did not necessarily get the correct answer. The process by which they reached their conclusions were more important than the conclusion in and of itself.

PHI 101

- Critical Thinking Checklist
 - Identify what's important:
 - What are the key ideas, problems, arguments, observations, findings, conclusions?
 - What evidence is there?
 - Distinguish critical from other types of writing (eg. descriptive); fact from opinion; bias from reason
 - Evaluate what you find:
 - Explore the evidence - does it convince?
 - What assumptions are being made and inferences drawn?
 - Is there engagement with relevant, up to date research?
 - How appropriate are the methods of investigation?
 - Is there a consistent and logical line of reasoning?
 - Do you agree with what's being said? Why?
 - How is language being used (emotive, biased etc.)?

- Look beyond what you're reading/hearing:
 - What other viewpoints, interpretations and perspectives are there? What's the evidence for these? How do they compare?
 - How does your prior knowledge and understanding relate to these ideas, findings, observations etc.?
 - What are the implications of what you're reading/hearing?
- Clarifying your point of view:
 - Weigh up the relevant research in the area
 - Find effective reasons and evidence for your views
 - Reach conclusions on the basis of your reasoning
 - Illustrate your reasons with effective examples

PHI 105

- Were they able to sufficiently address each step in a critically thoughtful manner? Did each step logically follow the preceding one? Were there gaps in the process that needed to be addressed? Were they able to evaluate their own biases and assumptions in a fair and thoughtful fashion? Was their conclusion reasonable?
- Did the student consider the many sides to an argument or position? Were they able to sufficiently address the ethics of potential solutions to the question in a critically thoughtful manner? Were there gaps in their thought process that needed to be addressed? Was their conclusion reasonable?

THR 101

- The student have to observe a play and report on the elements in detail-- set, costuming, acting.

ARTS & HUMANITIES Critical Thinking Definitions

•Gather, assess, and interpret information within a theoretical framework •Develop well-reasoned conclusions and solutions to problems •Recognize and assess the assumptions, implications, and consequences of various theoretical frameworks

The ability to remove oneself from suspension of disbelief and see the manipulations of theater; to see the "man behind the curtain" in the Wizard of Oz and realize that the use of ensemble art (and any art for, for that matter) involves non-conscious attempts to persuade.

Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use.

Critical thinking means that they gather information throughout the semester about various figures in Dance History. Then they select one of those people to write a term paper about. They have a basic knowledge of that person and can research more on them to gain an in-depth knowledge.

For this project - Develop well-reasoned conclusion and solutions to problems and gather, assess, and interpret information

Critical thinking in our class can be defined as the skill of applying, analyzing, and evaluating information we have explored. It is taking the information and examining something that has not been heard before and developing, through critical listening, a reasonable understanding of the sound material.

Applying specific criteria and citing specific evidence in the evaluation and interpretation of art work.

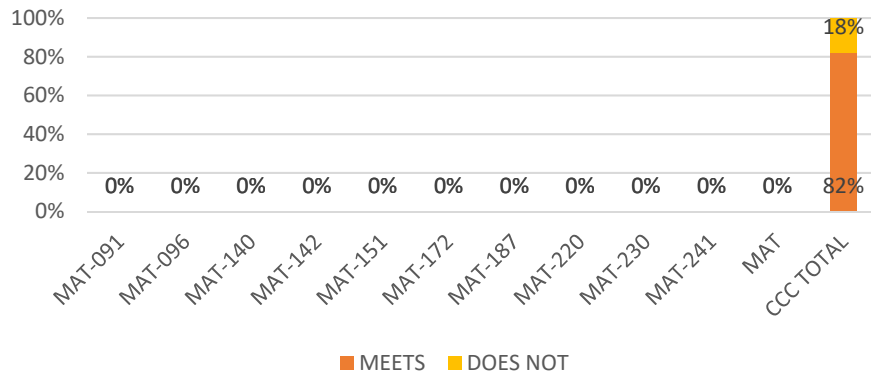
This is an Ethics class in the Philosophy department. Critical thinking is a major part of each semester. Students carefully consider and critically evaluate the many nuances of applied ethics every week, on a variety of topics.

FALL 2016 GENERAL EDUCATION CRITICAL THINKING

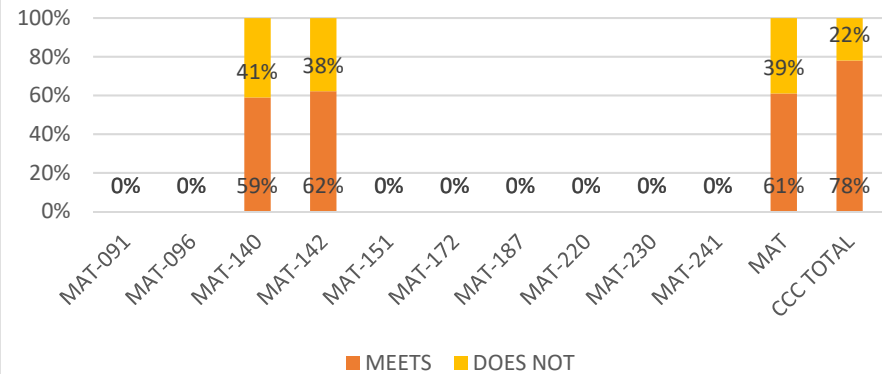
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

MATHEMATICS

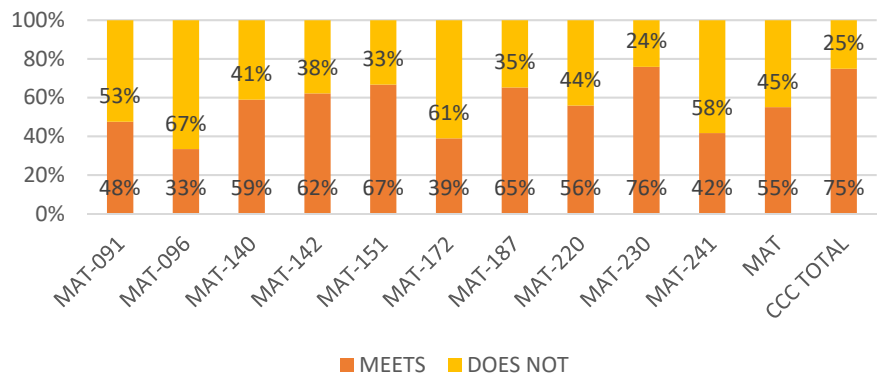
Formulate vital questions and problems in a clear and precise manner.



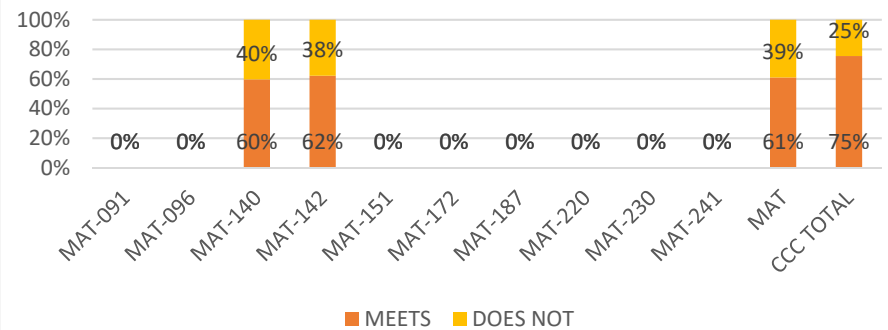
Gather, assess, and interpret information within a theoretical framework.



Develop well-reasoned conclusions and solutions to problems.



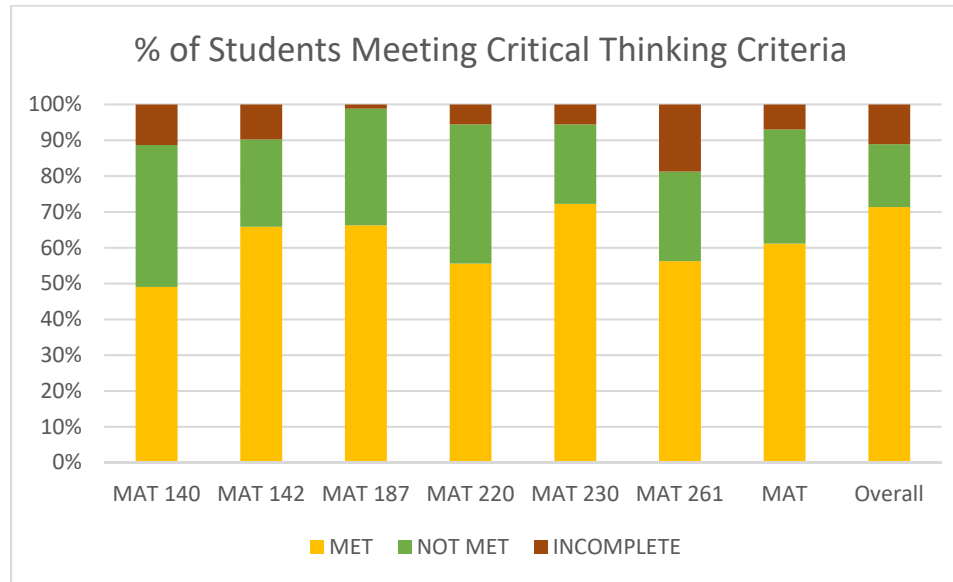
Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.



SPRING 2017 GENERAL EDUCATION CRITICAL THINKING

Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

MATHEMATICS



COURSE	MET	NOT MET	INCOMPLETE	N =
MAT 140	49%	40%	11%	4
MAT 142	66%	24%	10%	3
MAT 187	66%	33%	1%	2
MAT 220	56%	39%	6%	1
MAT 230	72%	22%	6%	1
MAT 261	56%	25%	19%	1
MAT	61%	32%	7%	12
Overall	71%	18%	11%	115

MATHEMATICS Assessment Criteria

**No definitions included from data entered in Canvas.*

MAT 140

- Five common final exam questions submitted by the math department.
- At least 60% score on the common assessment questions.
- A rubric was used to give students points based on whether they used the correct formulas, found the correct answer, and had good explanations of how they got their answer.

MAT 142

- Five common final exam questions submitted by the math department.
- In the math department we have the students participate in graded group work projects in class and we have critical thinking problems on the final with a common rubric to measure whether the students "meet" or "do not meet" the criteria.

MAT 187

- The assessment used was common to all sections of MAT 187

MAT 220

- Two Final Exam questions.

MAT 230

- Grade of 70% or higher on the Final Exam.

MAT 261

- Meets: A score of 15 or higher on the common final assessment Does not meet: A score of 14 or less

MATHEMATICS Course Changes

7 out of 12 sections will be making changes to their curriculum based on the assessment data.

- I will work on some of the topics that the students did not do as well on next semester, such as understanding the differences between mean and median and why a mean would be much lower than a median.
- I need to have them working together in class more, to be able to more accurately assess their progress towards the class goals. More formative assessment will help them be more successful on the final assessment.
- I will change the assessment for question #5 as the results are not very interesting. The performance on Question #2 was very poor for such an easy question. Next time I teach the class I will: 1) provide more examples (and include section 7.3 on describing switching forcing functions) 2) put more than one Laplace transform question on their tests
- The second final exam question was not necessarily the best indication if my students understand the main ideas in Calculus I. I would like to look into creating a project based assessment for next year.
- I need to tell the students continuously that they are learning critically thinking skills. Also, there is a problem on the common assessment that needs to be updated to match the format taught in the course.

MATHEMATICS Critical Thinking Definitions

Analysis of a problem in order to come to a conclusion.

Students can solve various math problems utilizing problem solving skills.

In my class, critical thinking means to analyze and evaluate a math problem and reflect on how it pertains to real-world situations.

Critical thinking in college math means the students can use the skills and problem solving strategies they develop in the class to generate solutions to problems they encounter outside of class, in the "real world".

Formulating a response to a stimulus or directive, then evaluating that response for completeness, correctness, and efficacy in the physical and/or societal milieu in which it resides, then reflecting upon that evaluation and editing the response.

A student being able to reason through a mathematical problem and determine the best method for solving.

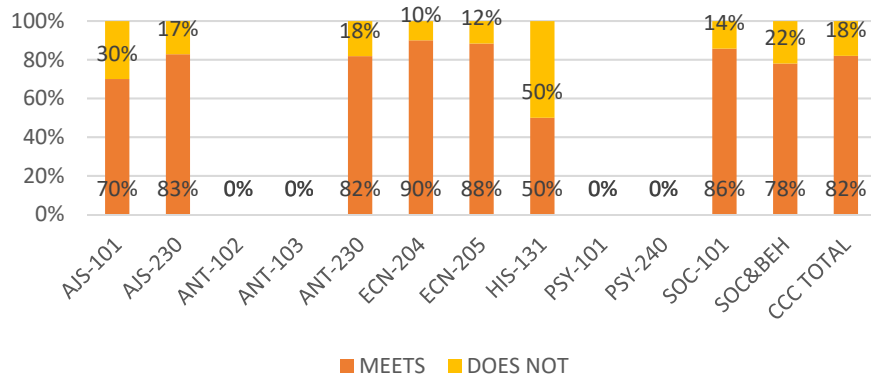
Choosing a strategy based on the form of a problem, applying the strategy, and evaluating/using the results

FALL 2016 GENERAL EDUCATION CRITICAL THINKING

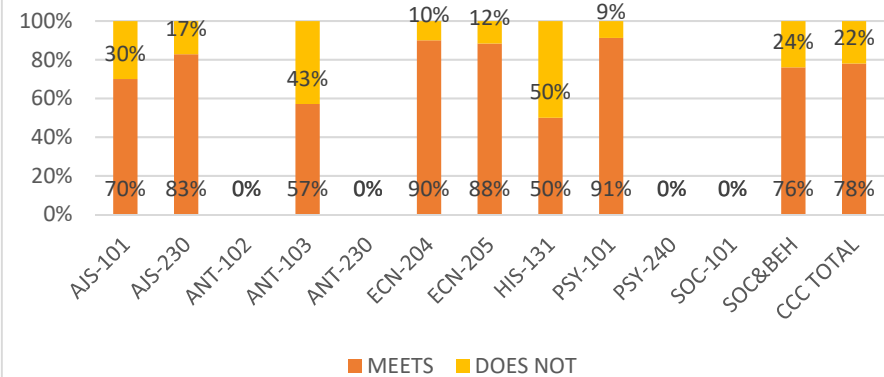
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

SOCIAL & BEHAVIORAL SCIENCES

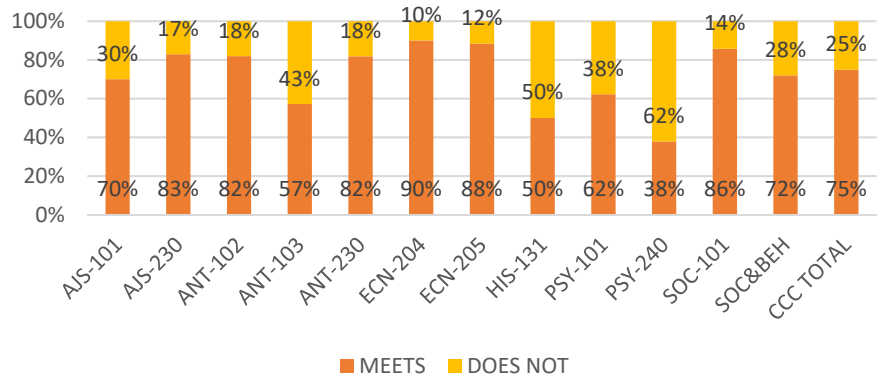
Formulate vital questions and problems in a clear and precise manner.



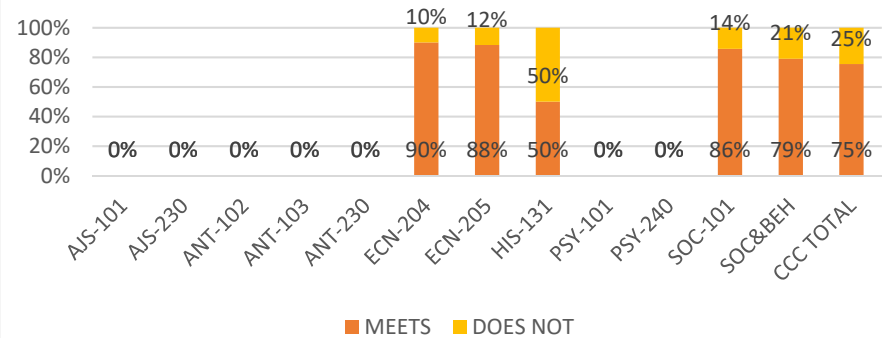
Gather, assess, and interpret information within a theoretical framework.



Develop well-reasoned conclusions and solutions to problems.



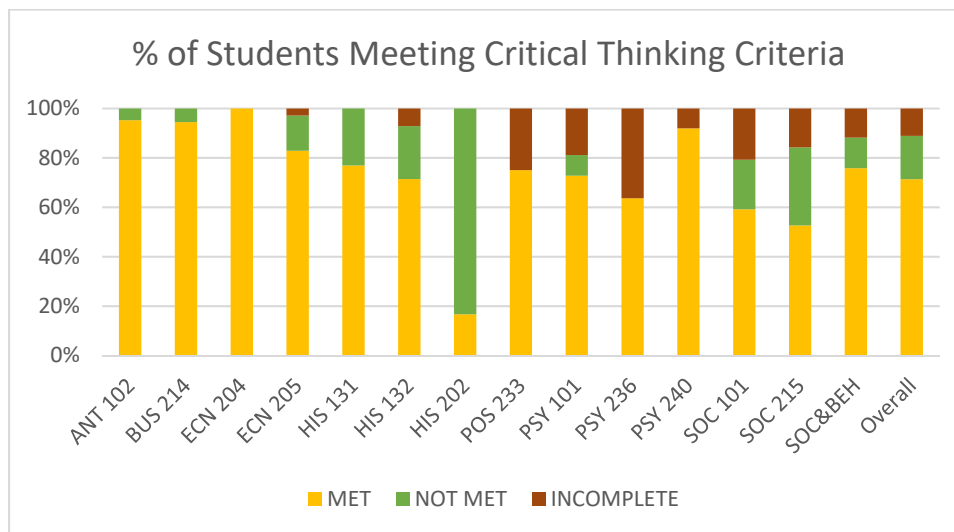
Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.



SPRING 2017 GENERAL EDUCATION CRITICAL THINKING

Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

SOCIAL & BEHAVIORAL SCIENCES



COURSE	MET	NOT MET	INCOMPLETE	N =
ANT 102	95%	5%	0%	2
BUS 214	94%	6%	0%	1
ECN 204	100%	0%	0%	3
ECN 205	83%	14%	3%	3
HIS 131	77%	23%	0%	1
HIS 132	71%	21%	7%	1
HIS 202	17%	83%	0%	1
POS 233	75%	0%	25%	1
PSY 101	73%	8%	19%	6
PSY 236	64%	0%	36%	1
PSY 240	92%	0%	8%	3
SOC 101	59%	20%	21%	5
SOC 215	53%	32%	16%	1
SOC&BEH	76%	12%	12%	29
Overall	71%	18%	11%	115

SOCIAL & BEHAVIORAL SCIENCES Assessment Criteria

ANT 102

- Are they able to apply the vocabulary and material to their own lives or can they not make that connection? Are they only able to see them as vague and not personal concepts?
- Are they able to apply the vocabulary to their own lives or are they only viewing them as vague concepts that have no relevance to them?

BUS 214

- How well did the students develop their legal analysis of their topic logically and by using their legal sources to better develop their paper.

ECN 204

- Students must score a 3.5/5 on completed assignments.

ECN 205

- Students must score 3.5/5 on completed assignments.
- Did the student solve the problem in the time allotted?

HIS 132

- History students usually write "term papers" where they retell history. In my class, students had to look to the events that happened after, to discuss the way their topic influenced later events and people.

HIS 202

- Student demonstrates the ability to: Provide a summary of material from three sources Assess relevance Identify point of view Compare and contrast differing perspectives Explain both how and why different interpretations may occur Evaluate comparative utility of different sources while providing the criteria used for evaluation.

PSY 101

- whether or not students were able to fully apply and elaborate on each concept by providing clear support and detail
- In a writing assignment, students were instructed to dedicate a section to critically evaluate the topic using logic and objective reasoning.
- whether or not students can fully apply concepts chosen to their life or to someone that they know
- ability to fully apply and elaborate on concept
- Students were rated as "Meets," "Partially Meets," or "Does Not Meet" based upon their ability to look at the provided situation from a variety of viewpoints.

PSY 236

- A student was required to achieve 12 points or more based on a 20 point rubric that was designed to only assess critical thinking, and no other criteria was used to determine the "meet" or "does not meet" criteria.

PSY 240

- Students needed to achieve 12 points based on a 20 point rubric to satisfy the "meet" designation.
- Critical Thinking Rubric for Psy 101 & Psy 240. Based on California State Univ, Fresno Gen Ed Scoring Guide for Critical Thinking

- Students were rated as "Meets," "Partially Meets," or "Does Not Meet" based upon their ability to look at the provided situation from a variety of viewpoints.

SOC 101

- Part 1) The students were asked to define two terms, "ethnocentrism" and "cultural relativism" in their own words, and in addition to provide a "real world" example of both terms. ("Gather, assess, and interpret information.") As defined by the course outcomes, "3. recognize the link between culture and society as it relates to values, beliefs, and norms". Part 2) By constructing a solid argument, and providing an example of how Media informs and/or distracts us. ("Develop well-reasoned conclusion") As defined in the course outcomes as "5. investigate the main agents of socialization: family, peers, and the media". Part 3) By describing the argument of "rape culture" and developing their own opinion on it, and by being able to defend their point of view in a clear manner, with a well developed argument. ("Formulate vital questions and problems clearly.") As defined by the course outcomes both #3 and #5. A score of 80 points or above = "Meets" (100 point scale)
- Gather, assess, and interpret information within a theoretical framework via the following; recognize the link between culture and society, social groups/statuses/roles, and agents of socialization.
- Develop well-reasoned conclusion and solutions to problems by explaining the link between perceived deviance and crime in the U.S.
- Students meet the criteria by examining a social issue using published, collected data. They summarize and explain the findings, evaluate the findings and examine the findings from different perspectives. Last, the students apply what they have learned to the social issue and analyze their impacts.

SOC 215

- Students will be able to identify factors that determine a dominant and subordinate group by developing well-reasoned conclusion and solutions to problems

SOCIAL & BEHAVIORAL SCIENCES Course Changes

7 out of 29 sections will be making changes to their curriculum based on the assessment data.

- I'll provide more in-class opportunities to apply concepts (i.e. apply classical conditioning to your life - ensure to identify the UCS, UCR, CS, CR)
- I will focus more on the instructions of this and dedicate some time to discussing critical thinking. Although this was briefly discussed at the beginning of the semester, more time may need to be dedicated to the subject.
- continue to focus upon applying concepts to the world around us
- I continually update, revise and improve my assignments. I also attended a seminar "Assessing Critical-Thinking with Student-Created Work." My goal is to make the assignment as applied as possible and also help students to develop their critical thinking abilities and skills.
- Some of the students were close to finding the correct response. I think more time (5 minutes) would have led to a higher success rate.
- Online courses are difficult to "lecture". I have had one assignment that asks students to ask 100 random questions. I am going to keep that assignment, but also have them submit 20 questions specifically for their topic/thesis.
- provide more opportunities for applying concepts

SOCIAL & BEHAVIORAL SCIENCES Critical Thinking Definitions

Challenging ourselves to see the world from a perspective other than the one we were raised with or our own culture. Questioning what is "truth" and attempting to see other versions of it. In particular, are they able to relate the reading and discussions to their own lives?

To understand world/national matters from a legal perspective and how legal changes impact world/nation.

Being able to apply economic terms and concepts in real world situations.

Solving a problem with a given set of information and NOT given the method to solve the problem.

In history, critical thinking asks the questions of why something occurred and who were the people who caused it, but most importantly, we need to know is what happened next - how did the event or person(s) influence the events that came after. Looking backwards, analyze the events from then until now that were influenced by the event or person(s).

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.

applying psychological concepts to your life or to someone you know

Students are able to critically evaluate a topic, consider the research and evidence and formulate an opinion based on this information.

demonstrate understanding of psychological concepts by applying them to the world around you

Ability to complete the following activities:

- Identifies and understands the influence of context/background
- Identifies and supports own (student's) position/view of the problem, question or issue
- Identify and analyze other relevant positions/views of the problem, question or issue
- Identifies and assesses conclusions, implications, and consequences

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information. Students will summarize major theories affecting women to assess historical and psychological perspectives and to evaluate contemporary viewpoints and current perceptions of roles relating to the psychology of women.

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.

"Thinking that does not blindly accept arguments and conclusions. Rather, it examines assumptions, appraises the source, discerns hidden biases, evaluates evidence, and assesses conclusions." (for the text)

Critical Thinking means utilizing solid arguments based on evidence and justifiable reasoning to assess what is "true". This is accomplished by avoiding the use of anecdotal references alone, recognizing our own biases, and by using our own experiences with our Agents of Socialization, to guide us in asking the important questions of how we understand what is "truth".

Critical thinking can be looked at as understanding one's inter-subjective reality and the way that plays into how we as individual's and society understand experience as knowledge via that reality. The next step is epistemology; how to move from simply stated opinions to justified arguments.

Critical thinking is a process of actively analyzing claims. It is objectively evaluating information and data to determine what claims are valid and supported by evidence and what claims are invalid and not supported by evidence. Core critical thinking skills include explanation, evaluation, interpretation, inference and analysis. Ultimately, it is the ability to apply reasoning and logic to claims, situations, opinions and findings. In sociology, the student is encouraged to look at issues and concepts from several different perspectives and determine the most plausible claim/outcome.

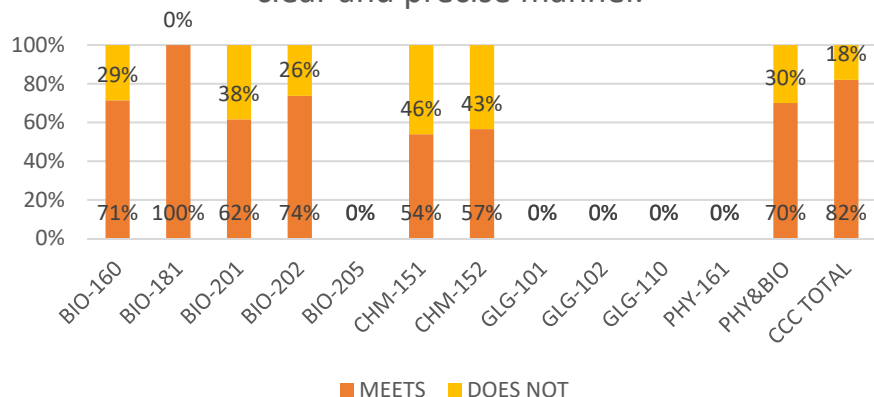
FALL 2016 GENERAL EDUCATION CRITICAL THINKING

All General Education Program Critical Thinking Data

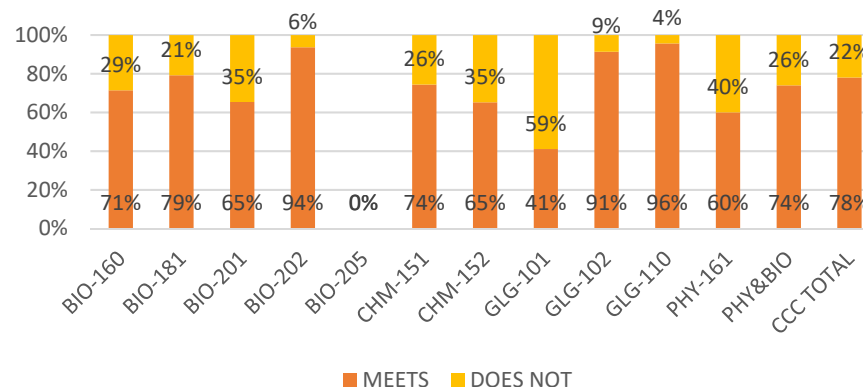
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

PHYSICAL & BIOLOGICAL SCIENCES

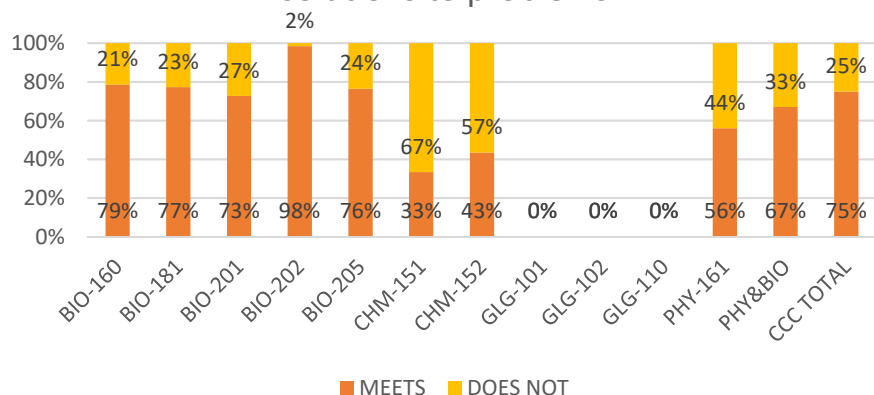
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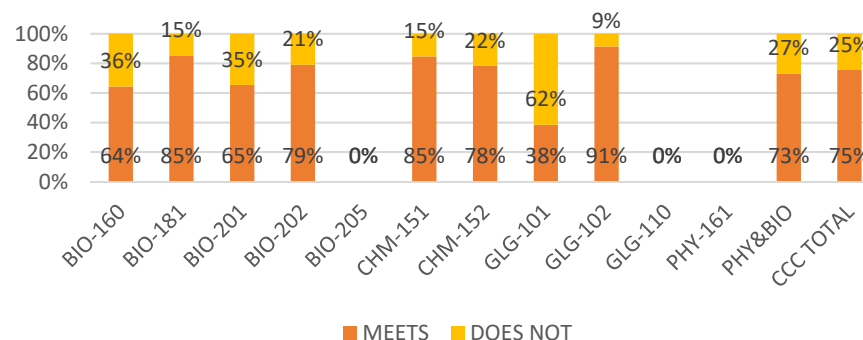
Gather, assess, and interpret information within a theoretical framework.



Develop well-reasoned conclusions and solutions to problems.

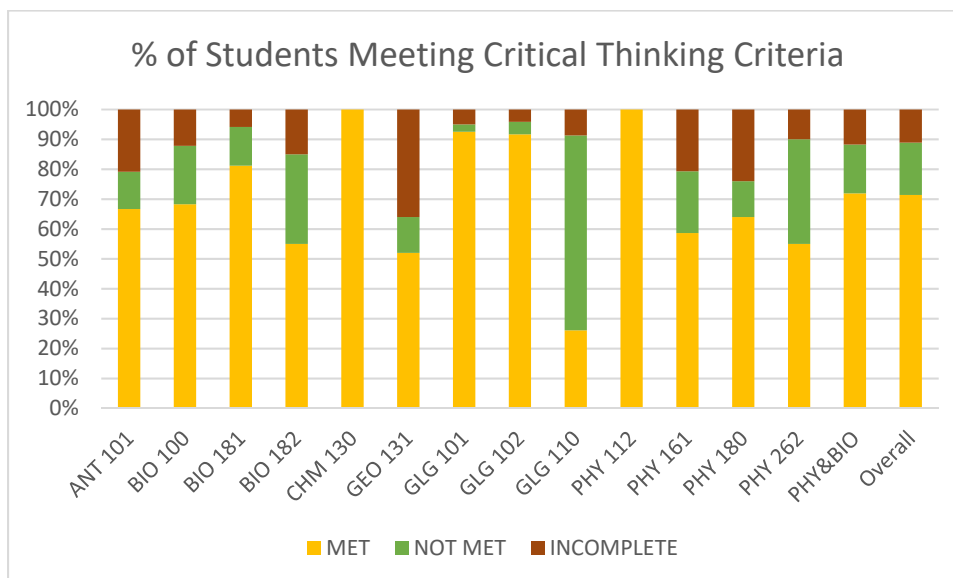


Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.



SPRING 2017 GENERAL EDUCATION CRITICAL THINKING

Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

PHYSICAL & BIOLOGICAL SCIENCES

COURSE	MET	NOT MET	INCOMPLETE	N =
ANT 101	67%	13%	21%	1
BIO 100	68%	20%	12%	2
BIO 181	81%	13%	6%	4
BIO 182	55%	30%	15%	1
CHM 130	100%	0%	0%	1
GEO 131	52%	12%	36%	2
GLG 101	93%	3%	5%	2
GLG 102	92%	4%	4%	1
GLG 110	26%	65%	9%	1
PHY 112	100%	0%	0%	1
PHY 161	59%	21%	21%	1
PHY 180	64%	12%	24%	1
PHY 262	55%	35%	10%	1
PHY&BIO	72%	16%	12%	19
Overall	71%	18%	11%	115

PHYSICAL & BIOLOGICAL SCIENCES Assessment Criteria

ANT 101

- The student needed to be able to pick out and explain the hypothesis, research methods, and theoretical perspective from a current physical anthropology article. There were 3 levels (Very Good, Good, Fair) that were considered as "meeting" the goal, while a rating of "Poor" did not meet the goal.

BIO 100

- a score of 11 or better out of 15 on GMO persuasive essay at the end of the drying gels and analysis of electrophoresis - highlighted in green in the attached
- Engagement in a mock debate regarding the safety of GMOs.

BIO 181

- A score of 70% or higher on the critical thinking writing assignment was the criteria used for determining whether or not a student met the critical thinking requirement.
- Students who received the "Meets" designation for critical thinking obtained a score of greater than or equal to 70% in the attached rubric.
- Use of a scientific question and hypothesis of their own.; 2. Ability to use bibliographic information to answer their question and test their hypothesis.; 3. Quality of the information chosen as source of evidence for their research. 4. How students presented the steps taken to answer their questions.

BIO 182

- a score of 7 out of 10 or better on question no. 10 at the end of their Animal Portfolio - highlighted in green in the attached

CHM 130

- Successful completion of laboratory assignments. Completion and submission of assigned online material in a timely fashion. Completion of in class assignments. Class participation. In class and online exams including a comprehensive final.

CHM 151/152

- A test has been created with various types of questions comprising of numerical problems, short answer type of questions, questions seeking justification and rational choices etc. Students who got A (equal or above 90%), B (80-89.9%), C (70- 79.9%), D (60- 69.9%), are considered that ...meets or exceeds 4,3,2,1 attributes of critical thinking rubrics respectively. Student with a F grade was considered that he/she didn't meet any criteria of the rubrics. Whether a student "exceeds" or just "meets" in case of a specific criteria are based on the instructor's personal impression about an individual student.

GEO 131

- Identify and analyze the features and conditions of glacial geomorphology in order to construct a model for determining if there is world-wide glacial mass loss.
- Proposal Project, 3 pages in length, double spaced. Format headings required with supporting dialog for each section.

GLG 101

- After several weeks of identifying minerals and rocks, the students were given some wrap up questions at the end of a lab. These were designed to have them justify their answers by explaining which possibilities didn't

work and thereby arriving at the best possible answer. Students who lost more than 2 points on this section of the lab "Do Not Meet" the criteria.

GLG 102

- We focused on geologists' models for the early Earth. There are no rocks (or at least no un-metamorphosed rocks) that have survived from this time. Students were given a tray with 6 rocks and asked to pick which would most likely have been the one that composed the crust for 4 scenarios. They were also required to explain their choice and also explain why the other samples weren't the correct choices. Students who did not explain how they arrived at their answer did not apply critical thinking correctly = Did Not Meet.

GLG 110

- This was an extra credit assignment. 25 points for the video critique and questions, an additional 10 points for evaluating the rebuttal (blog post). Students who turned in the assignment and earned over 20 points "Meet", students who attended class that day, but did not complete the assignment "Did Not Meet".

PHY 112

- The criteria used was the student's response to lab questions, specifically the analysis of the lab graphs (voltage vs current for the resistors and for the light bulb) from the experiment 'Ohm's Law.'

PHY 161

- Based on what they learned in class about density as a fundamental property of most materials, they measured densities of different unknown sample materials and then inferred which materials were present.

PHY 180

- In class assignments

PHY 262

- 50% or higher on the final : Meets Otherwise: Does Not Meet

PHYSICAL & BIOLOGICAL SCIENCES Course Changes

- For MHC-II antigens, the question and topic will need to be re-evaluated as to whether or not it is a critical topic.
- The hemoglobin affinity lecture needs to be redesigned to focus more on cellular function in the respiratory system.
- There are more questions in regards to bone tissues hormones and muscle metabolism that will need to be evaluated by the instructors.
- We have observed that student in CHM151-02 (CRN-13383) class which is a hybrid class, has the fewer student that meets/exceeds critical thinking criteria compare to the in-person class. We have decided to convert this class to an in-person class. I am also creating a specific math module for chemistry student since many students' struggles in my class due to lack of math skill.
- I will assign a question to be evaluated with that approach as a formative activity - a quiz, give feedback on that, in anticipation that that will better prepare students to perform on the cumulative assessment.
- I always make changes each semester to update online material, improve experiments, and ensure the topics being discussed are appropriately relevant to the students' future success.
- I will assign a question to be evaluated with that approach as a formative activity - a quiz, give feedback on that, in anticipation that that will better prepare students to perform on the cumulative assessment.

- I created this extra credit assignment to meet the Critical Thinking assessment instead of "shoehorning" an existing assignment into an assessment artifact. Students are always asking for an extra credit assignment. I never thought so few would complete it. Next time I'll design one of the labs to meet this assessment requirement...

PHYSICAL & BIOLOGICAL SCIENCES Critical Thinking Definitions

In Anthropology, critical thinking means that the student has enough of an understanding of the topic that they can deconstruct it, reflect upon it, and apply it to new situations.

the demonstrated ability to evaluate a source of information or answer a question based on analysis using the 5 bullets listed under critical thinking approach no. 4 "good habits"

Evaluating explanations and evidence for credibility, plausibility, and accuracy.

The ability to use and cite reliable information in the formation of an opinion or argument.

Critical thinking is the process of reflecting on and improving one's effort to analyze information in an objective and thorough manner and emphasizes consideration of the accuracy, credibility, relevance and logic of arguments and data.

Critical thinking is the process in which students develop the ability to reflect on information and conduct an analytical review of the evidence at hand. It means that students will conduct a logic examination of data or bibliographic information and use that to answer questions like: What is the issue being studied? Why is it relevant? What is the evidence? How good is the evidence? What correlations can be found in the data? Are the conclusion or explanations at hand solid? Critical thinking should motivate students into the realms of scientific reasoning and ability to generate questions about their surroundings and natural phenomena.

Critical thinking is the process of reflecting on and improving one's effort to analyze information in an objective and thorough manner and emphasizes consideration of the accuracy, credibility, relevance and logic of arguments and data.

Analyzing, applying, and evaluating information using empirical and non empirical data gathered through class room lecture and laboratory experiments particularly as it applies to the fields of chemistry, biology, and the medicinal sciences.

To be able to recognize and apply information or content that is needed to make decisions, explain concepts, and to understand theory pertaining to a subject of study.

Application of the terminology used in physical geography to resolve a real world issue in the content area.

In this field of study, geologists often arrive at answers by ruling out possibilities. We spent time in class and labs looking at how identification of rocks and minerals is not about making an observation and immediately having an answer. Instead we make a set of observations and use them to rule out possibilities (from 1000's of rock or mineral names to hopefully one). Essentially we focused on the Critical Thinking (Scientific Method) skills of making observations and asking questions: What could it be? What couldn't it be?

We revisited the Scientific Method for this class, particularly the differences between lab sciences (Physics, Chemistry) and field sciences. In Earth Science, the Testing step in the Scientific Method is not running another experiment in the lab. Instead it is often asking if the hypothesis or theory makes sense in a new setting or environment. Essentially asking "Does this make sense?" We also discussed how geologists often arrive at a conclusion by ruling out possibilities until only remains.

In this class, we discussed the importance of asking questions as crucial part of Critical Thinking and the Scientific Method. In class we watched a BBC video presenting scientists who propose that a mega-tsunami could strike the eastern United States. Students were instructed to evaluate the validity of the proposed event and trigger based on material we'd covered in class. They were also instructed to write down any questions they had after watching the video. Outside of class students were instructed to write up a synopsis of the proposed event, the questions they had, and to read a blog post by another scientist disputing the likelihood of the proposed event.

To use logic and prior knowledge to synthesize, evaluate, extrapolate, and predict outcomes in a new situation.

Understanding and applying scientific thinking

Success in mastering scientific thinking

Critical thinking is one or more of the following in this physics course: When confronted with a real or described physical system: 1) describing that system mathematically, particularly in the choice of the relevant expression 2) Deriving missing elements from existing (Solving 1)) 3) Interpreting results from 2) in terms of: a) Real world feasibility b) Matching other theoretical results

Ability to think rationally, visualize a problem, make an action plan to solve the issues, willingness to listen and appreciate competing views, compromise and accepting solution based on ground realities

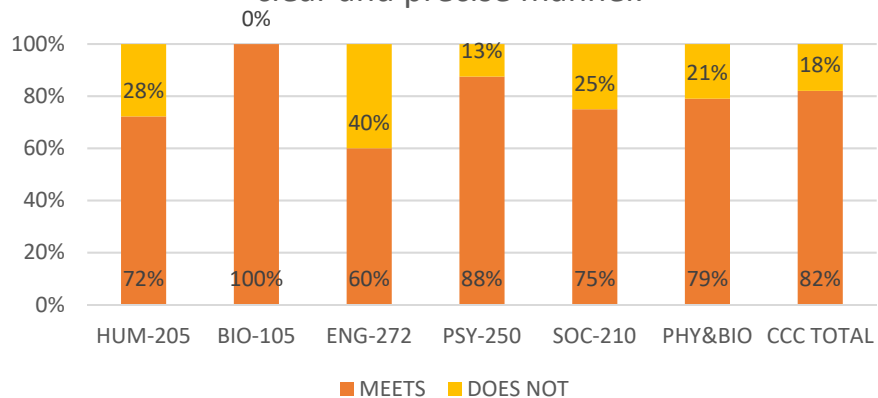
FALL 2016 GENERAL EDUCATION CRITICAL THINKING

All General Education Program Critical Thinking Data

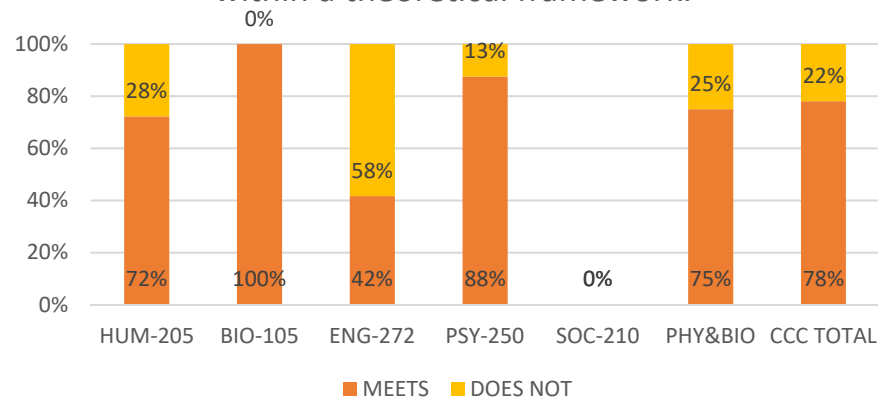
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

WRITING INTENSIVE

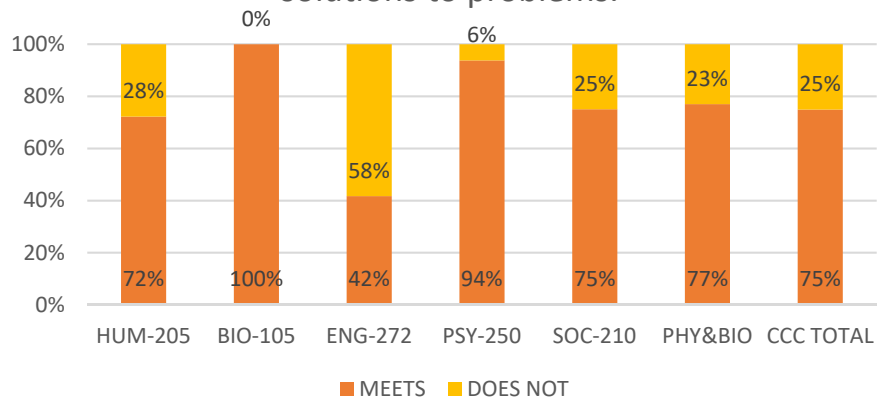
Formulate vital questions and problems in a clear and precise manner.



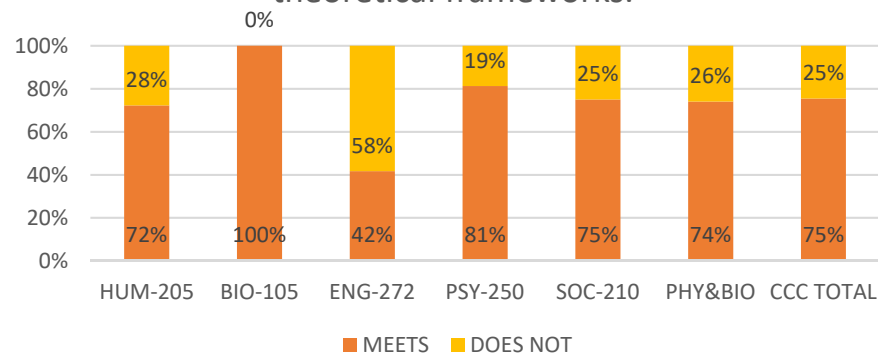
Gather, assess, and interpret information within a theoretical framework.



Develop well-reasoned conclusions and solutions to problems.



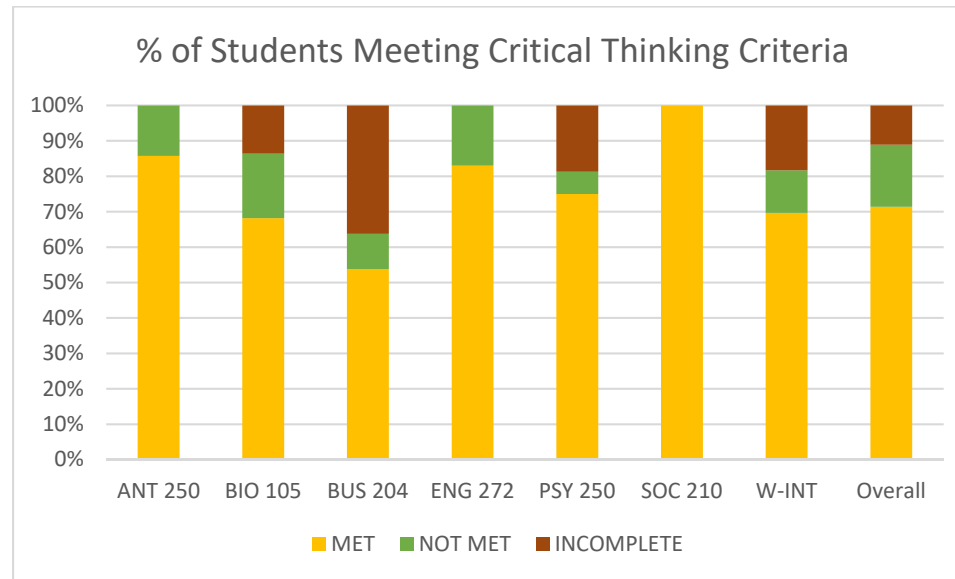
Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.



SPRING 2017 GENERAL EDUCATION CRITICAL THINKING

Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

WRITING INTENSIVE



COURSE	MET	NOT MET	INCOMPLETE	N =
ANT 250	86%	14%	0%	1
BIO 105	68%	18%	14%	1
BUS 204	54%	10%	36%	3
ENG 272	83%	17%	0%	2
PSY 250	75%	6%	19%	1
SOC 210	100%	0%	0%	1
W-INT	70%	12%	18%	9
Overall	71%	18%	11%	115

WRITING INTENSIVE Assessment Criteria

ANT 250

- Whether or not they stuck with the "easy" answer or whether they could defend a perspective that they don't necessarily agree with. Seeing beneath the surface.

BIO 105

- Students who received the "Meets" designation for critical thinking obtained a score of greater than or equal to 70% in part III of the attached rubric.

BUS 204

- Whether the student actually was able to consider a job opening impartially and without their own selective bias. Did they just state what they think of themselves as job candidates or did they actually attempt to see from another's perspective what was desirable in a job candidate.
- Point system using a Rubric

ENG 272

- Critical Thinking Rubric 2-Tier
- I set up the criteria of my own grading rubric so that an A or B would meet all of the critical thinking rubric criteria, that a C would meet 1 or 2 of the criteria, and that a D or F would meet none of the criteria.

HUM 205

- See definition

POS 233

- See definition

PSY 250

- Did students acknowledge that the issue is multi-faceted, investigate the issue from numerous perspectives, ensure ideas are supported by evidence, avoid confirmation bias, avoid sweeping statements, and present ideas in an objective manner?

SOC 210

- It was a writing intensive class. They were asked to write each gender problem exploring each different lens.

WRITING INTENSIVE Course Changes

4 out of 9 sections will be making curriculum changes due to the assessment results.

- I will reflect upon the process for researching and writing the research paper to see how I can help promote critical thinking in the class. Currently, I do not have specific changes in mind, but I am open to making changes upon reflection.
- I will update debate options in the future to ensure they remain topical. Otherwise, the format will remain the same.
- Clearer instructions.
- I will not change the class itself but rather the process of preparation to ensure that accurate reading of the materials and an understanding of the definitions we're using is understood.

WRITING INTENSIVE Critical Thinking Definitions

Challenging ourselves to see the world from a perspective other than the one we were raised with or our own culture. Questioning what is "truth" and attempting to see other versions of it.

Critical thinking is the process of reflecting on and improving one's effort to analyze information in an objective and thorough manner and emphasizes consideration of the accuracy, credibility, relevance and logic of arguments and data.

To fully identify and analyze possible choices from multiple perspectives in order to make the best judgment in decision-making processes.

The ability to interpret information from the text and other sources and create communication that will apply these concepts correctly to actual business situations.

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. (Criticalthinking.org)

Using revision and reflection to determine students' writing processes, to analyze their strengths and weaknesses as writers, and to create a plan for improving their writing

The ability to make a logical argument supported by evidence and aware of the relevant evidence.

For this class, it is the ability of an individual to make a logical argument supported by evidence and conscious of the evidence.

Using peer-reviewed sources, research a societal issue, and then apply social psychology principles to improve that issue. Critical thinking includes acknowledging that the issue is multi-faceted, investigating the issue from numerous perspectives, ensuring ideas are supported by evidence, avoiding confirmation bias, avoiding sweeping statements, and presenting ideas in an objective manner.

Critical thinking in this context means to explore the world of gender in the United States using the sociological imagination and valid/reliable sources. Students are asked to apply: social location, time and geography, access to resources, race/class/ gender (intersectionality) and other lens in which to analyze gender.

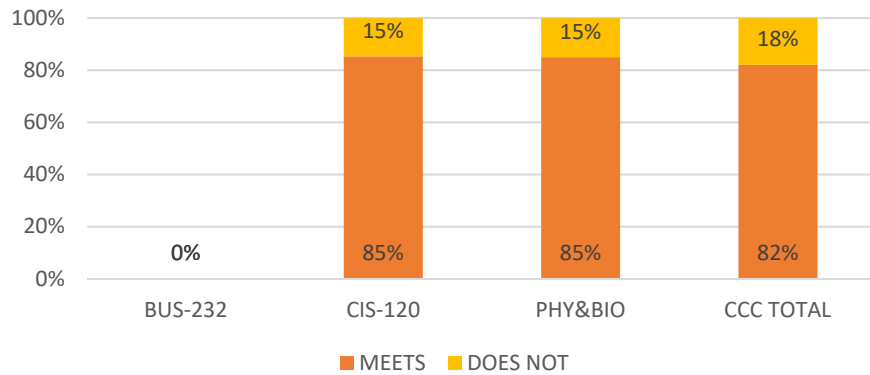
FALL 2016 GENERAL EDUCATION CRITICAL THINKING

Fall General Education Program Critical Thinking Data

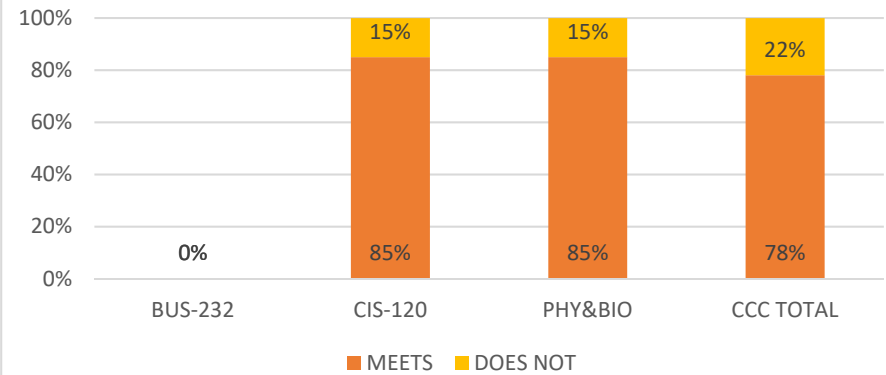
Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

OPTIONAL

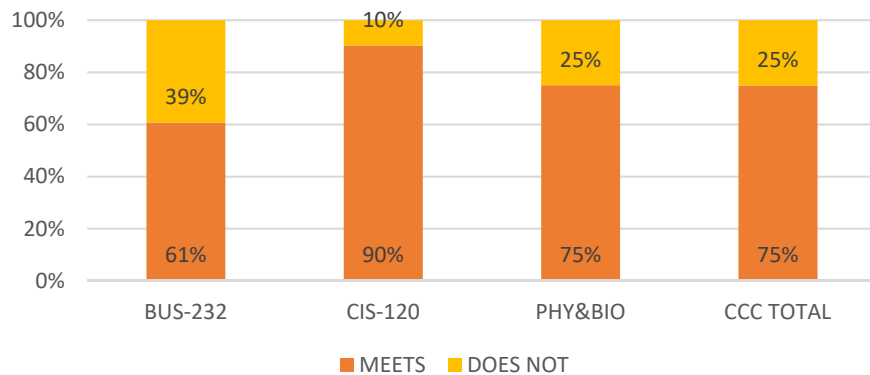
Formulate vital questions and problems in a clear and precise manner.



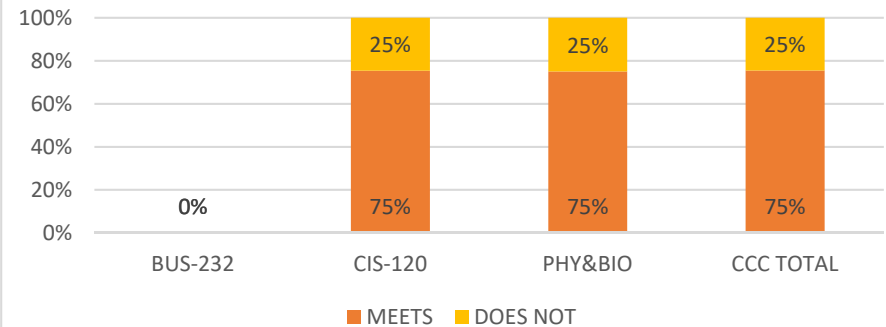
Gather, assess, and interpret information within a theoretical framework.



Develop well-reasoned conclusions and solutions to problems.



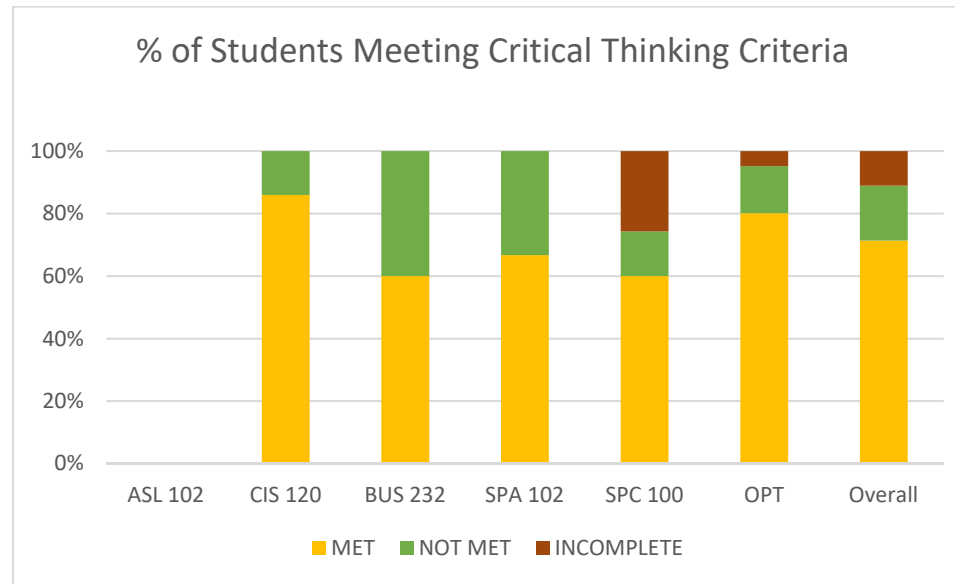
Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks.



SPRING 2017 GENERAL EDUCATION CRITICAL THINKING

Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning.

OPTIONAL



COURSE	MET	NOT MET	INCOMPLETE	N =
ASL 102				
CIS 120	86%	14%	0%	6
BUS 232	60%	40%	0%	1
SPA 102	67%	33%	0%	1
SPC 100	60%	14%	26%	2
OPT	80%	15%	5%	10
Overall	71%	18%	11%	115

OPTIONAL Assessment Criteria

CIS 120

- The questions are all asked in a multiple choice format. So, if a student responds correctly then they “Meet”, an incorrect response then leads to a “Does not meet”.

BUS 232

- If a student earned 60% or better on the statistics project.

SPA 102

- Criteria was on how well the students know the verbs used and in the correct tense according to their story. They also had to write a brief explanation of the verbs used for that particular tense.

SPC 100

- Did the student apply the critical thinking skills learned in the textbook and class lecture to complete the assignment.

OPTIONAL Course Changes

10 out of 10 sections will be making curriculum changes due to the assessment results.

- The CIS Department would like to evolve our questions to dig a bit deeper into the student’s comprehension of these critical thinking concepts. After viewing the first few rounds of results we are getting a feel for how we might re-word the questions in the future.
- I will formally incorporate more fallacy identification throughout the course.
- I will define critical thinking early on in the course and spend more time explaining the ramification of their decisions. Also emphasize using technology more than using formulas.

OPTIONAL Critical Thinking Definitions

The ability to use knowledge you already have to extrapolate meaning and answers in new scenarios including the ability to question and analyze your assumptions and the assumptions of the speaker.

In CIS120, we use a variety of questions (across 2 separate exams) to test whether students are taking the basic topics we are introducing and applying them in a deeper thought process. The questions we are using to evaluate this require students to take a basic concept we have introduced and then think critically about that basic concept to answer the question. The answers to the questions were not provided to students in a black and white form during the class.

Students will make informed decisions.

CO-CURRICULAR ASSESSMENT

CO-CURRICULAR ASSESSMENT

Student Development has been working on a plan to begin to assess their area.

Laura Rosensweet, Director of Student Success & Access, began attending a subcommittee of the Assessment Committee that was composed of three Academic Affairs deans, the Assessment Coordinator, the Director of IR, the Provost, and a representative from the Business Council.

The Student Development department identified their programs and has created a proposed schedule of when those programs will be reviewed. In addition to this, the department formed a smaller department workgroup to help Student Development with assessment, program review, and to build a capacity of assessment knowledge.

This year, multiple members of the workgroup participated in “Applying and Leading Assessments in Students Affairs” MOOC developed in partnership with the Student Affairs Assessment Leaders (SAAL), Colorado State University (CSU) Online, and the CSU Student Affairs in Higher Education master’s program.

Additionally, a book has been purchased for the entire Student Development team to review. The book is, “Building a Culture of Evidence in Student Affairs: A Guide for Leaders and Practitioners,” edited by Marguerite McGann Culp and Gwendolyn Jordan Dungy. This book is promoted by the NASPA which is an association of student affairs professionals. The workgroup meets regularly to review the book and determine next steps.

The dean and directors of Student Development recently held a meeting on June 15th to introduce assessment to their entire team. The meeting went over the program review order in our department, discussed assessment terms and definitions, answered questions and gave updates on program review/assessment and discussed next steps. The 2017 fall will begin the gathering of assessment and their first program review in quite some time. Student Development has elected to begin with their advising division.

Current Opportunities for Improvement

FUTURE PROJECTS

FUTURE PROJECTS

The assessment department now has two members, an Assessment Coordinator and an Associate Dean of Curriculum & Assessment. Moving forward into 2017-2018, these two positions will work together to continue to build the college's assessment program and processes with the guidance of the Assessment Committee. While many future projects have resulted from upcoming assessment timelines, the Assessment Committee, the Program Outcomes and Assessment meetings, and the continuation of the General Education Critical Thinking project, there are four larger projects that have not been addressed.

Dual Enrollment Assessment Plan

The assessment department will be working with the Dual Enrollment Coordinator to determine the best way to begin to incorporate the dual enrollment instructors into the assessment processes within the college.

The initial plan is to create an assessment Canvas shell with informational videos on assessment in general and assessment at CCC. Once the tools are in place, the assessment department will reach out to the curriculum coordinators at each of the high schools. The purpose of these meetings will be to discuss the changes of CCC's assessment processes and determine how to best integrate our assessment processes with the high school's current assessment processes. Once the Gen Ed programs meet to create and identify program measures and tools, this information will be shared with the appropriate dual enrollment instructors. We hope to begin rolling out this process to dual enrollment instructors by FY18-19.

Assessment Website and Canvas Shell

The Associate Dean of Assessment & Curriculum and the Assessment Coordinator will work with the Assessment Committee to develop the Assessment Website using guidelines from the National Institute for Learning Outcomes Assessment. Currently the external website contains generic assessment information, and the goal would be to make it more relevant to the college's assessment processes.

The Assessment Coordinator will continue to build the Education and Learning Effectiveness Canvas Shell. Currently it has information on the Gen Ed Critical Thinking Project and parts of the Program Review Process.

Revision of Assessment Plan from 1995/2000

During the compilation of the assessment history of CCC, the Assessment Coordinator found the college's "Assessment Plan for Student Academic Achievement" from 1995 as well as the "Academic Assessment Program Plan" from 2000. Using both these resources along with the processes that had been developed by the Assessment Committee in the past year, the Assessment Coordinator will create a current "Assessment Plan" for the college to be reviewed by the Dean of Curriculum & Assessment

and the Assessment Committee. Part of this plan will be best practices handouts that could be used outside of the plan for information about the college's assessment.