

Community College of Denver  
Interim Report on Criterion 4B

**Institution: Community College of Denver**

Chief Executive Officer: President Everette Freeman

Date Submitted: July 2018

Action: Assessment

Core Component: 4B

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

Areas of Focus:

*CCD must submit an interim monitoring report documenting that it has designed and implemented a plan to holistically assess student learning at all levels (institution-wide, program, and course-level).*

- *developed an institution-wide assessment plan that includes milestones for achieving embedded short-term goals;*
- *including an assessment of the College's institutional outcomes;*
- *and including both curricular and co-curricular offerings*
- *identified metrics and measures used for direct assessment;*
- *collected and analyzed data at each level;*
- *used findings to make improvements across the institution; and*
- *found ways to benchmark against other like-institutions.*

# Community College of Denver Interim Report on Criterion 4B

## *Introduction*

Community College of Denver (CCD) has appreciated this past year to reflect on our assessment of student learning practices. We are proud of our grass-roots approach to assessment which has resulted in strong faculty commitment to the work as a positive and important factor in improving student outcomes. However, we recognize that our practices were not consistent, and our commitment had not moved beyond our instructional activities.

### *Develop an institution-wide assessment plan (institution, program, course) that includes milestones for achieving embedded short-term goals;*

Over the course of the 2017-2018 academic year, we have developed an assessment plan<sup>1</sup> for the college that both identifies short term goals to accomplish in each semester, and that establishes a schedule of assessment to ensure that these goals are institutionalized and completed. This plan has been written in the form of a time line so that it can be a useable, referenceable document that the entire college can access and understand.

In the first year of our plan<sup>2</sup>, we focused on filling the gaps in our assessment practices as identified through the peer led HLC re-affirmation of accreditation process. Our three assessment committees (instructional<sup>3</sup>, co-curricular<sup>4</sup>, institutional<sup>5</sup>) also created their own assessment plans in order to vocalize their efforts and commitments.

### *Include an assessment of the College's institutional outcomes;*

CCD created an Institutional Effectiveness Committee<sup>6</sup> (IEC) in part to assess our institutional outcomes throughout the college. Membership<sup>7</sup> was specifically designed to be college-wide, with representation of both faculty and staff. Acting within the IEC is the Institutional Student Learning Outcomes (ISLO) task force<sup>8</sup>. This task force is made up of a small number of IEC members, on a rotating basis, who help coordinate and plan for the institutional outcomes assessment for that year.

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<sup>1</sup> Appendix C – CCD Assessment Plan, begins on page 87

<sup>2</sup> Appendix C – CCD Assessment Plan, pages 96-98

<sup>3</sup> Appendix T – Student Learning Committee Assessment plan, begins on page 644

<sup>4</sup> Appendix G – Co-Curricular Assessment Plan, begins on page 172

<sup>5</sup> Appendix U – Institutional Effectiveness Committee Assessment Plan, begins on page 663

<sup>6</sup> Appendix K – Creation of the Institutional Effectiveness Committee, pages 214-215

<sup>7</sup> Appendix L – Membership of the Institutional Effectiveness Committee, page 225

<sup>8</sup> Appendix M – Creation of the Institutional Student Learning Outcomes Task Force, page 226

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In our inaugural year, the ISLO chose to assess numeric thinker and effective communicator<sup>9</sup>. For numeric thinker, artifacts<sup>10</sup> from our math classes were pulled, and for effective communicator, a number of artifacts<sup>11</sup> from a number of programs were chosen. As co-curricular programs had not yet been identified, only instructional artifacts were used in this round of assessment.

After gaining faculty and instructor permission, these artifacts were taken from our learning management system and faculty and instructors<sup>12</sup> engaged in the actual assessment of these materials. The faculty normed<sup>13</sup> the rubrics for both outcomes, and then engaged in the actual assessment during a day-long session.<sup>14</sup>

The benchmark<sup>15</sup> for numeric thinker was that 100% of graduates should score between a 3 or 4 on the rubric. We did not hit this benchmark, leading us to conclude that 100% is more an aspirational goal than a benchmark. We were also able to identify areas to improve our assessment practices in the future.<sup>16</sup> Faculty and instructors within our math department, as well as the membership of IEC, are working to re-design how artifacts are collected for this assessment. The assessment will then be replicated in the upcoming year.

The benchmark<sup>15</sup> for effective communicator was that 100% of graduates should score between a 3 or 4 on the rubric. We did not hit this benchmark, leading us to conclude that 100% is more an aspirational goal than a benchmark. We were also able to identify areas to improve our assessment practices in the future.<sup>17</sup> Faculty and instructors who teach our English composition courses have been given the outcomes for effective communicator and now have baseline data to track the impact of writing instruction across all areas of the college. They will use this assessment to co-develop departmental writing handbooks that share best practices for writing and reading effectiveness within the specific disciplines, as well as intentional outreach from the English department to our other departments.<sup>18</sup>

### *Include both curricular and co-curricular offerings*

#### *Instructional Assessment*

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<sup>9</sup> Appendix J - Institutional Student Learning Outcomes Assessment Report, page 192

<sup>10</sup> Appendix N – Numeric Thinker Artifacts, begins on page 229

<sup>11</sup> Appendix O – Effective Communicator Artifacts, begins on page 249

<sup>12</sup> Appendix P – ISLO Assessment Day Notes, pages 274-275

<sup>13</sup> Appendix P – ISLO Assessment Day Notes, pages 276-277

<sup>14</sup> Appendix P – ISLO Assessment Day Notes, page 280

<sup>15</sup> Appendix J - Institutional Student Learning Outcomes Assessment Report, pages 193-194

<sup>16</sup> Appendix J - Institutional Student Learning Outcomes Assessment Report,, page 196

<sup>17</sup> Appendix J - Institutional Student Learning Outcomes Assessment Report,, page 195

<sup>18</sup> Appendix H – Writing Across the Disciplines (WRAD), begins on page 179

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Formal instructional assessment is strongly rooted in the faculty culture through our Student Learning Committee<sup>19</sup>. This committee tracks quality of assessment practice<sup>20</sup>, and uses this information to develop improvement workshops for faculty and instructors.

CCD has two primary points of documentation of our instructional practices that each program must deliver – the Assessment Report<sup>21</sup> which is due every year on October 15, and an Assessment Plan<sup>22</sup>, on file for every program. These plans run for five years, and are updated as the department deems necessary. To ensure and improve our assessment plans we have implemented the following timeline<sup>23</sup>, in brief here:

- Fall 2017 - Summer 2018 – mandate a formal assessment plan from each identified program which did not previously have a plan created.
- Fall 2018 – Spring 2019 – SLC and the director for institutional effectiveness will coach programs with weak assessment plans to ensure that they have appropriate program student learning outcomes (PSLOs), well developed curriculum maps, direct measures of assessment, realistic time lines for their assessment practice.
- Fall 2019 – mandate updated assessment plans from programs who were identified as having weak plans.

The Assessment Reports are peer reviewed by the membership of SLC, and also by our director of institutional effectiveness, and the feedback<sup>24</sup> is provided to the chair. To improve our Assessment Reports, we have implemented the following timeline<sup>23</sup>, in brief here:

- Fall 2017 – improve peer review form to better align with the actual report requirements
- Summer 2018 – update the Assessment Guidebook to give clearer and up-to-date guidance to faculty engaged in assessment,
- Fall 2018 – Enforce the requirement that each Assessment Report contains the rubric or other direct measurement tool as well as sample artifacts used in the assessment
- Fall 2019 – provide more clarity on how course improvements feed into improved program outcomes
- Fall 2020 – begin to require that programs include general education core courses in their Assessment Plans

General education programs at CCD follows the state guidelines [{C.R.S. §23-1-108\(7\)}](#) which focuses our attention on [transfer associate degrees](#) (called Degrees with Designation or DWD).

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<sup>19</sup> Appendix T – Student Learning Committee Assessment plan, pages 654-658

<sup>20</sup> Appendix B – Instructional Assessment Tracking Report, begins on page 17

<sup>21</sup> Appendix A - Program Assessment Report Template, begins on page 11

<sup>22</sup> Appendix R – Instructional Assessment Plans, begins on page 284

<sup>23</sup> Appendix C – CCD Assessment Plan, pages 96-103

<sup>24</sup> Appendix S – Peer review and director of institutional effectiveness (DIE) feedback to assessment reports, begins on page 608

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These degrees transfer as a whole to four-year institutions within Colorado, ensuring students enter with junior standing. For that reason, we have not spent time assessing our general [Associate of Arts](#) and [Associate of Science](#) programs. We recognize this as a deficiency, and have now mapped these programs to our Institutional Outcomes<sup>25</sup>, and they will be assessed within our institutional outcomes practice.

### *Co-Curricular Assessment*

Initially, our Institutional Student Learning Outcomes (ISLO) committee came up with an aspirational definition<sup>26</sup> of our co-curricular programs, a starting definition, and a curriculum map. Using that information, the office of the provost met with those identified and refined the definition of co-curricular programs to be *activities that complement course study and provide students another opportunity to directly demonstrate the institutional outcomes*.<sup>27</sup>

Using this definition, we worked to identify our co-curricular programs and mapped their work to our Institutional Outcomes.<sup>28</sup> A student learning outcome was written for each institutional outcome the program identified.<sup>29</sup> With planned meetings over the summer, each co-curricular program will develop a direct assessment tool based on the Co-Curricular Assessment Plan for initial assessment against their identified benchmarks.<sup>30</sup> They will also work with the ISLO committee to ensure that the artifacts they collect will be used in future institutional assessment practices.

### ***Identify metrics and measures used for direct assessment;***

As has been discussed throughout this report, we have worked this past year to identify measurement tools that our faculty can use in their direct assessment. Our Assessment Guidebook was updated<sup>31</sup> this year to identify the need to engage in direct assessment<sup>32</sup> in our practices. As you can see below, rubrics are largely used at CCD to assess student artifacts such as capstone projects, clinical experiences, assignments, and mock scenarios.

- Accounting used a rubric to assess a capstone project on cost accounting<sup>33</sup>,
- Radiologic Technology used the national certification exam test results to analyze how CCD students performed on each of the five sub-sections<sup>34</sup>,

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<sup>25</sup> Appendix F - Associate of Arts and Associate of Science Curriculum Maps, begins on page 169

<sup>26</sup> Appendix J - Institutional Student Learning Outcomes Assessment Report,, pages 198-199

<sup>27</sup> Appendix G – Co-Curricular Assessment Plan, page 174

<sup>28</sup> Appendix G – Co-Curricular Assessment Plan, pages 174-175

<sup>29</sup> Appendix G – Co-Curricular Assessment Plan, pages 176-177

<sup>30</sup> Appendix G – Co-Curricular Assessment Plan, page 178

<sup>31</sup> Appendix D – Program Assessment Guidebook, begins on page 104

<sup>32</sup> Appendix D – Program Assessment Guidebook, pages 121-122

<sup>33</sup> Appendix V(1) – Accounting Assessment Report, begins on page 672

<sup>34</sup> Appendix V(4) – Radiologic Technology Assessment Report, begins on page 692

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- Computed tomography used a rubric to assess student competency in their internship course<sup>35</sup>,
- Paralegal assessed students ability to answer an ethical question using the legal memorandum format<sup>36</sup>,
- Humanities used an essay to assess how well students can synthesize the course outcomes<sup>37</sup>, and
- Food, Nutrition, and Wellness used embedded questions to assess how well students could comprehend their own nutritional intake in relation to national guidelines<sup>38</sup>.

### *Collect and Analyze data at each level;*

CCD has been collecting and analyzing data from each level of assessment. Our program assessment reports assess students within individual courses, and use those findings to improve both the course outcomes, and also the program student learning outcome tied to that assessment. Please refer to the previous and following section for details.

- Visual Arts used the data on the extent to which students were able to analyze and contextualize a piece of art to develop a common work project for students<sup>39</sup>,
- Dental Hygiene used a calculus index to measure how well students could identify and remove qualifying subgingival deposits and found that their students were performing within expected ranges<sup>40</sup>,
- Psychology used data to devise three hypotheses about their conclusions and to design the next round of assessment to better understand which is accurate<sup>41</sup>,
- Numeric thinker and Effective Communicator were assessed at the institutional level<sup>42</sup>,

Our instructional assessment committee continues to emphasize this work through peer review and professional development.

### *Use findings to make improvements across the institution; and*

Throughout the college, academic programs have used assessment to make improvements to the quality of their instruction, and to directly improve the learning outcomes for their students.

- Chinese<sup>43</sup> and Spanish<sup>44</sup> language classes will now require a formal presentation in order to improve communication skills,

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<sup>35</sup> Appendix V(7) – Computed Tomography Assessment Report, begins on page 719

<sup>36</sup> Appendix V(16) – Paralegal Assessment Report, begins on page 789

<sup>37</sup> Appendix V(5) – Humanities Assessment Report, begins on page 707

<sup>38</sup> Appendix V(6) – Food, Nutrition, and Wellness Assessment Report, begins on page 716

<sup>39</sup> Appendix V(2) – Visual Arts Assessment Report, begins on page 675

<sup>40</sup> Appendix V(3) – Dental Hygiene AAS Assessment Report, begins on page 685

<sup>41</sup> Appendix V(8) – Psychology Assessment Report, begins on page 724

<sup>42</sup> Appendix J – Institutional Student Learning Outcomes Assessment Report, pages 195-197

<sup>43</sup> Appendix V(9) – Chinese Assessment Report, begins on page 729

<sup>44</sup> Appendix V(10) – Spanish Assessment Report, begins on page 739

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- Communication classes have instituted a required library trip to learn proper academic citation, and have increased their citation requirements in written assignments in order to better prepare students for academic writing<sup>45</sup>,
- Early Childhood Development classes updated the observational skills students need to learn in order to properly educate the children they serve<sup>46</sup>,
- Graphic Design has redesigned their course assignments to better reflect the changes in environmental communication that are occurring within their industry<sup>47</sup>,
- Music will increase the time each student must spend in the music lab to improve student performance<sup>48</sup>,
- Nurse Aide has changed the onboarding process for their new instructors to ensure that learning outcomes are achieved across all sections of the 5-credit program<sup>49</sup>, and
- Veterinary Technology changed their math course to more clearly focus on the learning essential for future vet techs<sup>50</sup>.

Other programs are working on the improvement of their assessment tools<sup>51</sup>. As our work has coalesced, we have discovered isolated pockets of improvements which we have scaled up to serve our college overall.

- Our Writing Across the Disciplines group<sup>52</sup> has long served individual programs on designing effective writing prompts and rubrics. This past year, in response to our assessment of the institutional outcome effective communicator, they created a plan to work college-wide with both instructional and co-curricular programs in designing spaces within their curriculum and outcomes to help students master effective communication.
- The [Teaching Learning Center](#), which engages the instructional divisions with an annual book club, has expanded their annual assessment book to include the entire college. This was in response to findings that many of our colleagues were still unclear about assessment and evaluation practices. This summer, the book chosen is [Assessing Student Learning: A Common Sense Guide](#) by Linda Suskie. This book was chosen by an assessment expert<sup>53</sup> we have had collaborate with us this year.
- As a result of our ISLO assessment, faculty expressed the need for professional development to design assessments and course activities that will allow faculty to assess our ISLOs directly in their courses. To that end, a workshop<sup>54</sup> was held to train faculty

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<sup>45</sup> Appendix V(11) – Communication Assessment Report, begins on page 747

<sup>46</sup> Appendix V(12) – Early Childhood Education Assessment Report, begins on page 766

<sup>47</sup> Appendix V(13) – Multi-media Graphic Design Assessment Report, begins on page 771

<sup>48</sup> Appendix V(14) – Music Assessment Report, begins on page 776

<sup>49</sup> Appendix V(15) – Nurse Aide Assessment Report, begins on page 781

<sup>50</sup> Appendix V(17) – Veterinary Technology Assessment Report, begins on page 810

<sup>51</sup> Appendix W – Programs Improving their Assessment Tools, begins on page 816

<sup>52</sup> Appendix H – Writing Across the Disciplines (WRAD), begins on page 179

<sup>53</sup> Appendix Q – Teaching Learning Center Book Selection, begins on page 281

<sup>54</sup> Appendix I – Workshop on ISLO Assessment in Courses, begins on page 184

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on how to develop these activities. This training will be extended to our Chairs over the next academic year.

### *Benchmark against other like-institutions.*

CCD engaged in two benchmarking activities this year, both of which will continue moving forward.

#### *Benchmarking with like institutions for instructional program assessment and review*

CCD's Institutional Research and Planning Office identified 35 performance metrics tracked in DOE's [IPEDS/NCES](#) tables with which to benchmark ourselves against similar community colleges across the nation<sup>55</sup>. Ten peer institutions were identified that are congruent with CCD<sup>55</sup>. Based on this benchmarking exercise, CCD will track our first time, full time, degree seeking fall cohort students on the following metrics in comparison to our 10 peer institutions:

- Graduation rate at 150%
- Transfer rate
- Retention fall-to-fall rate.

As we are a majority minority institution, this data will be tracked for all students, Black students, and Hispanic students.

As we develop the capacity to track these institutions for part-time and transfer-in students, we will expand our practices. This data will inform how we evaluate our program success rates in relation to our like-institutions based on our retention and completion efforts. In addition, next summer<sup>56</sup> the Institutional Research and Planning department will engage in work to identify how these like-institutions can be used to benchmark our institutional outcomes allowing an even fuller comparison

#### *Benchmarking with CCSSE for our institutional outcomes*

Our Institutional Effectiveness Committee (IEC) engaged in benchmarking work this year. Using the [Community College Survey of Student Engagement](#) (CCSSE) data from 2005, 2008, and 2010 (CCD had stopped using CCSSE), the IEC mapped items 4c, 4d, 4n, 12c, and 12d on the survey to effective communicator<sup>57</sup>, and item 12f on the survey to numeric thinker<sup>57</sup>. This gave CCD indirect assessment measures for these two ISLOs. The IEC set the benchmark for items 4c, 4d, and 4n as equal to or greater than the mean of the CCSSE cohort for the administration year. The benchmark for items 12c, 12d, and 12f<sup>58</sup>, which ask about students' perceptions of their own learning, was set as equal to or greater than one standard deviation above the mean of the CCSSE cohort.

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<sup>55</sup> Appendix E - College Like-Institution Benchmarking Exercise, begins on page 159

<sup>56</sup> Appendix C – CCD Assessment Plan, page 99

<sup>57</sup> Appendix J - Institutional Student Learning Outcomes Assessment Report., page 206

<sup>58</sup> Appendix J - Institutional Student Learning Outcomes Assessment Report., page 206

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The results demonstrated that the indirect measures of student learning on these two ISLOs agreed with the direct measures and our full-time and adjunct faculty's judgement: CCD should engage in further professional development to support intentional incorporation of these ISLOs into scaffolded, assessed learning experiences within our courses.

### *Conclusion*

Community College of Denver greatly valued this opportunity to center our attention on our assessment practices, and to broaden and advance our capacity to engage in this critical work. This first foray into institutional assessment brought into sharp focus how nascent we were at capturing student learning in regard to our institutional outcomes, and allowed us to create a strong practice moving forward. Our co-curricular program leads moved from apprehension to excitement about how assessment can deepen and improve their practices. Our instructional assessment group (SLC), embraced this chance to better emphasize direct measurements of assessment and the clear link between course changes leading to program improvements. And with two different departments embarking on benchmarking this year, our enthusiasm for this additional comparison tool is evident. We have re-committed to engaging in CCSSE and SENSE as a result of this benchmarking work, and in exploring developing relationships with our ten identified like-institutions to share best practices and assessment systems. All of this effort is directly aligned with CCD's focus on student success, and is timed perfectly for inclusion in our new strategic plan, which begins in 2019.

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Evidence A

Student Learning Committee (SLC)

Program Assessment Report  
"the October 15 Report"

Revised Fall 2017

## Academic Program Assessment Report

*Due by October 15*

Center: \_\_\_\_\_

Department: \_\_\_\_\_

Program: \_\_\_\_\_

Program Chair: \_\_\_\_\_

Other Participating Faculty/Instructors: \_\_\_\_\_

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Date: \_\_\_\_\_

### REPORT FROM LAST YEAR

Which Program Student Learning Outcome(s) did you assess last academic year?

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach a review and samples)
- (b) How did you analyze that data?
- (c) What conclusions did you reach?
- (d) What changes are you making to improve your program based assessment on this data?
- (e) When and how will you assess those improvements to ensure that they actually work?

## PLAN FOR THIS YEAR

Which Program Student Learning Outcome(s) will you assess this academic year?

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use?
- (b) Exactly what are you assessing?
- (c) Please describe in some detail the tool(s) you will use.  
(I.E. Rubrics, portfolios, surveys)
- (d) How do you intend to conduct this assessment?
- (e) Please describe in some detail the students and artifacts that will be involved in this assessment.
- (f) How does this year's assessment prepare for future program assessments?
- (g) Are any of the courses you are assessing?
  - Online
  - Hybrid
  - High School
  - Lab/Clinic
  - Practicum/Internship
  - Lecture

(h) How is your assessment plan this year related to what you learned from assessment last year?  
(i) Have you conducted any course level changes as a result of last years assessment?

(j) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?

Include any additional comments or questions.

Note: Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.

Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.

The SLC will share a list of which reports have been submitted to Center deans and the Provost, but not the reports themselves. Your Center dean may request a copy of this report from you.

Peer Review Feedback Form

Of Academic Program Assessment Report

Center/Program/Department:

Program Chair:

Date Reviewed by SLC:

	Yes	No	Comments
Program Learning Outcome is identified (1)			
Program Learning Outcome is connected to an Institutional Outcome (2)			
Student population that was assessed is identified (3)			
Methods of measuring assessment data are described (4)			
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)			
Communication plan is in place and relevant stakeholders are identified (7)			
Connection to Program Assessment Plan			

is explained			
Program Student Learning Outcome for next year is identified			
Additional comments or recommendations			

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

### Academic Assessment Cycle at CCD

October 15 Assessment Reports Due to D2L dropbox

-SLC chairs report list of submitting programs to Deans & Provost

October 27 Peer Review

November 3 Feedback uploaded on D2L

November 17 Revision Deadline

Last week of November Publication of Reports on Web

Mid-March Campus-wide Assessment Day

Evidence B

Student Learning Committee (SLC)

Instructional Assessment Tracking Report

Fall 2017

Program	Plans	Reports FY16
Accounting (AAS)	Yes	Yes
Administrative Professional: Business Technology (AAS)	Yes	Yes
Advancing Academic Achievement - Not a Program, but College 101?	Yes	Yes
Anthropology (DWD)	Yes	Yes
Applied Technology (AAS)	NO	No
Architectural Technologies (AAS)	Partial	Yes
Art History (DWD)	NO	No
Associate of Arts (AA)	NO	No
Associate of General Studies (AGS)	NO	No
Associate of Science (AS)	NO	No
Biology (DWD)	Yes	Yes
Business (DWD)	Yes	Yes
Business Technology (AAS)	Yes	Yes
Chemistry (DWD)	Yes	No
Chinese: World Languages _ Not a Program, but CI	NO	Yes
CNC Management: Machine Technologies (AAS)	NO	No
CNC Manufacturing: Machine Technology (AAS)	NO	No
CNC Wire EDM (certificate - post degree)	NO	No
Communication (DWD)	Yes	Yes
Computed Tomography (certificate - post degree)	NO	No
Computer Information Systems (AAS)	Old/Hamilton	Yes
Computer Service and Support: Information Technology (certificate)	NO	Yes
Criminal Justice (AAS)	NO	Yes
Criminal Justice (DWD)	Yes	No
Dental Hygiene (AAS)	Yes	Yes
Dental Hygiene (BAS)	NO	N/A
Early Childhood Education Teacher (DWD)	NO	Yes
Early Childhood Education (AAS)	Yes	Yes
Economics (DWD)	NO	Yes

Elementary Education (DWD)	NO	No
Engineering Graphics (AAS)	NO	Yes
English (College Composition and Writing) - Not a Program - ENG 121 and ENG	Yes	Yes
English as a Second Language (ESL) - Not a Program but assures fluency	NO	Yes
English: Literature (DWD)	Yes	Yes
Entrepreneurship (certificate)	Yes	N/A
Fabrication Welding (AAS)	NO	No
Fermentation Science (DWD)	NO	N/A
Five Axis Milling Machine (certificate - post degree)	NO	No
Food, Nutrition, and Wellness (certificate)	NO	N/A
French: World Languages (DWD)	Yes	Yes
Geography (DWD)	Yes	Yes
Geology (DWD)	NO	Yes
Graphic Design /Multi-Media/ (AAS)	NO	Yes
Healthcare Administrative Assistant: Business Technology (AAS)	Yes	Yes
History (DWD)	Yes	Yes
Human Services (AAS)	Yes	Yes
Human Services: Pre-Social Work Degree (AAS)	No	Yes
Humanities - Not a Program	NO	Yes
Industrial Maintenance Technologies (certificate)	NO	No
Information Technology (AAS)	Old/Hamilton	Yes
Integrated Nursing Pathway (AGS)	Partial	No
Inventor: Engineering Graphics (certificate - post degree)	NO	Yes
Legal Administrative Assistant: Business Technology (AAS)	NO	No
Mammography (certificate - post degree)	NO	N/A
Management: Business Administration (AAS)	Yes	Yes
Marketing: Business Administration (AAS)	Yes	Yes
Mathematics (DWD)	NO	No
Medical Assistant (AAS)	Yes	N/A
Multi Axis Lathe (certificate - post degree)	NO	No
Multi Media Journalism (certificate)	NO	Yes
Music (DWD)	Yes - weak	Yes
Network Security: Information Technology (certificate)	NO	N/A

Nurse Aide (certificate)	Yes	Yes
Paralegal (AAS)	Yes	Yes
Philosophy (DWD)	Yes	Yes
Phlebotomy (certificate)	NO	N/A
Physics (DWD)	NO	Yes
Political Science (DWD)	Yes	Yes
Psychology (DWD)	Yes	Yes
Radiologic Technology (AAS)	NO	Yes
Real Estate: Business Administration (AAS)	Yes	No
Sociology (DWD)	Yes	Yes
Spanish: World Languages (DWD)	Yes	Yes
Studio /Visual/ Arts (DWD)	Yes	Yes
Surgical Technology (AAS)	NO	N/A
Theater (DWD)	Yes	No
Veterinary Technology (AAS)	Yes	Yes

Reports FY17	Reports FY18	PSLO's Identifi	Complex Thi	Effective Communicator	Effective and Ethical User of
Yes	Yes	Yes	FY17	FY17	FY17
Yes	Yes	No	FY18	FY17, FY18	
Yes	No	Yes			
Yes	Yes	Yes	FY17, FY18		
No	NO	No			
No	NO	No			
No	NO	No			
No	NO	No			
No	NO	No			
No	NO	No			
No	NO	Yes			
No	NO	Weak			
Yes	NO	No			
No	NO	Yes			
Yes	Yes	No		FY17, FY18	
No	NO	No			
No	NO	No			
No	NO	No			
Yes	Yes	Weak	FY17, FY18	FY17, FY18	FY18
No	Yes	Yes	FY18		FY18
No	Yes	Yes - but not used in assessment	FY17, FY18	FY17, FY18	FY17, FY18
No	NO	No			
Yes	NO	No			
No	NO	Weak			
Yes	NO	weak			
No	Yes	No	FY18	FY17	
No	Yes	Yes	FY18	FY17	
No	Yes	Yes	FY18	FY17	
No	NO	No			

No	No	No			
No	NO	No			
Yes	Yes	Yes			
Yes	Yes	Yes		FY17, FY18	
Yes	Yes	Yes	FY17, FY18	FY17, FY18	
No	NO	No			
Yes	NO	No			
N/A	NO	No			
No	NO	No			
Yes	Yes	No			
No	NO	Yes			
Yes	Only end of FY17	Yes	FY17	FY17	
No	NO	No			
Yes	Yes	No	FY18	FY17	FY17
Yes	Yes	Yes	FY18	FY17, FY18	
Yes	Only end of FY17	Yes	FY17	FY17	
Yes	Yes	weak	FY17, FY18	FY17, FY18	
Yes	Yes	No	FY17, FY18	FY17, FY18	
Yes	Yes	No	FY17, FY18	FY17, FY18	
No	NO	No			
No	Yes	No	FY17, FY18	FY17, FY18	FY17, FY18
Yes	NO	No			
No	NO	No			
No	No	No			
N/A	Yes	Unclear	FY18	FY18	FY18
No	NO	Weak			
No	NO	Weak			
Yes	NO	No			
No	NO	Yes			
No	NO	No			
Yes	Yes	No	FY17, FY18	FY17, FY18	
Yes	Yes	Yes			
No	No	No	--	--	--

Yes	Yes	Yes	FY17	FY17, FY18	
Yes	Yes	Yes	FY17, FY18		
Yes	Yes	Yes	FY17, FY18	FY17, FY18	
N/A	NO	No			
No	NO	No			
Yes	NO	Yes			
Yes	Yes	Yes	FY18		
Yes	Yes	Yes	FY18	FY18	FY18
No	NO	Weak			
Yes	Yes	Yes	FY17, FY18		
Yes	Yes	Yes		FY17, FY18	
Yes	Yes	Yes	FY17, FY18		
N/A	N/A	No			
Yes	Yes	Yes			
Yes	Yes	Yes			

Globally Aware	Numeric Thinker	Personally Responsible	Curriculum Map	Is Plan Tied to Course level
	FY17		No	Yes
		FY17	No	No
		FY17	N/A	N/A
			Yes	Yes
			No	No
			Yes	Yes
			Weak	Weak
			No	No
			Yes	Yes
			No	No
			No	No
			No	No
		FY18	Yes	Yes
			Yes	Yes
FY17, FY18	FY17, FY18	FY17, FY18	Yes	Yes
			No	No
			No	No
			Weak	Weak
			weak	weak
		FY17	No	No
			Yes	Yes
			Yes	Yes
			No	No

			No	No
			No	No
			Yes	Yes
			Yes	Yes
			Partial	Partial
			No	No
			Yes	Yes
FY17			No	Weak
			No	No
FY18	FY18	FY17	No	No
		FY17	Yes	Yes
FY17			No	No
FY17, FY18		FY17, FY18	Yes	Yes
FY17, FY18		FY17, FY18	No	No
			No	No
			No	No
FY17, FY18	FY17, FY18	FY17, FY18	No	No
			Weak	Weak
			Weak	Weak
			No	No
			Yes	Yes
			No	No
			No	No
			Yes	Yes
--	--	--	--	--

		FY18	Yes - this is only 2 classes	Yes - this is only 2 classes
			Yes	Yes
			Partial	Partial
			No	No
			No	No
			No	No
FY17			Yes	Yes
		FY18	Yes	Yes
			Weak	Weak
			Partial	Partial
			Yes	Yes
			Yes	Yes
			No	No
			Yes	Yes
	FY17		Yes	Yes

Does plan involve multiple modalities	Are adjuncts involved	Direct and Indirect Assessment
No	No	Direct
Hybrid	No	Both
No	Yes	Direct
OL	Yes	Direct
--	--	--
--	--	--
--	--	--
--	--	--
--	--	--
--	--	--
--	--	--
--	--	--
No	No	No
--	--	--
OL, Hybrid, Concurrent	Yes	Direct
--	--	--
--	--	--
--	--	--
OL, Concurrent	No	Direct
CLI	Yes	Direct
Hybrid	No	Unknown
--	--	--
--	--	--
--	--	--
--	--	--
LAB	No	Direct
Hybrid, LAB	Yes	Direct
Hybrid, LAB	Yes	Direct
--	--	--

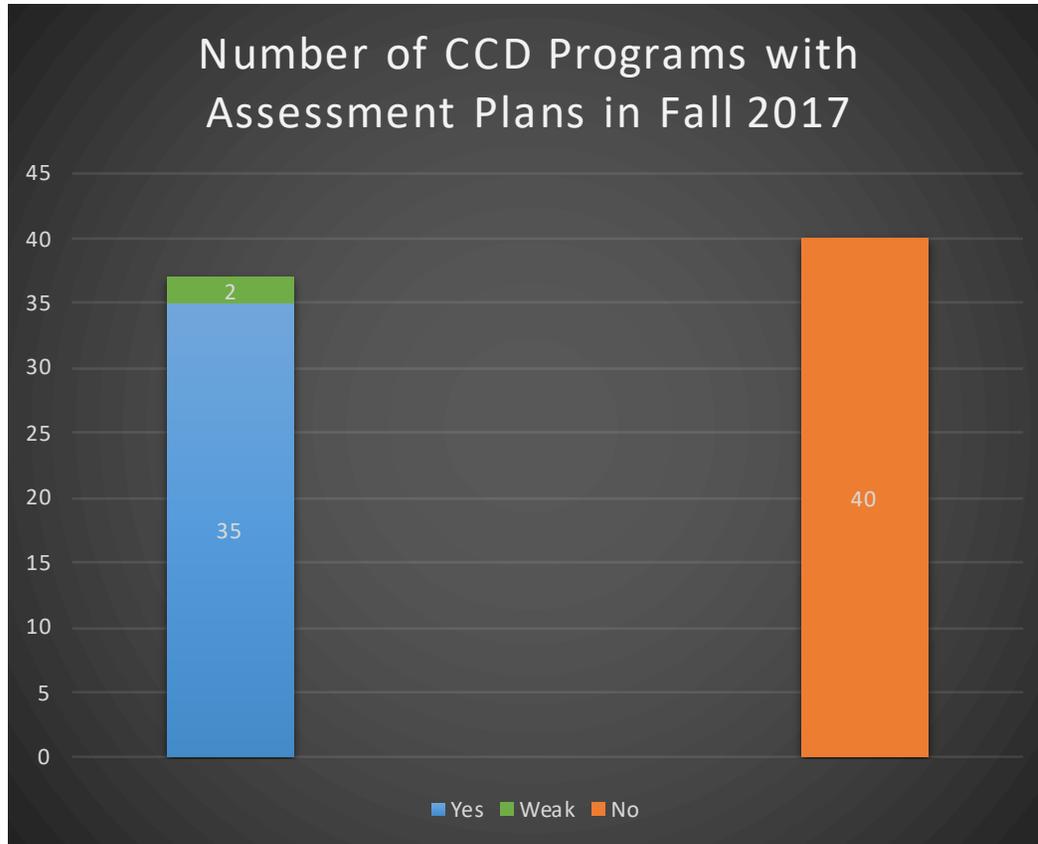
--	--	--
--	--	--
No	No	Direct
No	Yes	Direct
No	Yes	Direct
--	--	--
--	--	--
--	--	--
--	--	--
LAB	No	Direct
--	--	--
No	No	Direct
STU	No	Direct
Hybrid	No	Both
No	No	Direct
No	No	Direct
No	No	Direct
OL	Yes	Direct
--	--	--
Hybrid	No	Both
--	--	--
--	--	--
--	--	--
CLI	Yes	Direct
--	--	--
--	--	--
--	--	--
--	--	--
No	No	Unclear
No	No	Direct
--	--	--

Concurrent, LAB	Yes	Both
Capstone	3	Direct
OL	Yes	Direct
--	--	--
--	--	--
--	--	--
OL	No	Direct
CLI	Yes	Direct
--	--	--
OL, Hybrid	Yes	Direct
OL, Hybrid, Concurrent	Yes	Direct
No	Yes	Both
--	--	--
No	No	Direct
OL, Hybrid, LAB, CLI, INT	No	Both

Plans	Count	Yes	Weak
Yes			
Yes		35	2
Yes			
Yes	No	40	

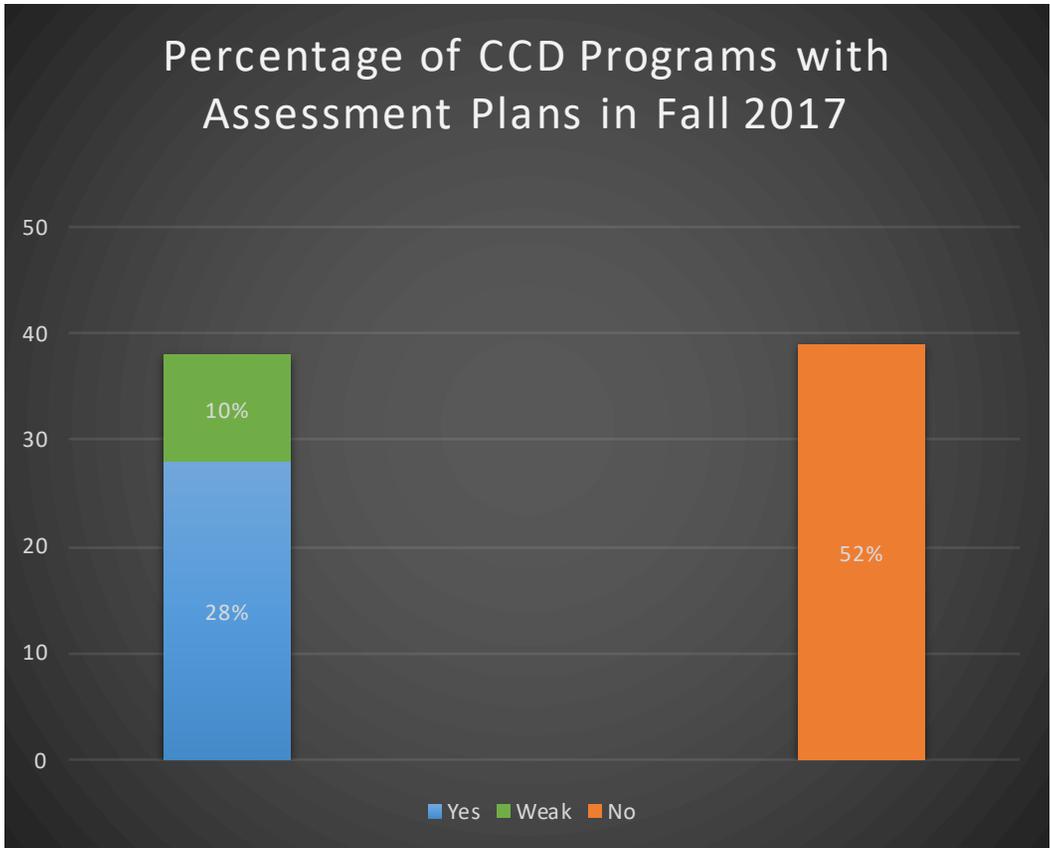
Percentage	Yes	Weak
	45	3
No	52	

- NO
- Partial
- NO
- NO
- NO
- NO
- Yes
- Yes
- Yes
- Yes
- NO
- NO
- NO
- NO
- Yes
- NO
- Old/Hamilton
- NO
- NO
- Yes
- Yes
- NO
- NO
- Yes
- NO
- NO
- NO
- Yes
- NO
- Yes
- Yes
- NO



Yes
Yes
No
NO
NO
Old/Hamilton
Partial
NO
NO
NO
Yes
Yes
NO
Yes
NO
NO
Yes - weak
NO
Yes
Yes
Yes
NO
NO
Yes
Yes
NO
Yes
Yes
Yes
Yes
NO
Yes
Yes

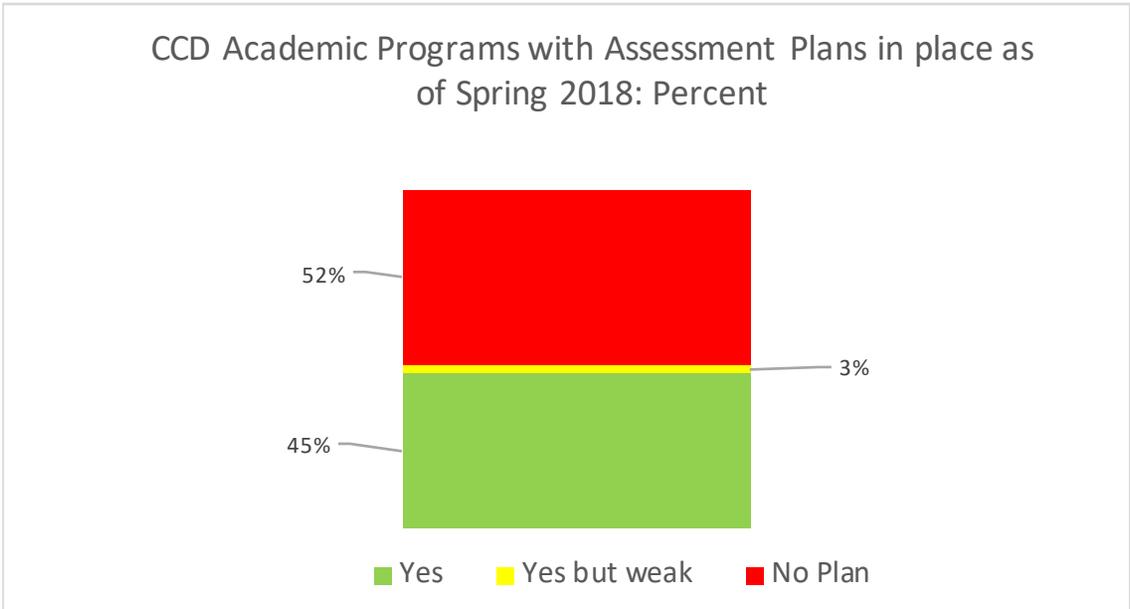
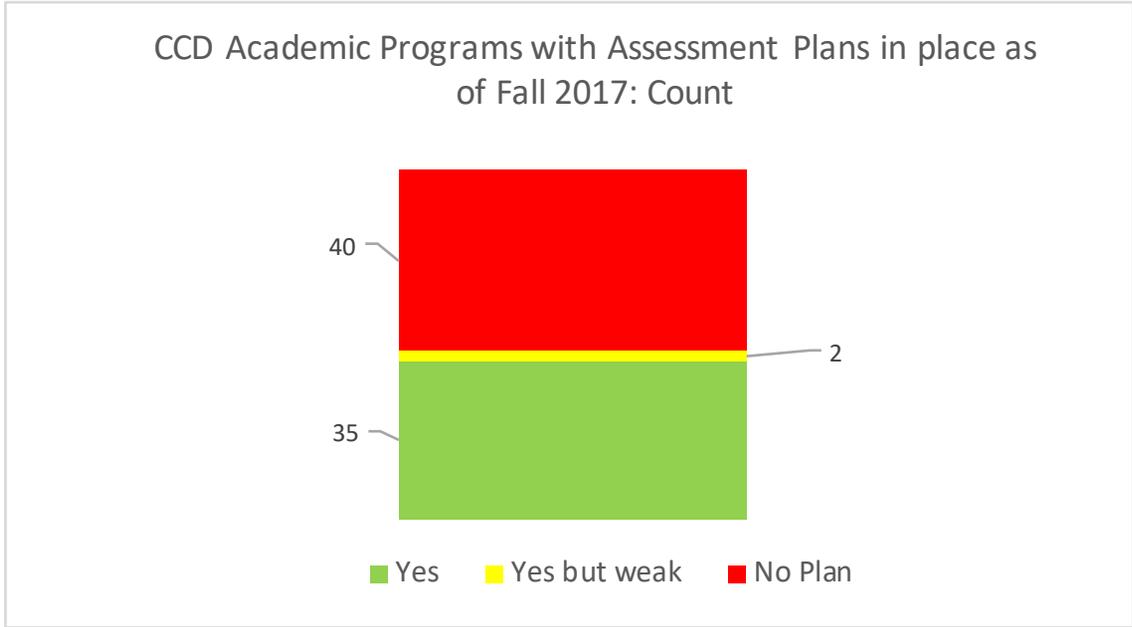
		Count	Percentage	
No	No	40	51.94805	52%
Yes	Yes	35	45.45455	45%
Yes	Weak	2	2.597403	3%



# Alternate Visual representation suggested by Kevin Brown

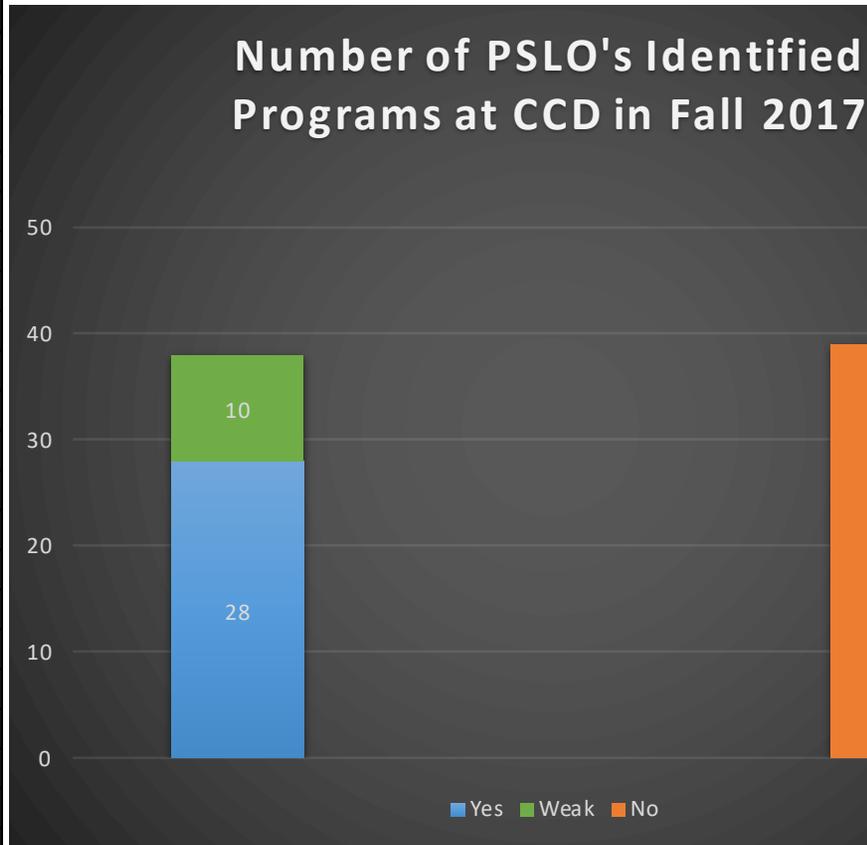
CCD Academic Programs with Assessment Plans in place as of Spring 2018

	Yes	Yes but weak	No Plan	Total
Count	35	2	40	77
Percent	45%	3%	52%	100%



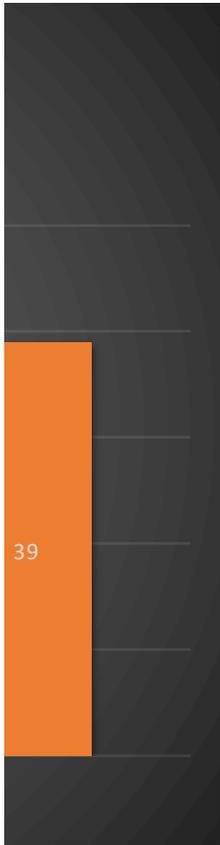
PSLO's Identified	Count	Yes	Weak
1		28	10
0			
1			
1	No	39	

0
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0
0
1
weak
0
1
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1
1

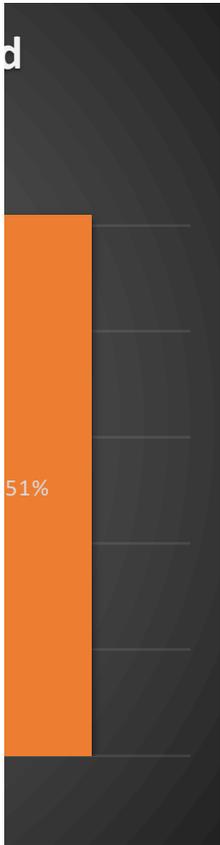
	Count	Percentage	
Weak	10	25.64103	13%
Yes	28	71.79487	36%
No	39	50.64935	51%
Total	77		





1
weak
0
0
0
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0
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0
0
weak
weak
weak
0
1
0
0
1
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1
1
1
0
0
1
1
1
weak
1
1
1
0
1
1

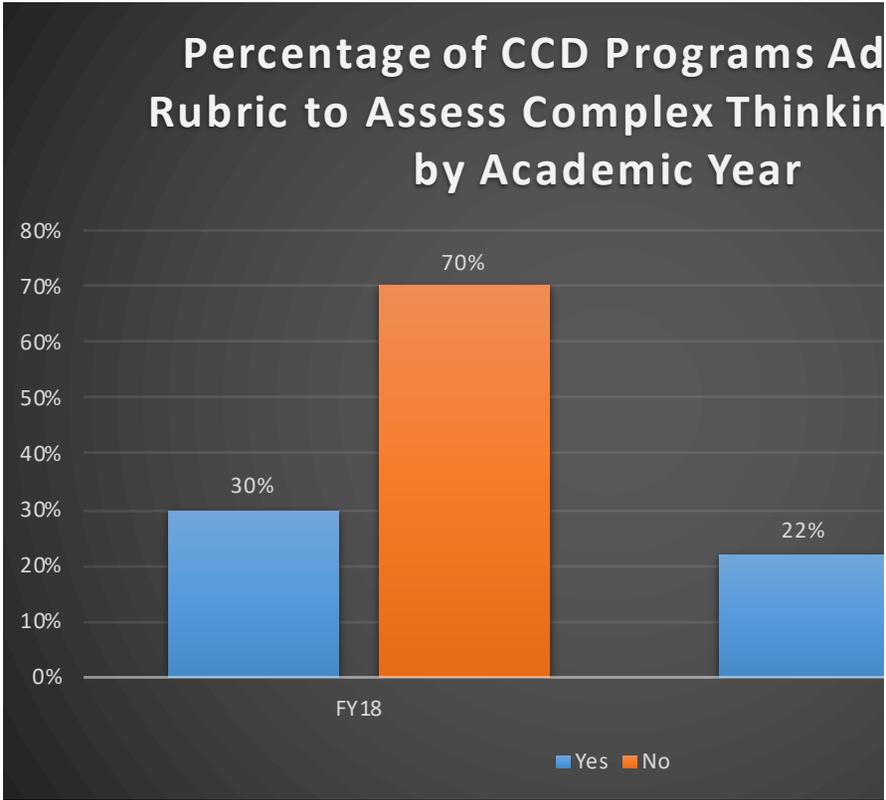
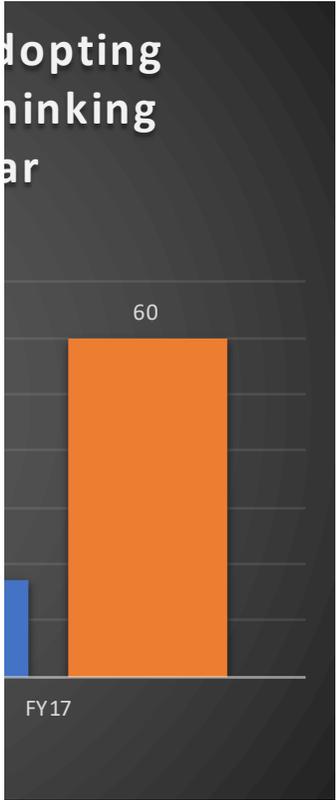
	Count	Percentage	
Weak	10	25.64103	13%
Yes	28	71.79487	36%
No	39	50.64935	51%
Total	77		



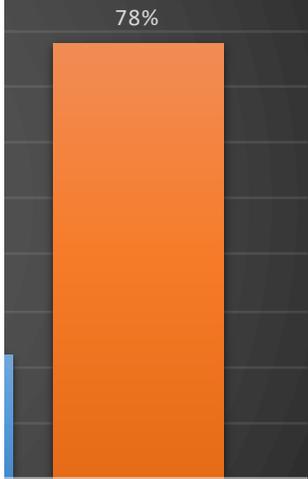


FY17
FY17, FY18
FY17, FY18
FY17, FY18
FY17, FY18
FY18
FY17, FY18
--
FY17
FY17, FY18
FY17, FY18
FY18
FY18
FY17, FY18
FY17, FY18

Percentage
FY17
22%
78%
100%



# opting g (ISLO)

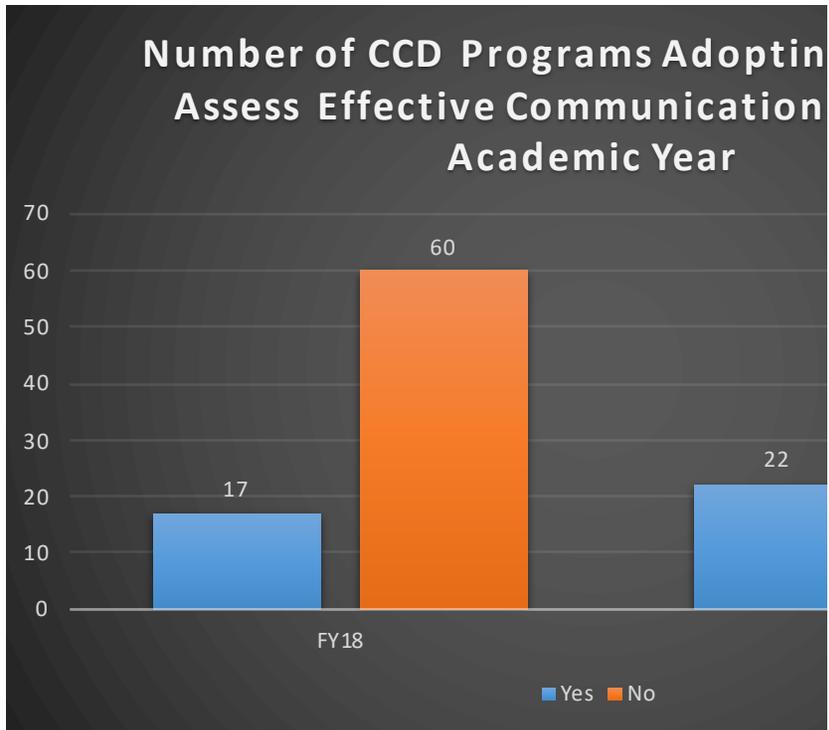


FY17

Effective Communicator

FY17 FY17, FY18	Count	
	FY18	FY17
Yes	17	22
No	60	55
Total	77	77

FY18	Percentage
	Yes
No	78%
Total	100%



FY17, FY18

FY17, FY18

FY17, FY18

FY17

FY17

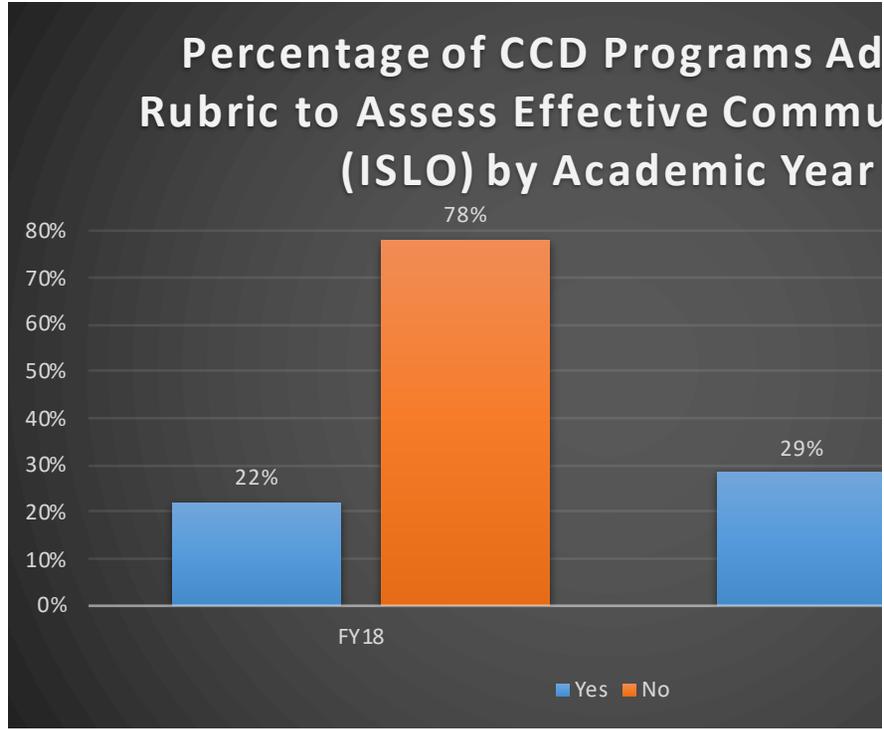
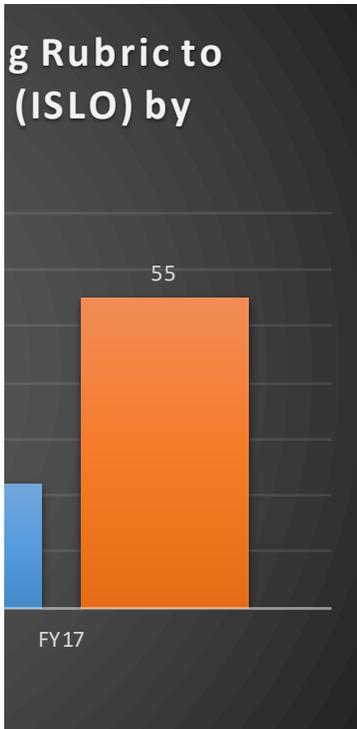
FY17

FY17, FY18

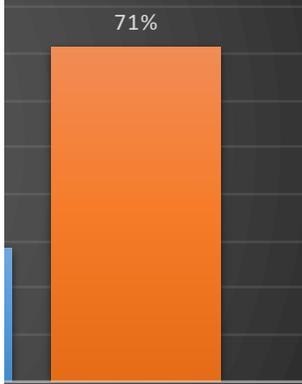
FY17, FY18

FY17, FY18
FY17
FY17, FY18
FY17, FY18
FY17, FY18
FY17, FY18
FY18
FY17, FY18
--
FY17, FY18
FY17, FY18
FY18
FY17, FY18

FY17
29%
71%
100%



# Opting Communication

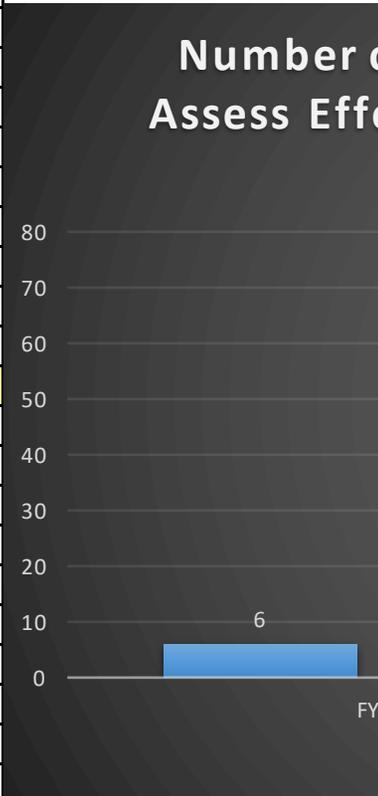


FY17

Effective and Ethical User of Technology

FY17	Count	
		FY18
	Yes	6
	No	71
	Total	77

Number of Assess Effective

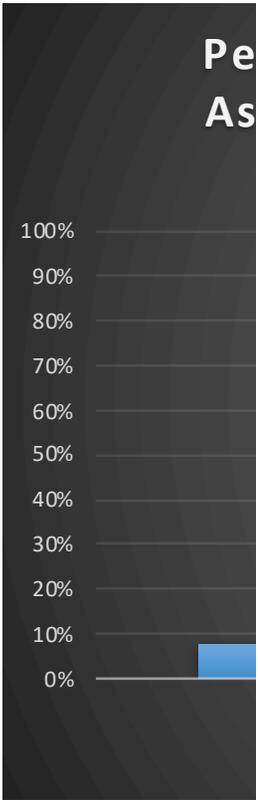
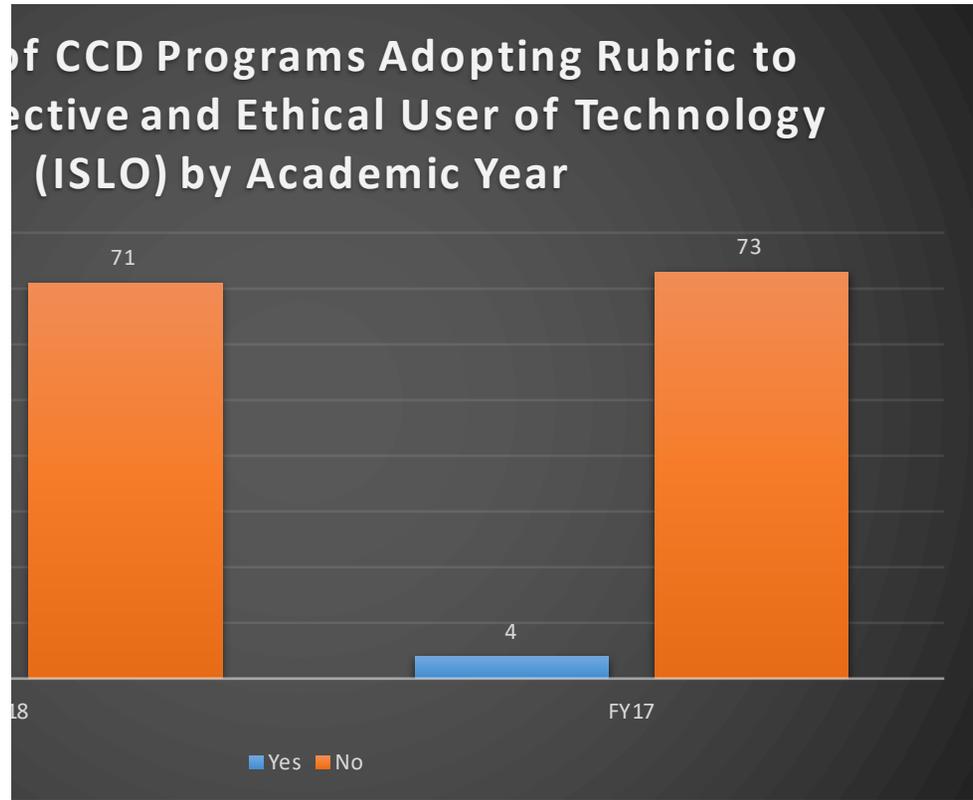


FY18  
 FY18  
 FY17, FY18

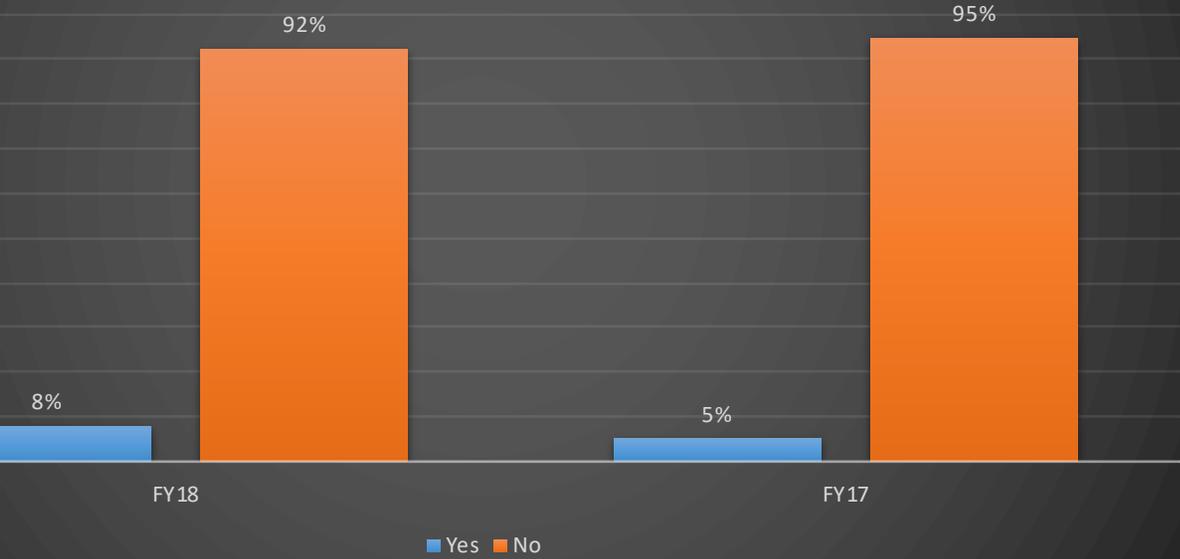


FY17
4
73
77

Percentage		
	FY18	FY17
Yes	8%	5%
No	92%	95%
Total	100%	100%



# Percentage of CCD Programs Adopting Rubric to Assess Effective and Ethical User of Technology (ISLO) by Academic Year

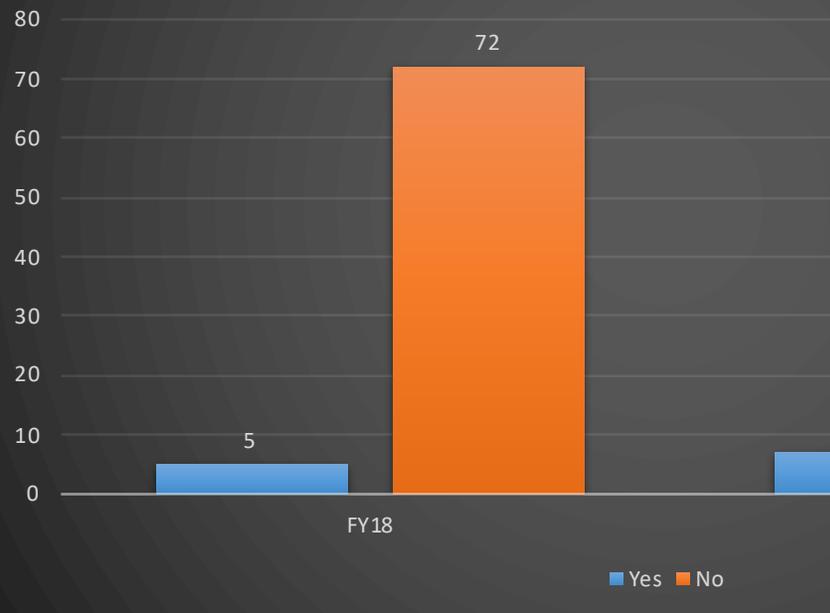


Globally Aware

	Count	
	FY18	FY17
Yes	5	7
No	72	70
Total	77	77

	Percentage
	FY18
Yes	6%
No	94%
Total	100%

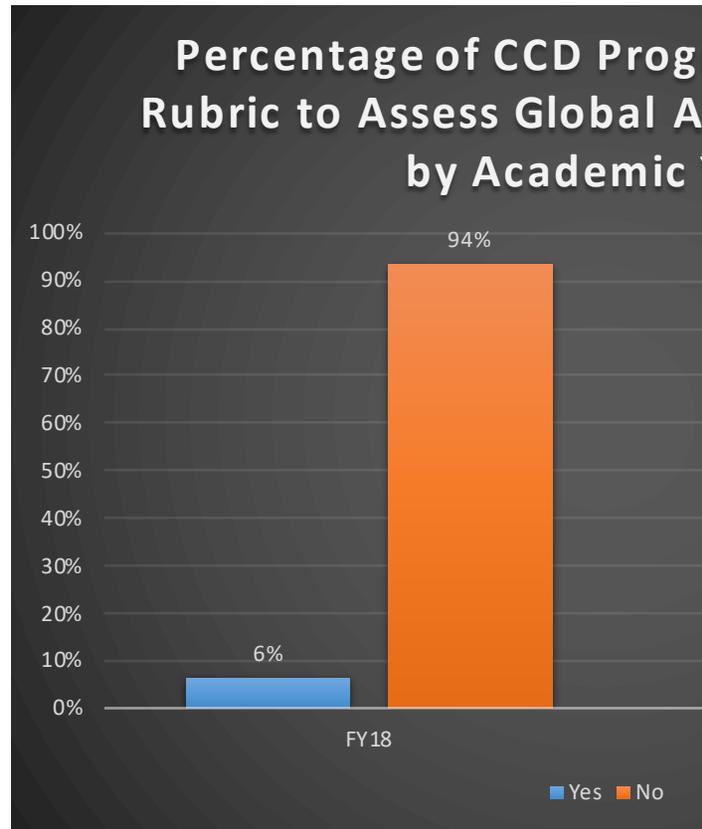
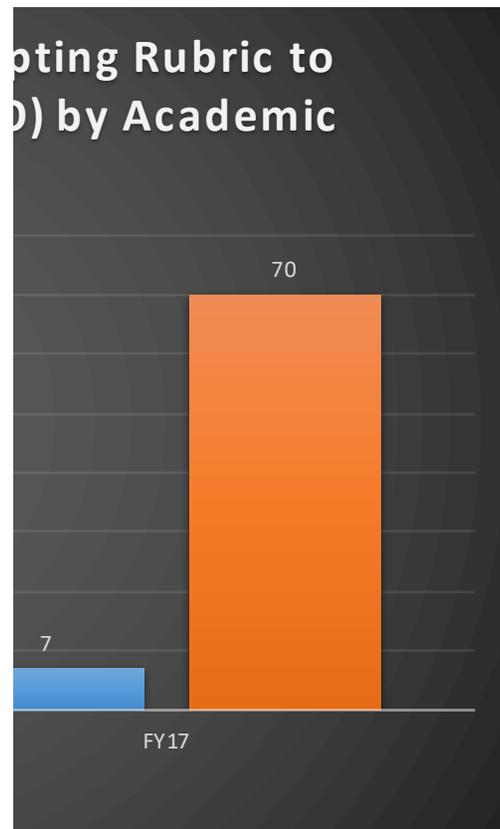
### Number of CCD Programs Adopted Assess Global Awareness (ISLC) Year



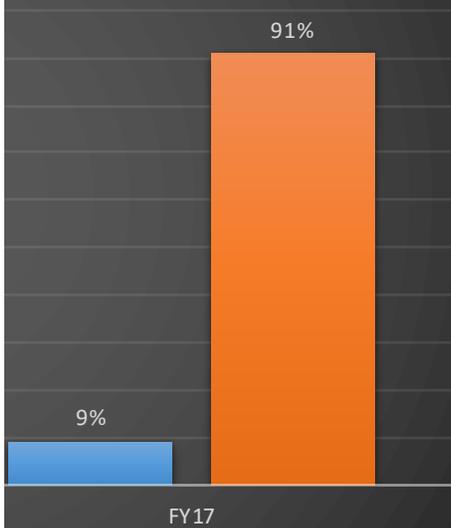
FY17, FY18



FY17
9%
91%
100%

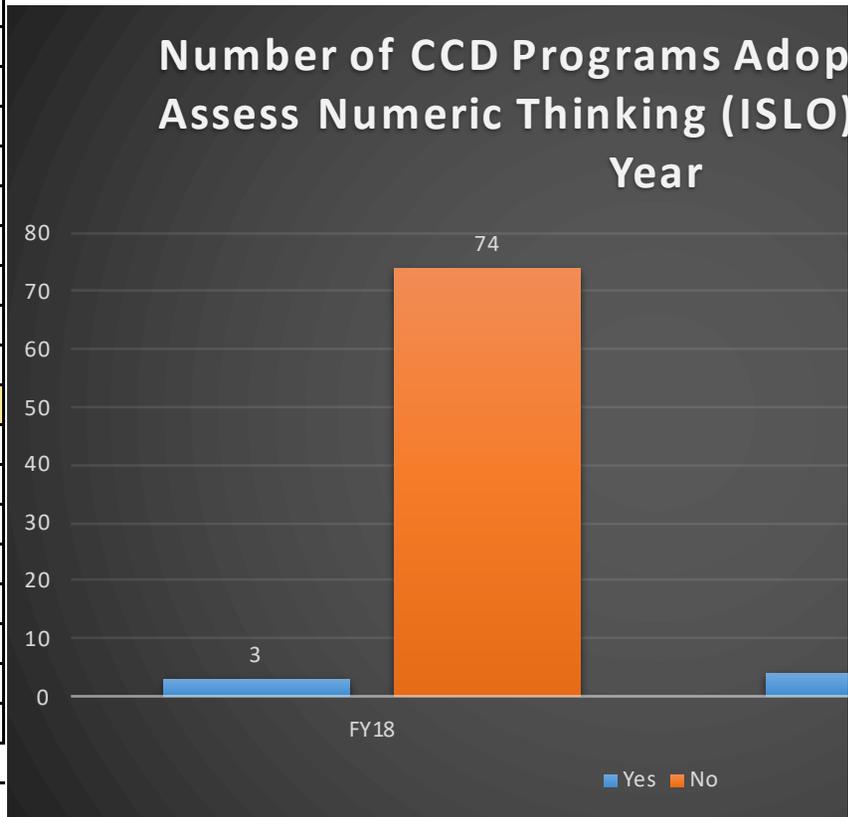


# Programs Adopting Awareness (ISLO) Year



Numeric Thinker	Count	
	FY18	FY17
FY17		
Yes	3	4
No	74	73
Total	77	77

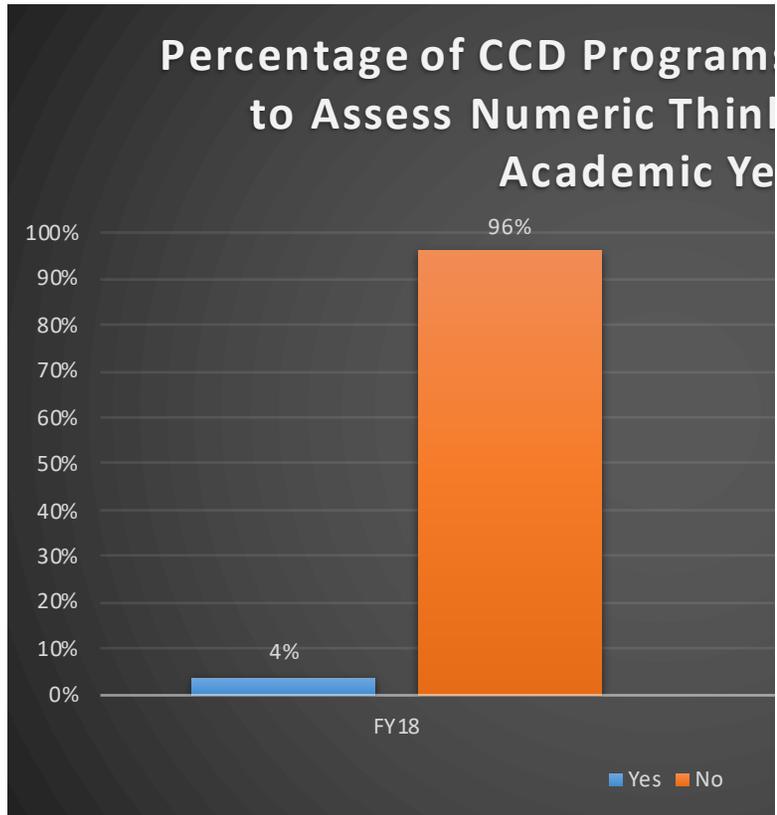
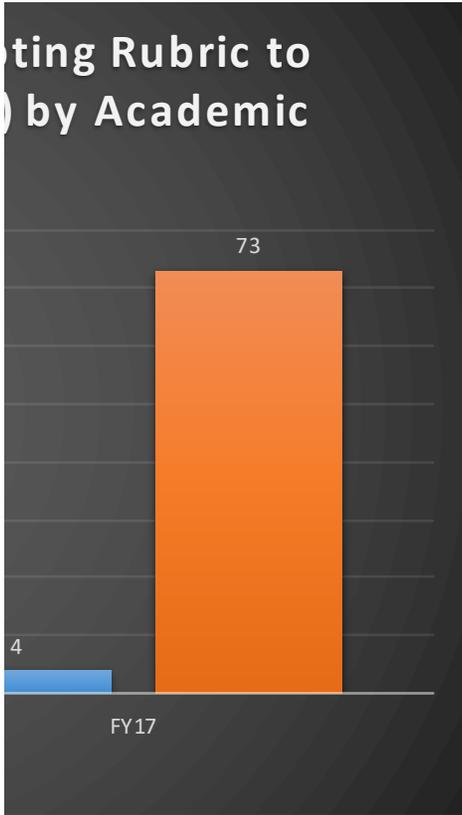
Percentage	
	FY18
Yes	4%
No	96%
Total	100%



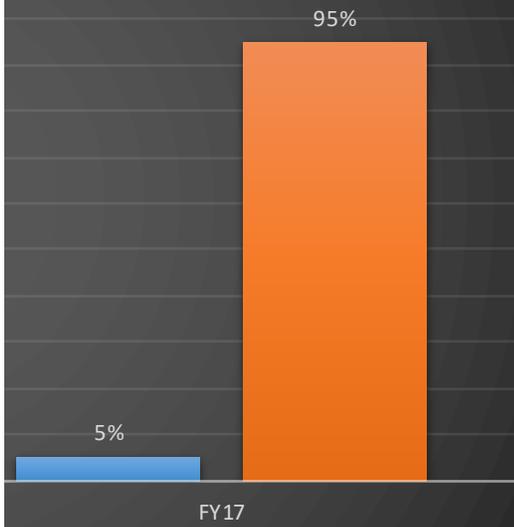
FY17, FY18



FY17
5%
95%
100%



# s Adopting Rubric king (ISLO) by ar

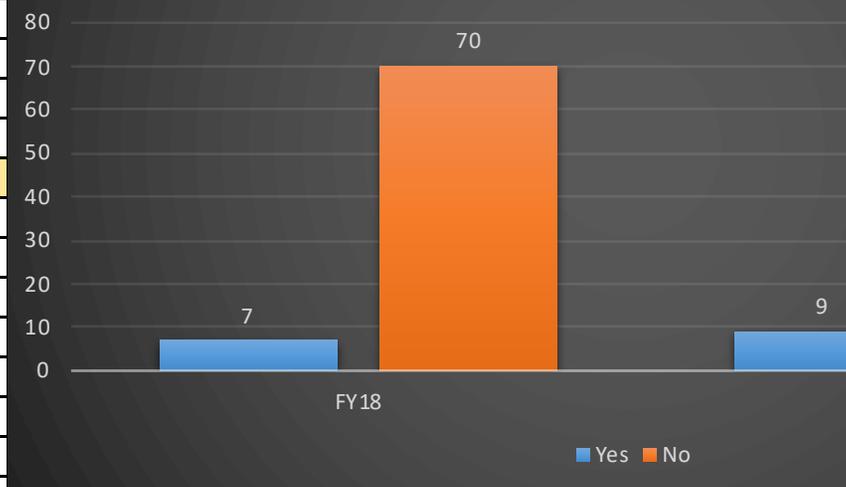


Personally Responsible

		Count	
		FY18	FY17
FY17	Yes	7	9
FY17	No	70	68
	Total	77	77

		Percentage
		FY18
Yes		9%
No		91%
Total		100%

### Number of CCD Programs Adopted to Assess Personal Responsibility by Academic Year



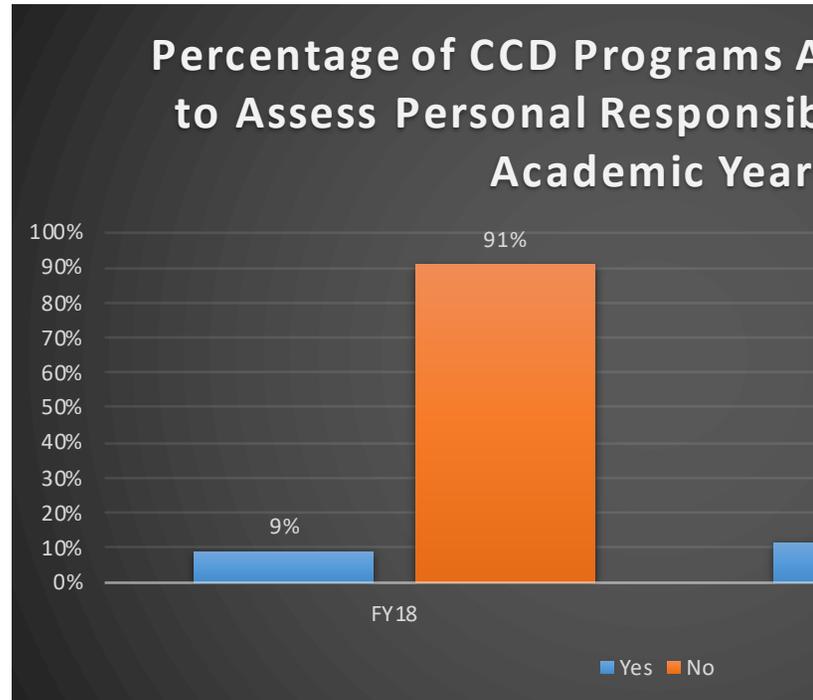
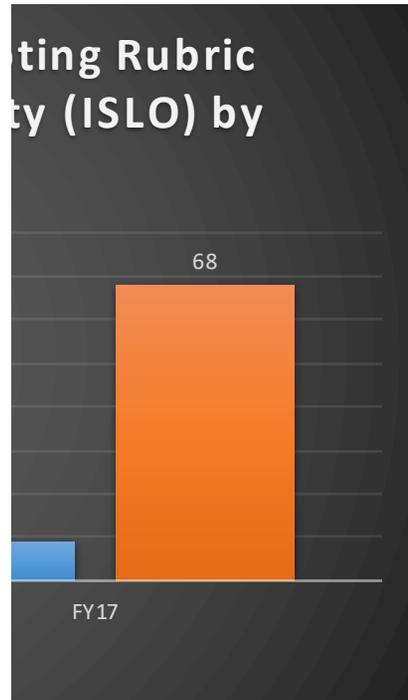
FY18

FY17, FY18

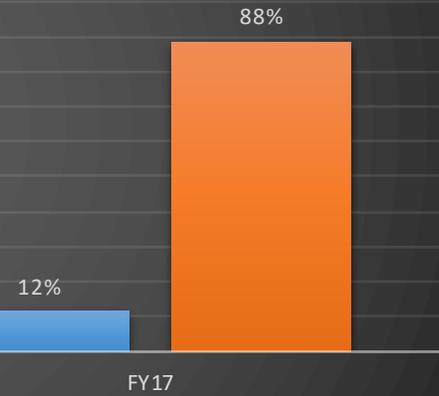
FY17



FY17
12%
88%
100%



# Adopting Rubric Effectiveness (ISLO) by



## Academic Programs Assessing each ISLO by Academic Year

Institutional Outcomes	FY18		FY
	Count	Percentage	Count
Complex Thinker	23	30%	17
Effective Communicator	17	22%	22
Effective and Ethical User of Technology	6	8%	4
Globally Aware	5	7%	7
Numeric Thinker	3	4%	4
Personally Responsible	7	9%	9



17

**Percentage**

22%

29%

5%

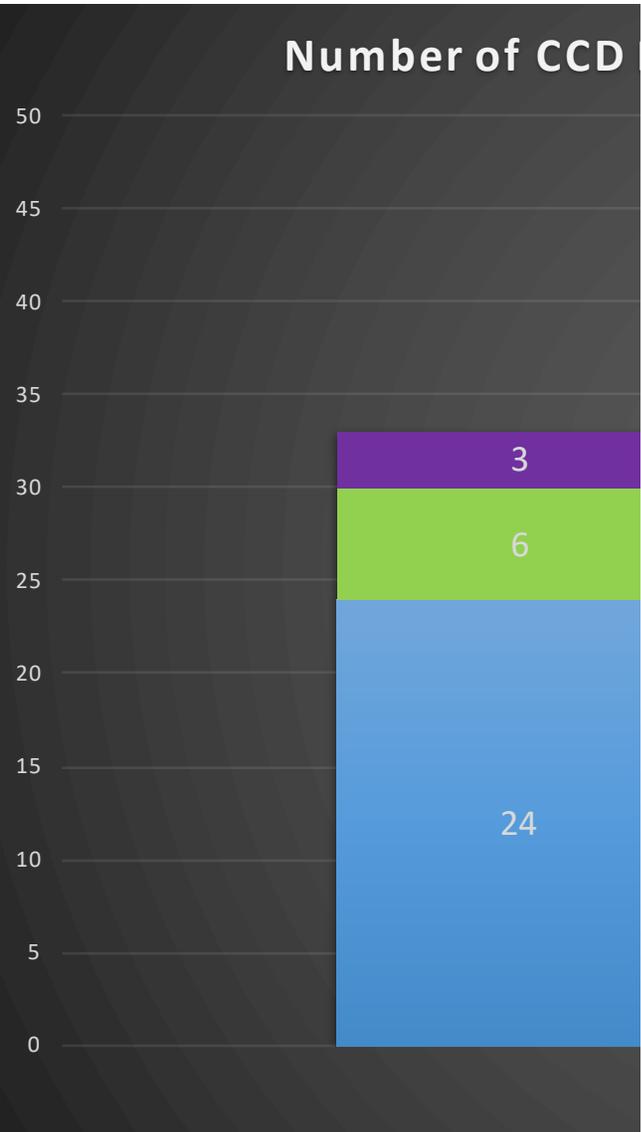
9%

5%

12%

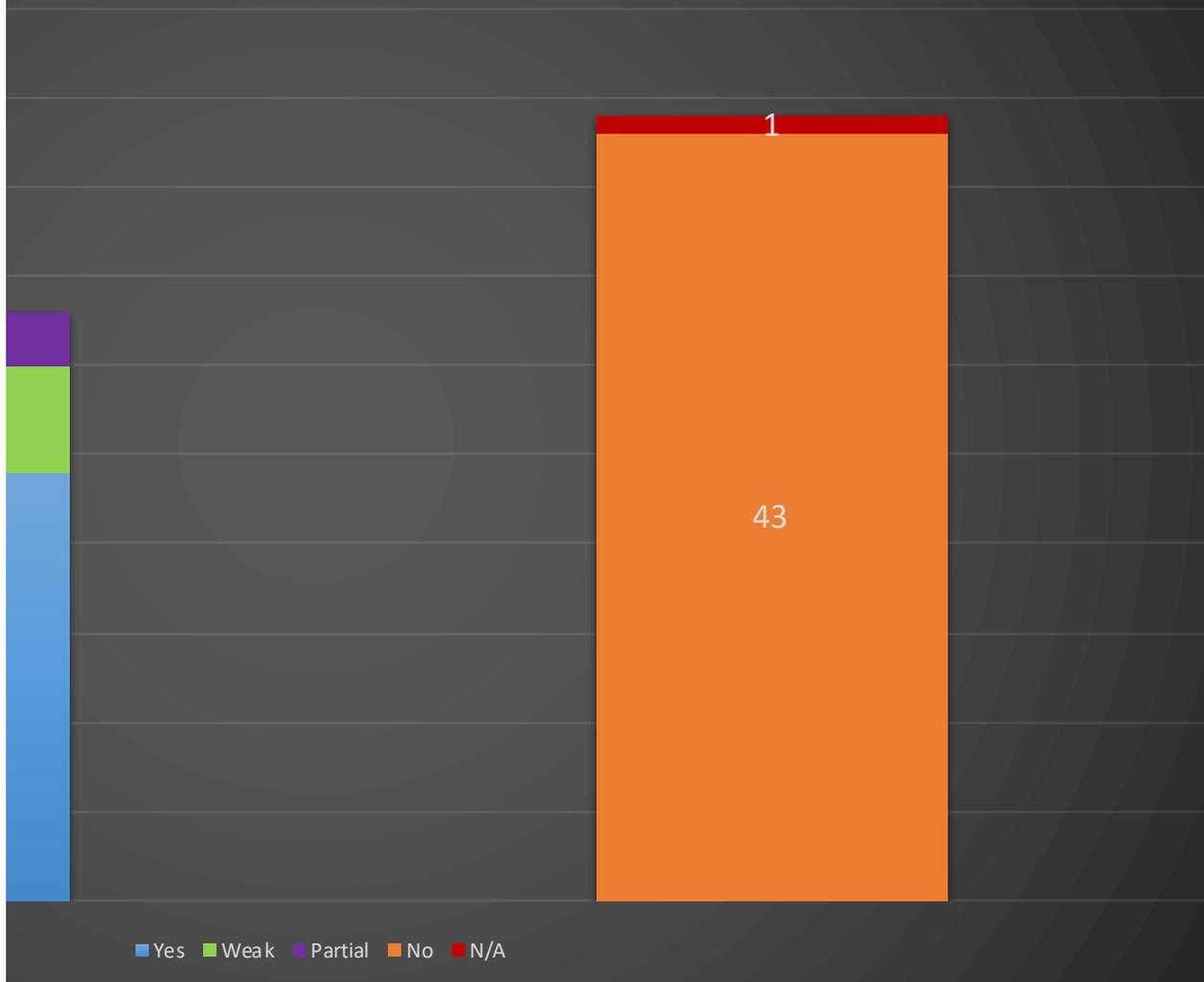
Curriculum Map	Curriculum Map	Count	Series 1	Series 2
No		0	Yes	24
No		0	Weak	6
N/A	N/A		Partial	3
Yes		1	No	
No	0		N/A	

No	0
Yes	1
Weak	Weak
No	0
Yes	1
No	0
Yes	1
Yes	1
Yes	1
No	0
No	0
Weak	Weak
weak	weak
No	0
Yes	1
Yes	1
No	0
No	0
No	0
Yes	1
Yes	1
Partial	Partial
No	0
No	0



No		0
Yes		1
No		0
No	0	
No		0
Weak	Weak	
Weak	Weak	
No		0
Yes		1
No		0
No		0
Yes		1
--	--	
Yes - this is only 2 classes	Yes	
Yes		1
Partial	Partial	
No		0
No		0
No		0
Yes		1
Yes		1
Weak	Weak	
Partial	Partial	
Yes		1
Yes		1
No		0
Yes		1
Yes		1

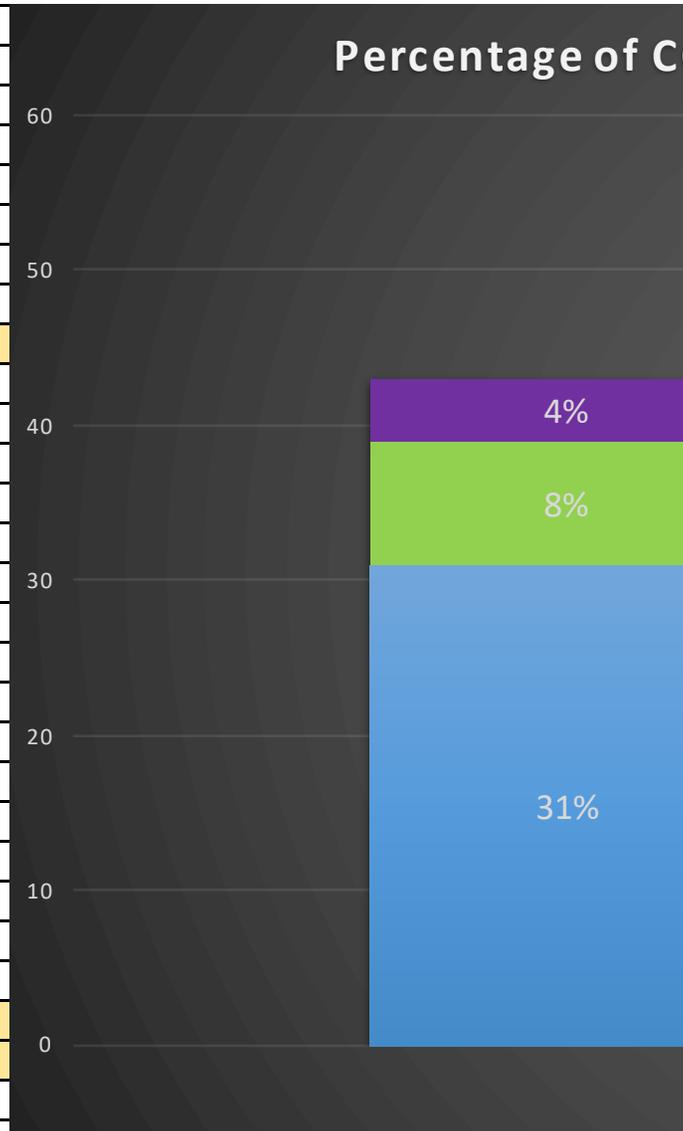
## Programs with a Curriculum Map in Fall 2017



	Count
No	43
Yes	24
Weak	6
Partial	3
N/A	1
Total	77

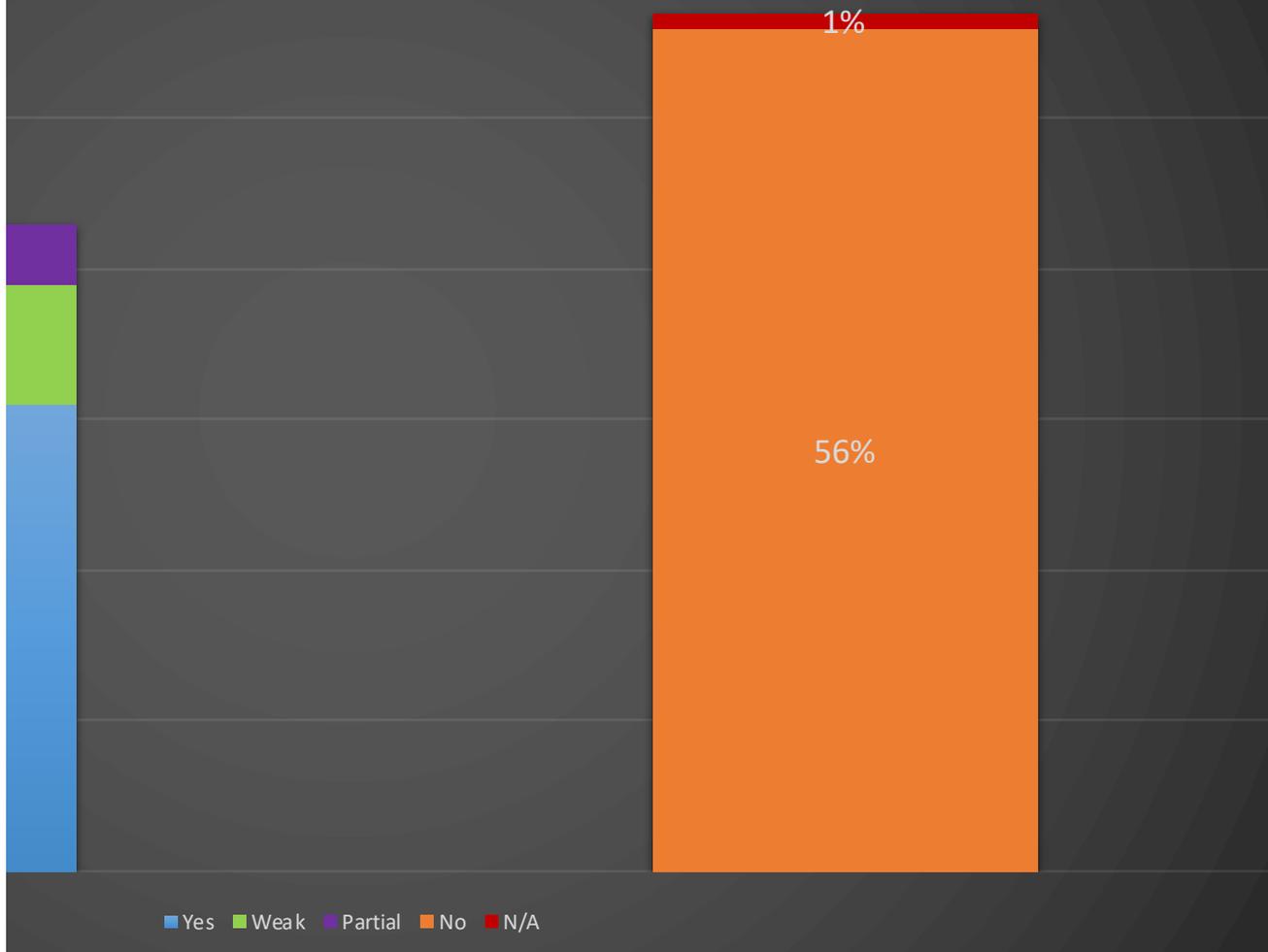
Curriculum Map	Curriculum Map	Percentage	Series 1	Series 2	
No		0	Yes	31	56
No		0	Weak	8	1
N/A	N/A		Partial	4	
Yes		1	No		
No	0		N/A		
No	0				
No	0				
No					
No		60			
No					
Yes					
Weak	Weak				
No		50			
Yes					
No					
No		40			
No					
Yes					
Yes					
Yes		30			
No					
No	0				
Weak	Weak				
weak	weak	20			
No					
Yes					
Yes					
No		10			
No	0				
No					
Yes					
Yes		0			
Partial	Partial				
No		0			
No		0			

Percentage of CC



No		0
Yes		1
No		0
No	0	
No		0
Weak	Weak	
Weak	Weak	
No		0
Yes		1
No		0
No		0
Yes		1
--	--	
Yes - this is only 2 classes	Yes	
Yes		1
Partial	Partial	
No		0
No		0
No		0
Yes		1
Yes		1
Weak	Weak	
Partial	Partial	
Yes		1
Yes		1
No		0
Yes		1
Yes		1

## CD Programs with a Curriculum Map in Fall 2017



	Count	Percentage
No	43	56%
Yes	24	31%
Weak	6	8%
Partial	3	4%
N/A	1	1%
Total	77	

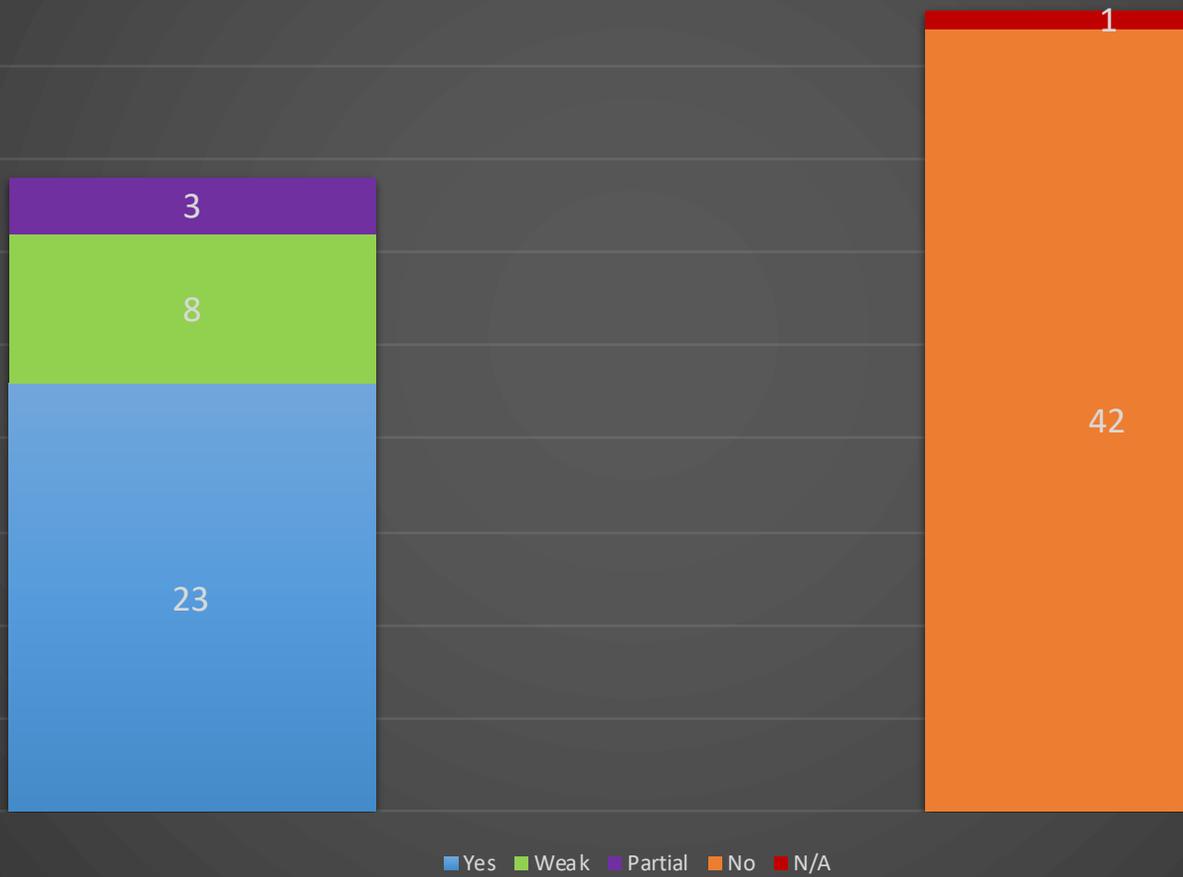


Is Plan Tied to Course level Changes	Is Plan Tied to Course level Changes	Count
Yes	1	Yes
No	0	Weak
N/A	N/A	Partial
Yes	1	No
No	0	N/A
No	0	
No	0	
No	0	
No	0	50
No	0	
Yes	1	
Weak	Weak	45
No	0	
Yes	1	40
No	0	
No	0	35
No	0	
No	0	30
Yes	1	
Yes	1	
Yes	1	25
No	0	
No	0	20
Weak	Weak	
weak	Weak	
No	0	15
Yes	1	
Yes	1	10
No	0	
No	0	5
No	0	
Yes	1	0
Yes	1	
Partial	Partial	
No	0	

Yes		1
No		0
Yes		1
No		0
No	0	
No		0
Weak	Weak	
Weak	Weak	
No		0
Yes		1
No		0
No		0
Yes		1
--		0
Yes - this is only 2 classes	Weak	
Yes		1
Partial	Partial	
No		0
No		0
No		0
Yes		1
Yes		1
Weak	Weak	
Partial	Partial	
Yes		1
Yes		1
No		0
Yes		1
Yes		1

Series 1	Series 2
23	42
8	1
3	

## Number of CCD Programs with a Curriculum Map in Fall



2017

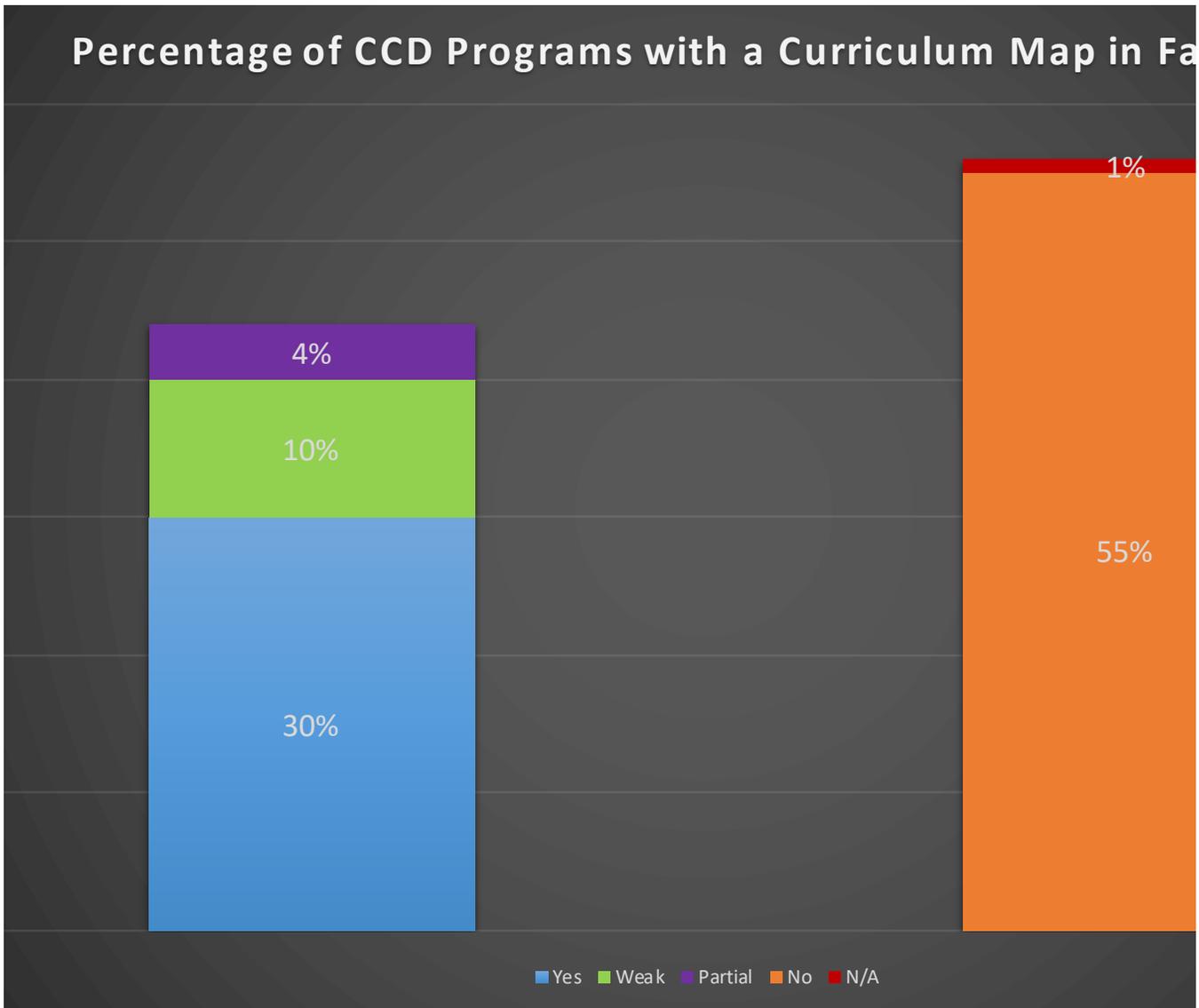
	Count	Percentage	
No	42	0.545455	55%
Yes	23	0.298701	30%
Weak	8	0.103896	10%
Partial	3	0.038961	4%
N/A	1	0.012987	1%
total	77		100%



Is Plan Tied to Course level Changes	Is Plan Tied to Course level Changes	Percentage
Yes	1	Yes
No	0	Weak
N/A	N/A	Partial
Yes	1	No
No	0	N/A
No	0	
No	0	
No	0	
No	0	60
No	0	
Yes	1	
Weak	Weak	
No	0	50
Yes	1	
No	0	
No	0	40
No	0	
Yes	1	
Yes	1	
Yes	1	30
No	0	
No	0	
Weak	Weak	
weak	Weak	20
No	0	
Yes	1	
Yes	1	
No	0	10
No	0	
No	0	
Yes	1	0
Yes	1	
Partial	Partial	
No	0	

Yes		1
No		0
Yes		1
No		0
No	0	
No		0
Weak	Weak	
Weak	Weak	
No		0
Yes		1
No		0
No		0
Yes		1
--		0
Yes - this is only 2 classes	Weak	
Yes		1
Partial	Partial	
No		0
No		0
No		0
Yes		1
Yes		1
Weak	Weak	
Partial	Partial	
Yes		1
Yes		1
No		0
Yes		1
Yes		1

Series 1	Series 2
30	55
10	1
4	



hll 2017

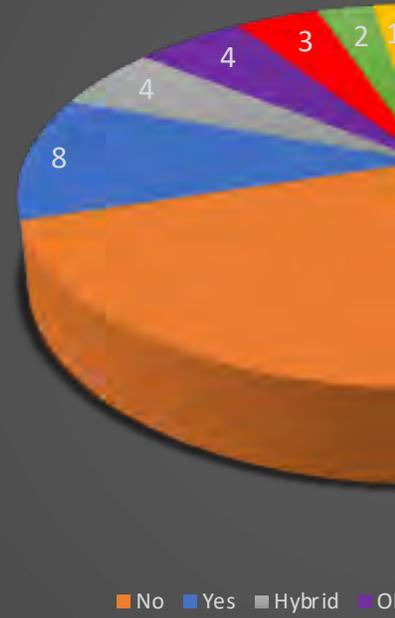
	Count	Percentage	
No	42	54.54545	55%
Yes	23	29.87013	30%
Weak	8	10.38961	10%
Partial	3	3.896104	4%
N/A	1	1.298701	1%
total	77		100%



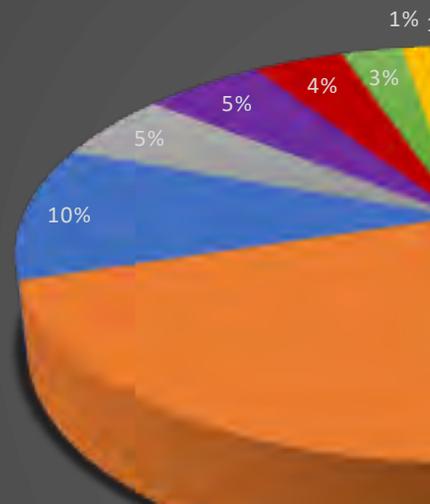
Does plan involve multiple modalities (online hybrid )	Does plan involve multiple modalities (online hybrid )		Count
No	0	No	54
Hybrid	Hybrid	Yes	8
No	0	Hybrid	4
OL	OL	OL	4
--	0	CLI	3
--	0	Lab	2
--	0	Capstone	1
--	0	STU	1
--	0	Total	77
--	0		
--	0		
--	0		
No	0		
--	0		
OL, Hybrid, Concurrent	OL, Hybrid, Concurrent		
--	0		
--	0		
--	0		
OL, Concurrent	OL, Concurrent		
CLI	CLI		Percentage
Hybrid	Hybrid	No	70%
--	0	Yes	10%
--	0	Hybrid	5%
--	0	OL	5%
--	0	CLI	4%
LAB	LAB	Lab	3%
Hybrid, LAB	Hybrid, LAB	Capstone	1%
Hybrid, LAB	Hybrid, LAB	STU	1%
--	0	Total	100%
--	0		
--	0		
No	0		
No	0		
No	0		

STU	STU
Hybrid	Hybrid
No	0
No	0
No	0
OL	OL
--	0
Hybrid	Hybrid
--	0
--	0
--	0
CLI	CLI
--	0
--	0
--	0
--	0
--	0
No	0
No	0
--	0
Concurrent, LAB	Concurrent, LAB
Capstone	Capstone
OL	OL
--	0
--	0
--	0
OL	OL
CLI	CLI
--	0
OL, Hybrid	OL, Hybrid
OL, Hybrid, Concurrent	OL, Hybrid, Concurrent
No	0
--	0
No	0
OL, Hybrid, LAB, CLI, INT	OL, Hybrid, LAB, CLI, INT

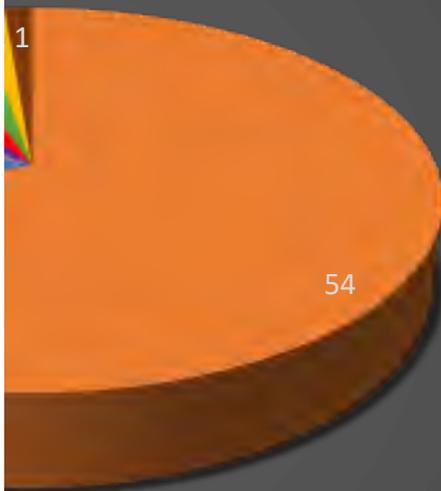
Number of CCD Programs using



Percentage of CCD Programs using

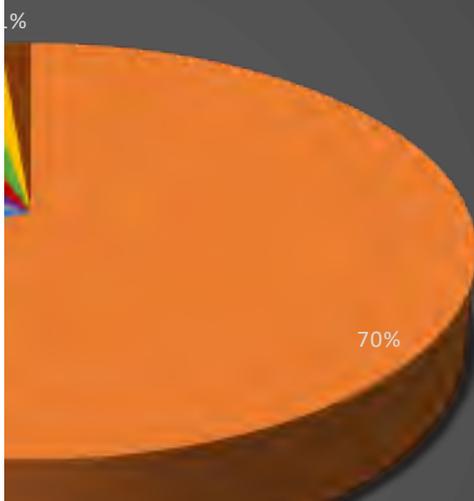


## Using Multiple Modalities in Fall 2017

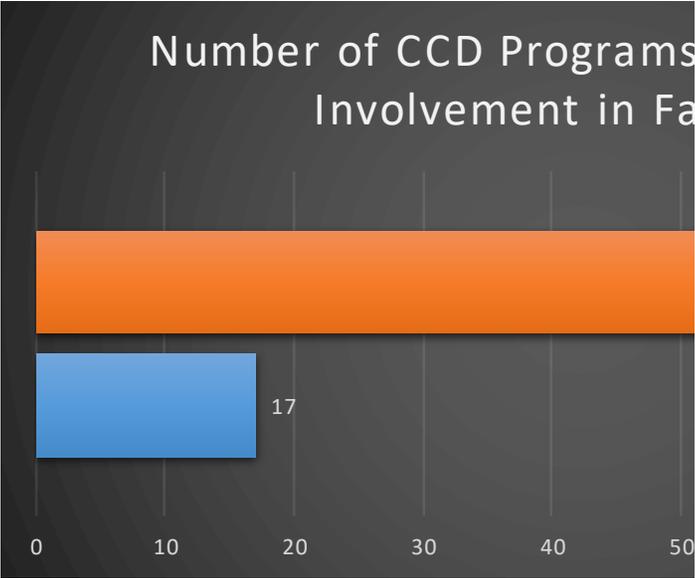


■ CLI ■ Lab ■ Capstone ■ STU

## Using Multiple Modalities in Fall 2017



Are adjuncts involved	Are adjuncts involved		Count	Percentage	
No	0	No	60	77.92208	78%
No	0	Yes	17	22.07792	22%
Yes	1	Total	77		100%
Yes	1				
--	0				
--	0				
--	0				
--	0				
--	0				
--	0				
--	0				
--	0				
No	0				
--	0				
Yes	1				
--	0				
--	0				
--	0				
No	0				
Yes	1				
No	0				
--	0				
--	0				
--	0				
--	0				
No	0				
Yes	1				
Yes	1				
--	0				
--	0				
--	0				
No	0				
Yes	1				
Yes	1				
--	0				
--	0				
--	0				
No	0				
Yes	1				
Yes	1				
--	0				



Evidence C

Office of the Provost

CCD Assessment Plan

2018

Community College of Denver  
Interim Report on Criterion 4B

Community College of Denver

Assessment Plan

2018

Written by the Office of the Provost

Assessment Leaders Responsible for Implementation:

Provost

Vice President of Enrollment Administration and Student Success

Co-chairs of the Student Learning Committee

Chair of the Co-Curricular Committee

Co-Chairs of the Institutional Student Learning Outcomes Sub-Committee

Director of Institutional Effectiveness

Director of Institutional Research and Planning

Dean of Instruction

## Community College of Denver Interim Report on Criterion 4B

Community College of Denver has as its heart the success of its students. Our mission clearly identifies the centrality of our focus.

*CCD provides our diverse community an opportunity to gain quality higher education and achieve personal and professional success in a supportive and inclusive environment.*

Our work to improve student success led us first to embrace instructional assessment, the creation of institutional outcomes, and to give attention to our institutional effectiveness through the hiring of a director. After our peer feedback from HLC, we continued to evolve by developing an instructional effectiveness committee and a co-curricular committee, both to assess their respective areas of the college. This has resulted in three separate assessment groups, each of which have created their own Assessment Plan:

- The Student Learning Committee (SLC) which exists to provide peer support and professional development for our instructional assessment at the course and program level.
- The Institutional Effectiveness Committee (IEC) which created the Instructional Student Learning Outcomes (ISLO) working group. This working group assesses our institutional outcomes for both our instructional and non-instructional programs.
- The Co-curricular Committee which was newly formed to provide support and professional development for our co-curricular programs.

These three committees each facilitate and support the assessment efforts of faculty and staff in CCD's [Institutional Outcomes](#) as well as program student learning outcomes when appropriate. They each map the outcomes against their curriculum and activities and identify areas for improvement in our classes, our instructional programs, our co-curricular activities, and our college-wide practices. This work is central to CCD, and this CCD Assessment Plan is intended to highlight and complement this work, while providing better structure and accountability to our practices.

In order to collaborate effectively, provide strong professional development opportunities, and to ensure this work actually occurs and improves our student success outcomes, this CCD Assessment Plan has been adopted as a time line with combined outcomes. Assessment leaders from each of these three committees, along with the Office of the Provost and the Institutional Research and Planning department, will meet quarterly to give feedback on each other's endeavors, to report out results, to plan appropriate professional development activities, and to

## Community College of Denver Interim Report on Criterion 4B

together make decisions about college-wide improvements to implement as a result of this assessment work. Ultimate responsibility for this work lives with the Provost and the Vice President of Enrollment Administration and Student Success. This work will be communicated to the college in two formats:

- At our annual Assessment Day in March, and
- With an annual Assessment Report to be published on our website.

This plan is intended to combine efforts in our instructional, co-curricular, and institutional assessment to ensure that we are:

- Engaging in authentic direct assessment of student learning,
- Making improvements to our practices and classes based on those assessed results, and
- Assessing those changes to determine if they actually benefitted student outcomes.

CCD is also committed to:

- Benchmarking our instructional programs and institutional outcomes to like-institutions in order to provide additional measures against which we can strive to improve,
- Improving our assessment practices through professional development and peer review, and
- Communicating our efforts to the entire college so that all faculty, staff, and students are aware of the status of our assessment practices.

Coordinating our assessment activities requires knowledge of what is occurring throughout the college. For that reason, those areas which are required to engage in assessment are listed below. As new programs are introduced, existing ones are changed, and others are retired; this outline of programs must be revisited and updated. It is also essential that validation occurs that each program has an Assessment Plan in place with current student learning outcomes, and that they have engaged in assessment over the previous year. This is the responsibility of the Vice-Presidents, assisted by the assessment leaders, and will occur annually at the summer quarterly meeting.

Community College of Denver  
Interim Report on Criterion 4B

Instructional Programs at CCD

*Each program is responsible for assessment and each has their own program student learning outcomes (PSLOs). Please refer to their individual Assessment Plans.*

---

Accounting (AAS)
Architectural Technologies (AAS)
Biology (DWD)
Administrative Professional: Business Technology (AAS)
Administrative Professional: Healthcare Administration (AAS)
Office Assistant certificate
Business (DWD)
Entrepreneurship (certificate)
Management: Business Administration (AAS)
Marketing: Business Administration (AAS)
Real Estate: Business Administration (AAS)
Anthropology (DWD)
Art History (DWD)
Visual Arts (DWD)
Chemistry (DWD)
Communication (DWD)
Criminal Justice (AAS)
Criminal Justice (DWD)
Homeland Security (certificate)
Computed Tomography (certificate - post degree)
Economics (DWD)
Computer Information Systems (AAS)
Computer Service and Support: Information Technology (certificate)
Information Technology (AAS)
Network Security: Information Technology (certificate)
Dental Hygiene (AAS)
Bachelor of Applied Science DEH
Early Childhood Education Teacher (DWD)
Early Childhood Education (AAS)

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Elementary Education (DWD)

---

Fermentation Science (FER)

---

English (College Composition and Writing)

---

Humanities

---

Food, Nutrition, and Wellness (certificate)

---

English: Literature (DWD)

---

Geography (DWD)

---

Graphic Design /Multi-Media/ (AAS)

---

History (DWD)

---

Human Services (AAS)

---

Human Services: Pre-Social Work Degree (AAS)

---

CNC Management: Machine Technologies (AAS)

---

CNC Manufacturing: Machine Technology (AAS)

---

Multi Axis Lathe (certificate - post degree)

---

Industrial Maintenance Technologies (certificate)

---

Five Axis Milling Machine (certificate - post degree)

---

CNC Wire EDM (certificate - post degree)

---

Mammography (certificate - post degree)

---

Medical Assistant (AAS)

---

Mathematics (DWD)

---

Multi Media Journalism (certificate)

---

Music (DWD)

---

Nurse Aide (certificate)

---

Paralegal (AAS)

---

Philosophy (DWD)

---

Political Science (DWD)

---

Psychology (DWD)

---

Radiologic Technology (AAS)

---

Sociology (DWD)

---

Surgical Technology (AAS)

---

Theater (DWD)

---

Veterinary Technology (AAS)

---

Fabrication Welding (AAS)

---

World Languages

---

Physics (DWD)

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## Community College of Denver Interim Report on Criterion 4B

### Instructional Program alignment with Institutional Outcomes

*These have been determined by the ISLO committee for use in institutional assessment.*

Program	Numeric Thinking	Personal Responsibility	Globally Aware	Effective Communicator	Complex Thinker	Effective/Ethical User of Technology
Curricular						
Math	X	X		X	X	X
Vet Tech	X			X	X	X
Visual Arts			X	X	X	
Dental Hygiene AAS	X		X		X	
World Languages			X	X	X	
Paralegal		X		X	X	X
Anthropology		X	X	X	X	X
Sociology		X	X	X		X
Music DWD			X	X	X	
Theatre DWD		X	X	X		
Rad Tech	X	X	X	X	X	X
Philosophy			X	X	X	
History			X	X	X	
Geography			X	X	X	
Political Science			X		X	
Graphic Design/Multimedia		X		X	X	X
Arch Tech	X		X	X	X	X
BTE	X	X		X	X	X
English: Literature DWD			X	X	X	
English/CCR	X	X	X	X	X	X
ECE	X	X	X	X		
Communications DWD		X	X	X	X	X
Nurse Aid	X	X	X	X	X	X

Community College of Denver  
Interim Report on Criterion 4B

Econ DWD	X			X	X	
Business Admin	X			X	X	
CIS/IT	X			X	X	X
Humanities			X	X	X	
Dental BAS	X	X	X	X	X	
Physics DWD	X		X	X	X	
Fermentation Science				X		X
Chemistry DWD	X		X	X	X	
Biology	X	X		X	X	X
HSE		X	X	X	X	
Journalism		X	X	X	X	X
ESL	X	X	X	X	X	
Accounting	X	X		X	X	X
Machine Technology				X		X
Welding	X	X	X	X	X	X
Criminal Justice		X	X	X	X	
AA	X	X	X	X	X	X
AS	X	X	X	X	X	X
Psychology	X		X	X	X	
Health and Wellness	X				X	
Computer Tomography	X	X	X	X	X	X
Mammography	X	X	X	X	X	X

Community College of Denver  
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Co-Curricular alignment with Institutional Outcomes

*Each program is responsible for assessment and each has their own program student learning outcomes (PSLOs). Please refer to the Co-Curricular Assessment Plan.*

Co-Curricular Curriculum Map	Numeric Thinker	Personally Responsible	Globally Aware	Effective Communicator	Complex Thinker	Effective and Ethical User of Technology
Academic Advising and Student Success Center						
CARE						
Conduct						
Orientation						
Financial Aid						
TRIO Student Support Services						
Tutoring						

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CCD has created this joint time line of all assessment practices occurring at the college. This time line will be reviewed at each quarterly meeting of assessment leaders, and the respective assessment leaders will be required to report out on the progress of their short term embedded goals, their reporting requirements, and any issues that may be occurring within their area of assessment. Modifications to this time line, or to the practices of these groups, may be implemented as a result of these quarterly meetings.

Glossary of Responsible Parties

- AL - Assessment Leaders
- CC – Co-Curricular Committee
- DIE – Director of Institutional Effectiveness
- IEC – Institutional Effectiveness Committee
- IR – Institutional Research and Planning department
- SLC – Student Learning Committee
- TLC – Teaching Learning Center

Semester	Short Term Goals	Reporting
Fall 2017	<ul style="list-style-type: none"> <li>• Revive the Colorado Review of Assessment Practices Committee (CoRAC) to create professional development opportunities, share best practices, and develop benchmarking (SLC)</li> <li>• Create an Institutional Student Learning Outcomes Committee (IEC)</li> <li>• Identify the Institutional Outcomes to be assessed this year (IEC)</li> </ul>	<ul style="list-style-type: none"> <li>• Program/Course Instructional Assessment Report due October 15 (SLC, Office of the Provost)</li> </ul>
Spring 2018	<ul style="list-style-type: none"> <li>• Development of first Annual Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Assessment Report</li> </ul>

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	<p>Report – instructional only (SLC)</p> <ul style="list-style-type: none"> <li>• Assessment Day conducted with CoRAC focused on benchmarking practices (SLC)</li> <li>• Developed a Program Assessment Audit to more clearly identify outstanding practitioners and gaps in our assessment practices (SLC)</li> <li>• Conduct first ISLO assessment using artifacts from our LMS (IEC)</li> <li>• Updated language in the Institutional Outcome Effective Communicator to be more inclusive (SLC/IEC)</li> <li>• Identify our co-curricular programs (CC)</li> <li>• Map our co-curricular programs to our Institutional Outcomes (CC)</li> </ul>	<p>for Instructional Practices due May 15 (SLC)</p> <ul style="list-style-type: none"> <li>• Published results of ISLO assessment including institutional outcome benchmarking (IEC)</li> </ul>
<p style="text-align: center;">Summer 2018</p>	<ul style="list-style-type: none"> <li>• Work with Institutional Research to create a program progress report that allows faculty, deans, and the provost to identify progress in program assessment (SLC/IR)</li> <li>• College-wide book selection: <u>Assessing Student Learning: A Common Sense Guide</u> (TLC)</li> </ul>	<ul style="list-style-type: none"> <li>• Required a formal assessment plan of every identified program at CCD. (Office of the Provost)</li> <li>•</li> </ul>

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	<ul style="list-style-type: none"> <li>• Working with CoRAC to offer a place for on-going training (SLC)</li> <li>• Developing a co-curricular assessment group to assist in learning how to assess (CC)</li> </ul>	
Fall 2018	<ul style="list-style-type: none"> <li>• Seminar on best practices for peer review of instructional assessment (with statewide participation) (SLC)</li> <li>• Begin to include deans with the course and program assessment process by giving them access to the Assessment Plans, Peer Review Forms, and Program Progress Report (SLC)</li> <li>• Recruit additional faculty to serve on SLC in order to improve the number of center envoys able to assist faculty with assessment (SLC)</li> <li>• Each co-curricular program will define their student population and the direct assessment tool to be used (CC)</li> </ul>	<ul style="list-style-type: none"> <li>• Program/Course Instructional Assessment Report due October 15 (SLC, Office of the Provost)</li> <li>• Program Assessment Plans for new programs due October 15 (SLC/IEC)</li> </ul>
Spring 2019	<ul style="list-style-type: none"> <li>• Workshop several identified peer review practices with faculty (SLC)</li> <li>• Professional development on how to use Microsoft Excel to capture and</li> </ul>	<ul style="list-style-type: none"> <li>• Program Progress Report to Deans in April (SLC)</li> <li>• Published results of ISLO assessment including institutional</li> </ul>

Community College of Denver  
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	<p>evaluate assessment data (TLC)</p> <ul style="list-style-type: none"> <li>• Collaborate with the faculty learning community on evaluating online courses for potential improvements with online modality class assessment (SLC/TLC)</li> <li>• Develop an Annual Assessment Report that combines curricular, co-curricular, and institutional assessment (IEC/AL)</li> <li>• Identify and coach programs who have a weak assessment plan. (DIE)</li> <li>• Each co-curricular program will engage in assessment (CC)</li> </ul>	<p>outcome benchmarking (IEC)</p>
<p style="text-align: center;">Summer 2019</p>	<ul style="list-style-type: none"> <li>• Each co-curricular program will have their artifacts assessed by faculty and staff (CC)</li> <li>• Institutional Research and Planning will reach out to our benchmarked like-institutions to compare CCSSE data as well as other assessment they may have. This will be done to identify how these like-institutions can be used to improve our institutional outcomes benchmarking and assessment. (IR)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Assessment Report combining Curricular and Institutional Assessment due (IEC/AL)</li> <li>• Dashboard report of each instructional program produced with like-institution benchmarking (IR)</li> </ul>

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<p>Fall 2019</p>	<ul style="list-style-type: none"> <li>• Revise CCD's current peer review process based on results of workshopping (SLC)</li> <li>• Professional development on the new peer review process and how to write the annual assessment report (SLC)</li> <li>• Provide professional development on how course assessment informs and is informed by program assessment (SLC)</li> <li>• Each co-curricular program will engage in professional development to learn how to use the results of their assessment to improve their program (CC/TLC)</li> </ul>	<ul style="list-style-type: none"> <li>• Program/Course Instructional Assessment Report including measurement tool and artifacts due October 15 (SLC/Office of the Provost)</li> <li>• Program Assessment Plans for new programs due October 15 (SLC/DIE)</li> <li>• Improved assessment plans for identified programs due October 15 (DIE)</li> <li>• Each co-curricular program will publish the findings of their assessment (CC)</li> </ul>
<p>Spring 2020</p>	<ul style="list-style-type: none"> <li>• Develop greater collaboration between curricular and co-curricular assessment (AL)</li> <li>• Evaluate outcomes for the professional development offered on how course assessment informs and is informed by program assessment (SLC)</li> <li>• Evaluate the new peer review process (SLC)</li> <li>• Each co-curricular program will improve their PSLOs and assessment tools based on what they</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and refinement of first round of new peer review practice (SLC)</li> <li>• Program Progress Report to Deans in April (SLC)</li> <li>• Published results of ISLO assessment including institutional outcome benchmarking (IEC)</li> </ul>

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	have learned from their first round of assessment (CC)	
Summer 2020	<ul style="list-style-type: none"> <li>• Begin to develop a way for assessing the general education courses within a program to ensure they meet the institutional outcomes (For example, why is MAT 121 in history rather than another math course) (SLC)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Assessment Report combining Curricular and Institutional Assessment due (IEC/AL)</li> <li>• Dashboard report of each instructional program produced with like-institution benchmarking (IR)</li> </ul>
Fall 2020	<ul style="list-style-type: none"> <li>• Refine professional development offered on how course assessment informs and is informed by program assessment (SLC)</li> <li>• Workshop and teach how CCD will assess the general education courses within a program to ensure they meet the institutional outcomes (SLC)</li> <li>• Provide professional development on how course assessment informs and is informed by program assessment (SLC)</li> <li>• Each co-curricular program will engage in assessment (CC)</li> </ul>	<ul style="list-style-type: none"> <li>• Program/Course Instructional Assessment Report due October 15 (SLC/Office of the Provost)</li> <li>• Program Assessment Plans for new programs due October 15 (SLC/DIE)</li> </ul>
Spring 2021	<ul style="list-style-type: none"> <li>• Require each Program Assessment Plan to assess the general</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and refinement of second round of</li> </ul>

Community College of Denver  
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	<p>education courses within a program to ensure they meet the institutional outcomes, and to include those courses in their curriculum map (SLC)</p> <ul style="list-style-type: none"> <li>• Each co-curricular program will have their artifacts assessed by faculty and staff (CC)</li> </ul>	<p>new peer review practice (SLC)</p> <ul style="list-style-type: none"> <li>• Program Progress Report to Deans in April (SLC)</li> <li>• Published results of ISLO assessment including institutional outcome benchmarking (IEC)</li> <li>• Each co-curricular program will publish the findings of their assessment (CC)</li> </ul>
Summer 2021		<ul style="list-style-type: none"> <li>• Annual Assessment Report combining Curricular, Co-curricular, and Institutional Assessment due (AL/ IEC)</li> <li>• Dashboard report of each instructional program produced with like-institution benchmarking (IR)</li> </ul>
Fall 2021	<ul style="list-style-type: none"> <li>• Provide updated professional development on how course assessment informs and is informed by program assessment (SLC)</li> <li>• Each co-curricular program will engage in assessment (CC)</li> </ul>	<ul style="list-style-type: none"> <li>• Program/Course Instructional Course and Program Assessment report due October 15 (SLC/Office of the Provost)</li> <li>• Program Assessment Plans for new programs due October 15 (SLC/DIE)</li> </ul>
Spring 2022	<ul style="list-style-type: none"> <li>• Each co-curricular program will have</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and refinement of first</li> </ul>

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	their artifacts assessed by faculty and staff (CC)	round of new peer review practice (SLC) <ul style="list-style-type: none"><li>• Program Progress Report to Deans in April (SLC)</li><li>• Published results of ISLO assessment including institutional outcome benchmarking (IEC)</li></ul>
--	--	---

As with any plan, this one remains a living document. It is not intended to stifle or suppress the creative and innovative work of our colleagues, but is instead intended to provide cohesion, collaboration, and accountability to the process of assessment. It is the hope that this plan will in fact be used to highlight and celebrate the many success of CCD as we together strive to give our students the future they work so hard to achieve.

Evidence D

Student Learning Committee (SLC)

Program Assessment Guidebook

Summer 2018

# Program Level Assessment Guidebook

This guidebook is designed to guide program chairs at the Community College of Denver through the steps of program-level assessment and offer strategies for assessing Program-Level Student Learning Outcomes.

The Student Learning Committee at the Community College of Denver

Revised 2018

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## Levels of Assessment

There are three levels of assessment: Institutional, Program and Course Level. Program chairs will need to consider elements from all three levels in their plans and reports, but the primary focus will be on the program level.

- Institutional-level assessment

At CCD, Institutional Outcomes (IOs) were developed as Student Learning Outcomes that CCD students will achieve by the time they graduate any program at CCD that reflect our collective vision of the traits, skills, habits of mind, or qualities that we feel all CCD graduates should possess.

- Effective and Ethical User of Technology
- Complex Thinker
- Effective Communicator
- Globally Aware
- Personally Responsible
- Numeric Thinker

This process was done by conducting extensive research and by gathering broad stakeholder input, including: holding focus groups from all sectors of the college, sending out surveys to faculty and staff, gaining input from external partners, and a literature review of best practices from across the nation.

These outcomes have been designated the primary student learning outcomes for our general education degrees (AA/AS), AAS degrees and certificates. They are marketed college-wide (e.g., posters in classrooms and offices, regular scrolling on digital info displays, etc.). Each instructor has listed which outcomes will be primarily addressed in each course at college in the syllabi. Assessment of these broad skills and abilities will be undertaken across the institution, looking at curricular and co-curricular programs. The assessment of IOs will be conducted by the Institutional Effectiveness Committee (IEC). Programs should relate (map) one or more of them to each course in their program and assess them either on their own or with another element of their curriculum, such as a CTE Certificate requirement or a General Education Competency in their program assessments.

- Program-level assessment

Deans, chairs, faculty and adjunct instructors create and assess Program Student Learning Outcomes (PSLOs) in their programs. PSLOs describe learning outcomes (what you want students to learn). PSLOs can range from varying degrees of general terms (e.g., effective communicator, complex thinker, etc.) to specific skills, values, and attitudes that students should exhibit (e.g., for students in a freshman writing course, this might be “students are able to develop a cogent argument to support a position”).

General Education Programs can use CCD’s Institutional Outcomes as their Program Student Learning Outcomes (PSLOs) along with state mandated competencies. However, your program is more than welcome to design separate and specific PSLOs meaningful to your Program.

Assessment of PSLOs help programs to focus on determining whether students have acquired the skills, knowledge, and competencies associate with the program of study. The Student Learning Committee (SLC) assists with professional development and peer review of assessment plans and reports.

- Course-level assessment

Chairs, full-time faculty and adjunct instructors create Course Learning Outcomes, and then assess the extent of student learning that is taking place within the classroom environment. All Course-level assessment projects inform Program level assessment, and program level assessment guides course level assessment. Closing the loop of program assessment often involves changes in methods and/or curricula in courses.

## Student Learning Committee (SLC)

The Student Learning Committee is a faculty-driven committee committed to creating a culture of assessment at CCD. While our focus is integral to academic assessment, we work with the Institutional Research Department, The Teaching and Learning Center, administration and support staff. SLC is made up of two full time and at large adjunct faculty from the five centers at CCD, as well as A representative from each of the following: Teaching and Learning Center; Institutional Research; and, Student Affairs. In addition, a Dean from one of the Academic Centers, the Provost and the Director of Institutional Effectiveness will also be

members. The members represent both general education and CTE programs. SLC meets once a month and conducts peer review of program assessment plans and reports, sponsors a professional development "Assessment Day" in the Spring Semester and provides support on assessment topics to faculty and program leaders at CCD. SLC also provides support for the IEC's Institutional Assessments by sharing membership (i.e., SLC Co-Chair is a mandatory member of IEC) and cooperating with professional development activities.

#### Program assessment processes and annual report

All program chairs submit a Program Assessment Plan and an annual report on Program-level assessment of student learning outcomes. The Plan will define the activities that will be undertaken in a program in the coming years to assess the student learning of program student learning outcomes, along with institutional outcomes and clarify the way that course-level assessment efforts address broader program or institutional outcomes. The annual Reports document the results and conclusions of yearly activities undertaken to further the plan. Members of the SLC committee then review and provide peer review reports, and provide professional development to help program chairs to improve plans, results and closing the loop (continuous improvement of curricula, instruction, and the assessment process). The SLC also identifies particularly strong assessment projects that warranted some recognition, while also noting projects or programs that might be struggling and in need of support and generate a form to provide the chairs feedback on their assessment process and report; this feedback not only includes individual feedback on assessment activities but it also shares assessment ideas between faculty

#### Other activities of the SLC

Members of the SLC represent each of the academic centers at CCD. Part of a member's responsibility is to discuss with faculty in academic programs across the college in order to gather feedback and to determine better ways to offer support and refine our processes. Members assist in building a culture of assessment by learning what people know about assessment and what is needed to be more active in the assessment dialog.

### Fostering a culture of assessment and learning outcomes

The SLC plans and conducts an "Assessment Day" early in the spring semester to foster professional development. Typically, these are half a day mini- conferences, targeting topics for both newcomers and those whose understanding of assessment has become increasingly sophisticated. These conferences are faculty-run, but often include participation from student services and co-curricular programs. Faculty members discuss their assessment experiences. Each conference also has breakout sessions, where processes are clarified and hands-on activities are available. The goal of the conferences is to have faculty teaching faculty about assessment, while creating a space of learning that also relieves fear and misconceptions about assessment. CCD is developing a culture of assessment across.

### New Hire Orientation

In CCD's new faculty hire orientation (for all the full-time and part-time faculty) is a module on assessment at CCD. This module includes a power point of information and members of the SLC committee serve as "guest lecturers" on the discussion board. This works to ensure that assessment is a familiar topic to every faculty member beginning a career at CCD.

### The Program Level Assessment Guidebook

The guidebook is a resource that provides general background on assessment at CCD and guiding principles, including practical steps and basic processes, for conducting and reporting on course, program and institutional learning outcomes. The assessment handbook is for those who want to create an assessment project or novices new to assessment.

# PROGRAM-LEVEL ASSESSMENT

## An Overview

### What is program-level assessment?

Program assessment focuses on assessing student learning to determine to what extent students have acquired the skills, knowledge, and competencies associated with their program of study.

The results from an assessment process should provide information that can be used to determine if intended outcomes are being achieved and how the program improve teaching to achieve better outcomes. An assessment process should also be designed to inform program faculty and other stakeholders about relevant issues that can impact the program and student learning.

Effective program assessment helps you answer three questions:

1. What is your program trying to do?
2. How well is your program doing it?
3. How (using the answers to 1. and 2.) can you improve your program to meet your mission?

### Designing your Program-Level Assessment Plan

The result of your assessment design will be an effective and workable assessment plan and document that you can distribute both inside and outside your program.

### What are the steps to effective program assessment?

Ultimately, you will tailor your program assessment approach to respond to your program's mission and Program Student Learning Outcomes (PSLOs(see step 1 below)). To develop an effective program assessment plan, your program should consider completing the following steps:

- ✓ Agree on your mission
- ✓ Create Program Student Learning Outcomes (PSLOs) and processes
- ✓ Identify appropriate assessment methods
- ✓ Develop a plan for collecting data
- ✓ Set a timeline and milestones

- ✓ Implement an assessment plan
- ✓ Communicate results
- ✓ Use data to improve processes—closing the loop!

The table below outlines the six steps addressed in this guidebook that will walk you through how design your program level assessment.

Develop your PSLOS	<ul style="list-style-type: none"> <li>• What learning experiences will students be exposed to in order to achieve these Program Level Student Learning Outcomes?</li> </ul>
Take Inventory	<ul style="list-style-type: none"> <li>□ Where in the curriculum are your learning outcomes being met?</li> <li>□ What kinds of assessment are already taking place in the program?</li> </ul>
Assessment Strategies and Methods	<ul style="list-style-type: none"> <li>□ By what measure(s) will you know that students are meeting PSLOs?</li> <li>□ From whom, and at what points, will you gather data?</li> <li>□ How will the information be collected?</li> </ul>
Assessment Plan	<ul style="list-style-type: none"> <li>□ When will you conduct the assessment?</li> <li>□ Who will be responsible for each component?</li> <li>□ What is the overall timeline for the assessment plan?</li> </ul>
Analysis, Reports, and Closing the Loop	<ul style="list-style-type: none"> <li>□ What did you find out?</li> <li>□ How do the data support these findings?</li> <li>□ Based on your findings, what do you plan to do next?</li> </ul>

## Step 1: Develop your PSLOs

PSLOs describe learning outcomes (what you want students to learn). PSLOs can range from varying degrees of general terms (e.g., effective communicator, complex thinker, etc.) to specific skills, values, and attitudes that students should exhibit (e.g., for students in a freshman writing course, this might be “students are able to develop a cogent argument to support a position”).

General Education Programs can use CCD’s Institutional Outcomes as their Program Student Learning Outcomes (PSLOs) along with state mandated competencies. However, your program is more than welcome to design separate and specific PSLOs meaningful to your Program.

*Where to start?*

If your program wants to design your own PSLOs, begin by trying one (or some) of the following activities to help you determine your program’s outcomes:

- Have open discussions amongst faculty (Including adjuncts) on the following topics (or similar topics)
  - Describe the ideal student in your program at various phases throughout the program. Be concrete and focus on those strengths, skills and values that you feel are the result of, or at least supported and nurtured by, the program experience. Focus on:
    - ✓ What does this ideal student know?
    - ✓ What can this ideal student do?
    - ✓ What does this ideal student care about?
    - ✓ Describe the program experiences that contribute most to developing this ideal student.
    - ✓ List the achievements you implicitly expect of graduates in each major field.
    - ✓ Describe your alumni in terms of such achievements as career accomplishments, lifestyles, citizenship activities, and aesthetic and intellectual involvement
- Collect and review instructional materials

Try sorting materials by the type of learning each one is designed to promote: recognition/recall, comprehension/simple application, critical thinking/problem solving. While so doing, reference syllabi and course outlines, course assignments/projects/assessments and textbooks.

- Collect and review documents describing your program
  - ✓ Brochures/catalogue descriptions
  - ✓ Mission statements
  - ✓ Curriculum forms/reports
  
- Use the 25% problem to refine or reduce a set of goal statements  
Imagine you want to reduce program/course material by 25%, what goals would you keep and which would you discard?
  
- Generate consensus  
Choose an impartial facilitator to mediate a panel discussion about possible program goals. In a brainstorming session, ask each panel member to build a list of criteria that he or she thinks is important for program goals. For each criterion, have each member anonymously rank it as:
  - 1-very important,
  - 2-somewhat important, or
  - 3-not importantPlace the criteria in rank order and show the anonymous results to the panel. Discuss possible reasons for items with high standard deviations. Repeat the ranking process among the panelists until the panel can reach consensus. The objective is to reach consensus before writing goals and outcomes.
  
- Types of program student learning outcomes
  - ✓ Cognitive outcomes..... “What do you want your graduates to know?”
  - ✓ Affective outcomes..... “What do you want your

graduates to think or care about?"

- ✓ Behavioral outcomes..... "What do you want your graduates to be able to do?"

## *How do you write PSLOs?*

- PSLOs need to include specific student performance and behaviors that demonstrate student learning and skill development.

Before drafting your PSLOs, it might be helpful to consider these three questions, which focus on outcomes in slightly different ways:

- For each of your stated PSLOs, what are the specific student behaviors, skills, or abilities that would tell you this outcome is being achieved?
  - What would a skeptic need (evidence, behavior, etc.), in order to see that your students are achieving the outcomes you have set out for them?
  - In your experience, what evidence tells you when students have attained these outcomes--how do you know when they are "getting" it?
- When writing program outcomes, describe realistic and achievable outcomes in simple language.

Even if a learning outcome that is important to you seems difficult to measure, try to use language that focuses on student behavior.

Effectively worded outcomes:

- ✓ Use action verbs that describe definite, observable actions
- ✓ Include a description under the action taking place: "when given x, the student will be able to..."
- ✓ Indicate an appropriate level of competency that is assessable through one or more indicators

Program outcomes should be accepted and supported by members of the program. Developing appropriate and useful outcomes is an iterative process; it is not unusual to go back a number of times to refine them. In most cases, it is only when you try to develop assessment techniques for program outcomes that the need for refining them becomes apparent. Use concrete verbs, not vague or passive verbs. Use [Bloom's taxonomy](#) to assist you in your writing.

- Example PSLOs
  - ✓ Students should demonstrate a critical understanding of the habits of mind used in the field of psychology.
  - ✓ Students will define important concepts and evaluate methods in the sciences.
  - ✓ Students will contrast higher-order objectives (i.e. problem solving skills) in the discipline.
  - ✓ Students will appraise useful techniques to functioning as a professional in their field of study.

## Step 2. Take Inventory! What is already in place?

The most effective program assessment plan is one that is closely linked to your curriculum and that uses available information and resources to the greatest degree possible. Before designing additional assessment components, it is important to map ways the current curriculum matches the learning outcomes you have identified, and inventory what assessment-related information/processes are already in place that you can draw upon.

### *Incorporate Course Level Assessment*

Programs should be doing some form of course level assessment! Any ongoing course-level assessment efforts should be noted when you take inventory. Do not forget to link any course-level assessment projects to your program level assessment plan and timeline. Use the Curriculum Mapping Matrix to help you determine how your course-level assessment projects also help you to evaluate your PSLOs.

### *Current Assessment Practices*

Instructors and programs are already assessing student learning through a variety of methods, though it may not be called assessment. Some have been conducting course-level assessment projects and most CTE Programs (Career and Technical Programs) annually assess their programs.

Taking inventory can serve as a catalyst for discussions about the link between the proper sequencing of courses, the degree to which the curriculum supports student learning, and the extent to which core objectives are appropriately addressed within the curriculum. This may also help you to identify key program components particularly in need of assessment. Consider the following when having these informal discussions:

- ✓ What processes (e.g., courses/activities) under your control contribute to meeting your PSLOs?
- ✓ Are there processes that do not contribute to your goals?
- ✓ Are there processes in which you should be engaged to attain your goals?
- ✓ Are there resources not under the control of your program that could assist you in improving student

learning (e.g., activities, library holdings, support services for students, services in the community)?

*Curriculum Mapping: Linking goals/outcomes to curriculum*

Curriculum mapping makes it possible to identify where within the current curriculum your PSLOs are addressed. Below is an example of a matrix that might be helpful to you in identifying links between intended outcomes and curricular processes. Along the top of the matrix, list all the courses and other relevant requirements/options within the program or for the degree/certificate. Along the side, list your PSLOs. Then indicate which of the outcomes are addressed in each of the requirements/options (you can also identify in which courses these outcomes are introduced, emphasized, and utilized).

Example Curriculum Map

Program Name: Visual Arts							
Outcomes	ART 110	ART 111	ART 112	ART 121	ART 131	ART 132	ART 139
Numeric Thinker	I	I	I	I	E	I	E
Personally Responsible	E	U		U	U	U	U
Globally Aware	I	E	E	I	I	E	E
Effective Communicator	I	E		E	E	E	E
Complex Thinker	I	U		E	U	U	U
Effective/Ethical User of Technology	I	U	U	I	I	I	U

### Step 3. Assessment Strategies and Methods

This section will help you identify the strategies and methods you will use to collect assessment data as part of your program's assessment by:

- ✓ Offering guidelines for selecting assessment methods (See Appendix B: Glossary of 20 Helpful Assessment Methods for ideas on Assessment Methods/Measures)
- ✓ Selecting methods that best meet your program's needs
- ✓ Describing ways to link your outcomes, methods, and results.

If you are stuck, CCD has resources:

- ✓ Student Learning Committee Members
- ✓ Director of Institutional Effectiveness
- ✓ Institutional Research Office

Each program will select and develop assessment methods that are appropriate to their PSLOs (i.e., methods that will provide the most useful and relevant information for the purposes that faculty in the program have identified). Not all methods work for all programs or are appropriate to all reasons for assessment. Below are some general guidelines for selecting assessment methods.

*The evidence you collect depends on the questions you want to answer.*

Use these assessment questions to guide your method selection and to help you to define your data collection priorities.

- ✓ Does the program meet or exceed certain standards?
- ✓ How does the program compare to others?
- ✓ Does the program do a good job at what it sets out to do?
- ✓ How can the program experience be improved?

*Use multiple methods to assess each learning outcome.*

Many outcomes will be difficult to assess using only one measure. The advantages to using more than one method include:

- ✓ Multiple measures can assess different components of a complex task
- ✓ Designing a complicated all-purpose method often makes data difficult to analyze.
- ✓ Use several assessment methods to achieve greater

- accuracy/validity and produce similar findings
- ✓ Providing an opportunity to pursue further inquiry if/when methods contradict each other When considering which of multiple methods to use, keep the following in mind:
    - Direct methods are required.  
Direct methods ask students to demonstrate their learning while indirect methods ask them to reflect on their learning. Direct methods include some objective tests, essays, presentations and classroom assignments. Indirect methods include surveys and interviews.
    - Optionally, Include qualitative (descriptions) as well as quantitative (data) measures.  
All assessment measures do not have to involve quantitative measurement. A combination of qualitative and quantitative methods can offer the most effective way to assess goals and outcomes. Use an assessment method that matches your program's culture. For example, in a program where qualitative inquiry is particularly valued, these types of methods should be incorporated into the plan. The data you collect must have meaning and value to those who will be asked to make changes based on the findings.

*Choose assessment methods that allow you to assess the strengths and weaknesses of the program.*

Effective methods of assessment provide feedback on a program's strengths and challenges. Finding out what is working well is only one goal of program assessment.

Be selective about what you choose to observe or measure. Assessment methods should be selected as carefully as you selected your PSLO's. When doing so, remember that:

- ✓ Comprehensive does not mean assessing everything

- ✓ Choose assessable indicators of effectiveness
- ✓ Complex methods are not necessarily the best choice
- ✓ Select a manageable number of methods that do not drain energy or resources

Include passive as well as active methods of assessment. In addition to assessment methods that require you to interact directly with the student in an instructional or evaluative setting, assessment measures are also available that allow you to analyze assessment information without direct student contact or effort. Generally, this information can be acquired by working with Institutional Research. You can accomplish this goal by analyzing:

- ✓ Student database information
- ✓ Attendance/course selection patterns
- ✓ Employer and faculty survey results
- ✓ Transcript analyses

Use capstone courses, projects, or portfolios to directly assess PSLOs. Capstone courses and senior assignments promote faculty-student interaction and scholarly inquiry; they allow demonstration of academic breadth; and they allow students to demonstrate their ability to synthesize and integrate knowledge and experiences. If you use this method, however, care should be taken that:

- ✓ The course and its assignments are truly representative of requirements for the degree/certificate
- ✓ The course curriculum and assignment evaluation (or products) are consistent across sections
- ✓ Students understand the value and importance of the capstone course or senior assignment and take this requirement seriously

*Enlist the assistance of assessment and testing specialists when you plan to create, adapt, or revise assessment instruments.*

Staff in the Institutional Research and Planning Office are there to help you in finding the appropriate resources. Areas in which you might want to seek assistance include:

- ✓ Ensuring validity and reliability of test instruments AND qualitative methods
- ✓ Identifying and designing appropriate assessment measurements for specific PSLOs

- ✓ Analyzing/interpreting quantitative and qualitative data collected as part of your assessment plan.

Use established accreditation criteria to design your assessment program.

Established criteria will help you to:

- ✓ Respond more effectively to accreditation requirements
- ✓ Build on the techniques and measures that you use as part of the accreditation process

Reach out to your Student Learning Committee (SLC) Representatives.

- ✓ Contact your center Dean to find out information on your representatives.

*Which assessment methods best meet your needs?*

With the above information in mind, move forward by selecting an assessment method that best meets your program's needs. As you consider which methods might be most appropriate for your program culture and your assessment questions, it could be helpful to both reference the Criteria Matrix and the Learning Outcomes Matrix (examples below). For a more detailed explanation of the decision making process when choosing your assessment method, please see the examples provided in Appendix C.

- ✓ The Criteria Matrix allows you to evaluate the appropriateness of the methods you are considering based on criteria of importance to the program. Note: in this example, the criteria important to the program are listed in the first column and the methods under consideration are in the first row. Use checks, plusses and minuses to indicate the degree to which the method is an effective way to measure the central criteria.
- ✓ In the Learning Outcomes Matrix example, the learning outcomes under consideration are listed in the first column and methods are outlined in the top row. Completing this matrix will help you link your PSLOs to specific measures that can be used to assess these outcomes. Think about whether each measure is adequate, valuable, or not an effective tool in the appropriate column.

Assessment Method Criteria Matrix

Criteria of value to program	Course Embedded Assessment- Essays/ Presentation	Institutional Data	Student Surveys	Curriculum Analysis
Aligns with Curriculum	+	-	-/√	+
Aligns with PSLOs	+	√	√	+
Reasonable Planning Time	√	+	+	-
Reasonable Analysis Time/Cost	-/√	+	+	-/√
Value to Student Learning	√	-	-	√

Learning Outcomes by Measures Matrix

	Course Embedded Assessment Essays/ Presentation	Institutional Data	Student Surveys	Curriculum Analysis
Numeric Thinker	-	-	-	√/+
Personally Responsible	√	+	√	√/+
Globally Aware	√/+	-	-	√/+
Effective Communicator	+	-	-	√/+
Complex Thinker	√/+	-	-	√/+
Effective/Ethical User of Technology	-	√	-/√	√/+

## Step 4. Formalizing your Assessment Plan

After you have identified the outcomes you will assess and have determined one or more assessment methods to collect your data, you will want to formalize an assessment plan and timeline. The following matrices provide you a variety of ways that you can link your PSLOs with assessment methods, outline assessment outcomes and methodology, and mark out a timeline and a breakdown of responsibilities. You can choose to use one or more matrices when formalizing your assessment plan and, as always, feel free to modify/edit. In addition, remember that you can choose more than one methodology for your program assessment (as noted in the previous section, Guidelines for Selecting Assessment Methods). Also note that all data do not have to be collected every year as there will probably be minimal that changes, unless you made substantial changes in your program, curriculum, or delivery system. The remainder of this section provides you with the following information:

- ✓ A sample matrix to help you link your PSLOs with assessment methods and reports/use,
- ✓ A sample matrix to help you determine who will create, conduct, analyze, and report the assessment,
- ✓ A sample time-line and breakdown of responsibilities for implementation, and
- ✓ A sample qualitative form to help you conceptualize/formalize your assessment plan.

Example of Linking PSLOs, Assessment Methods, and Reports/Use

Which PSLO(s) will you assess?	Assessment Measure (How will you assess it?)	Population (Whom will you assess?)	Reporting/Use
Students will demonstrate personal responsibility	1. Course-embedded essay questions/oral presentations	1. All students enrolled in identified courses.	<ul style="list-style-type: none"> <li><input type="checkbox"/> CCD's Program-level report</li> <li><input type="checkbox"/> Departmental review of results</li> <li><input type="checkbox"/> Revise program curriculum and/or instruction as determined</li> </ul>
	2. Focus Groups/Survey	2. A sample population of students at different parts of the program	
Students can effectively communicate content knowledge	1. Course-embedded essay questions/oral presentations	1. All students enrolled in identified courses.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Departmental review of results</li> <li><input type="checkbox"/> Revise Curriculum and/or Instruction as determined</li> </ul>
	2. Curriculum Analysis	2. All identified courses.	
	3. Focus Groups/Survey	3. A sample student population in different parts of the program	

Sample Assessment Process Matrix

Assessment Process	<u>What</u>	<u>Who will conduct it?</u>	<u>When</u>
Preparation			
	Discuss/Complete PLSOs	All FT Faculty in the Program	Fall, Year ONE
	Curriculum Mapping		Fall, Year ONE
	Develop Assessment Strategies and Four Year Plan *The length of plan may vary depending on the program		Spring, Year ONE
Data Collection			
	1) Course Embedded Assessment-Essays/Oral Presentations	All FT Faculty in the Program	Annually
	2) Curriculum Analysis	All FT Faculty in the Program *invite all adjuncts	Year THREE, then again every 5 years.
	3) Focus Groups	Volunteer/Assigned Faculty	Starting year FOUR, annually
Analysis			
	1) Course Embedded Assessment-Essays/Oral Presentations	2 "readers" per course	Annually
	2) Curriculum Analysis	Department Chair and committee of FT faculty	Year THREE

	3) Focus Groups	Department Chair and 1 FT faculty	Starting year FOUR
Reporting/Use			
	1) Program Review of results	All FT faculty *invite Adjuncts	Annually
	2) Revise PSLOs, Curriculum and/or Instruction, Assessment protocol as determined	All FT faculty	Annually
	3) Course-level Report	Department Chair with the assistance of 1 FT faculty	Annually
	4) Program-level Report	Department Chair	Every 4 years

Sample Timeline

	Fall Semester (beg.)	Fall Semester (end)	Spring Semester (beg.)	Spring Semester (end)
<b>Year One</b>				
Preparation	<ul style="list-style-type: none"> <li>▣ Departmental Discussions regarding PSLOs</li> </ul>	<ul style="list-style-type: none"> <li>▣ Complete PSLO Statements</li> </ul>	<ul style="list-style-type: none"> <li>▣ Map Outcomes to Current Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▣ Develop Assessment Strategies and 4 Year Plan</li> </ul>
<b>Year Two</b>				
Data Collection		<ul style="list-style-type: none"> <li>▣ Course Embedded Assessment- Essays/Oral Presentations</li> </ul>		
Analysis			<ul style="list-style-type: none"> <li>▣ Course Embedded Assessment- Essays/Oral Presentations</li> </ul>	
Reporting/Use				<ul style="list-style-type: none"> <li>▣ Course-level assessment report(s).</li> </ul>
<b>Year Three</b>				
Data Collection	<ul style="list-style-type: none"> <li>▣ Curriculum Analysis</li> </ul>	<ul style="list-style-type: none"> <li>▣ Course Embedded Assessment- Essays/Oral Presentations</li> </ul>		
Analysis			<ul style="list-style-type: none"> <li>▣ Course Embedded Assessment- Essays/Oral Presentations</li> <li>▣ Department completes Curriculum Analysis</li> </ul>	

Reporting/Use	<ul style="list-style-type: none"> <li>□ Departmental Discussions/Review of Results of Assessment from Spring year two</li> </ul>		<ul style="list-style-type: none"> <li>□ Revise PSLOs, Curriculum and/or Instruction, Assessment protocol as determined</li> </ul>	<ul style="list-style-type: none"> <li>□ Course-level assessment report(s).</li> <li>□ Program discusses/reviews results of Curriculum analysis</li> </ul>
Year Four				
Data Collection		<ul style="list-style-type: none"> <li>□ Course Embedded Assessment-Essays/Oral Presentations</li> <li>□ Design Focus Group Questions</li> </ul>	<ul style="list-style-type: none"> <li>□ Course Embedded Assessment-Essays/Oral Presentations</li> <li>□ Conduct Focus Groups</li> </ul>	
Analysis				<ul style="list-style-type: none"> <li>□ Course-level assessment report(s).</li> <li>□ Analyze Focus Groups</li> </ul>
Reporting/Use			<ul style="list-style-type: none"> <li>□ Revise PSLOs, Curriculum and/or Instruction, Assessment protocol as determined</li> </ul>	<ul style="list-style-type: none"> <li>□ Complete Program-Level Assessment Report</li> <li>□ Plan to modify 4 year plan in the fall.</li> </ul>

## **A. Sample Assessment Plan:**

### **1. PSLOs, possibly from Institutional Outcomes, CTE Certificate Requirements and/or GenEd state-mandated competencies**

#### **2. What will you assess?:**

- Student Knowledge/Preparedness:** We want to evaluate students' ability to effectively communicate with others as well as their ability to assume responsibility in the process of completing the essay/oral presentation(s).
- **Curriculum Quality:** We need to track what is being taught where/when in order to provide assurance that specific learning goals and outcomes are being covered in the program and to pinpoint areas where additional coverage is needed.
- Student Perceptions:** We need to better understand students' perceptions of their experiences, attitudes, views and suggestions about the program.

#### **3. Assessment Methods**

- **Student Knowledge/Preparedness:** We will use course-embedded essay questions/oral presentations.
- **Curriculum Quality:** We will conduct a curriculum analysis.
- **Student Perceptions:** Focus groups with students and faculty. This may be in conjunction with a survey.

#### **4. Time Frame**

- **Student Knowledge/Preparedness:** Course-embedded essay questions/oral presentations will be analyzed annually.
- **Curriculum Quality:** We will add curriculum analysis to the third year of program-level assessment. It will be conducted over the course of the academic year and will be revisited in another 5 years, if needed.
- **Student Perceptions:** Focus groups/surveys with students and faculty will be conducted annually.

#### **5. Who Will Do the Assessment?**

- **Student Knowledge/Preparedness:** Assignments will be read and evaluated independently by at least two faculty members and ranked using pre-designed and agreed upon rubrics.
- **Curriculum Quality:** The Department Chair or Program Coordinator will lead this analysis. He/she will ask at least two full time faculty to serve on a committee to help him/her evaluate the current curriculum.
- **Student Perceptions:** Focus groups will be conducted and assessed by the Department Chair and at least one full time faculty to help evaluate the findings.

#### **6. Type of Feedback.**

At the end of each evaluation faculty will submit their results, data will be compiled and areas of strength/weakness will be identified.

#### **7. Closing the Loop**

The department will meet as a whole to discuss findings and will make a recommendation to the Chair for improving curricula based on the assessment. Future assessment plans will be discussed at that time

## Step 5. Analysis, Reports, and Closing the Loop

This section discusses what to consider as you analyze and interpret assessment data. It will also walk you through the process of completing an assessment report, distributing and sharing the results, and closing the loop.

How do you approach data analysis and interpretation?

The assessment method(s) you employ will largely drive your approach to data analysis and interpretation. Given that programs will choose from an array of methods (i.e., surveys, focus groups, curriculum analysis, and embedded test questions to name a few), this section can only provide general advice regarding the analysis and interpretation of your data. If you want additional, more pointed, advice on data analysis and interpretation you can contact SLC, the Director of Institutional Effectiveness or the Institutional Research and Planning Office.

### *Tips for Analyzing and Interpreting your Data*

- ✓ Think about your method of analysis prior to collecting your data. Look it up, read blogs about it, ask another professor, or call/email your friendly Institutional Research and Planning office! Work to ensure that your data are compatible with your desired methodology. Doing so will save you a lot of headaches later.
- ✓ Check assumptions before you analyze your data. Making assumptions can cause some strange outcomes in the data that can then lead you to try and explain the strange finding(s), which may not be valid.
- ✓ Pay attention to validity and reliability  
Validity refers to how well an assessment tool measures what it is purported to measure. Reliability is the degree to which an assessment tool produces stable and consistent results.
- ✓ Take steps to ensure inter-rater reliability  
Inter-rater reliability indicates how consistent your analysis is likely to be if the assessment is analyzed by two or more readers/raters. Familiarize yourself with an

array of strategies that will help ensure consistency of terms and measures between your readers/raters.

- ✓ Try to Remember that there is NO SUCH THING AS “BAD RESULTS”

While easier said than done, keeping this in mind will save you a lot of work trying to “rationalize” a finding later or trying to make a result “fit” with your preconceived notion of the results. Be cautious of reading “too much” information from your data—keep your analysis and interpretation focused on the PSLOs you set out to assess.

### *Preparing your Assessment Report*

After you have analyzed and interpreted your data, you will need to reflect on your findings as well as the assessment process and, then, write up your report. While CCD provides you with a standard form to complete, the following tips may be helpful to consider:

#### Link results to original PSLOs

Report your results in the context of your original outcomes to most effectively demonstrate the ways your assessment project(s) effect your program. Assessment results mean little if your audience does not understand what it was you were trying to assess in the first place. Successful completion of assessing your PSLOs should be showcased. You can also use this opportunity to show how you plan to address program areas that still need work. In this way, even less-desirable results can be used to the program's advantage by telling your audience what steps you will take for improvement.

#### The audience

Keep in mind that the CCD assessment report has been designed for a variety of primary and secondary uses and audiences—including the program members, the Provost, the Director of Institutional Effectiveness, Deans, and the public.

#### Tone and verbiage

Given the audience(s) for the report, the information included therein should be clear and succinct. A primary concern is that CCD can demonstrate the effective use of to our program-level assessment plans and outcomes to our accreditation body. Effective use means that program level assessment is used to improve teaching and learning. Given the report's qualitative nature, it is important to keep the tone professional and the verbiage informative. As such, this is not the forum in which to journal your feelings about the college, the program, or assessment. Rather, focus on detailing your program level assessment projects and findings using uncomplicated and concise verbiage.

### *Closing the Loop*

The last question on the Program-Level Assessment Report

asks you to consider how your results will affect what you do with your program's curriculum and/or with program requirements. This is an extremely important part of making assessment meaningful and it encourages you to make changes to improve your program and, overall, student learning. Failure to act in response to your assessment results is not "closing the loop" and is, therefore, an incomplete assessment. Your program may act by concluding that student performance, with respect to a learning outcome, requires a major curriculum change. Other actions may include adding prerequisites, increasing or changing specific assignments in an existing course, and providing support structures such as tutoring sessions. Another action could be to reevaluate whether the PSLOs evaluated are appropriate or if the assessment process effectively measured the targeted PSLOs. Whatever action is taken should be based on your assessment findings and can be re-assessed to determine if these changes have helped/hindered student learning—hence, closing the loop!



## Appendix A: Example of Program Level Outcomes

The goals and outcomes that follow are examples for you to consider as you think about your own.

### □ Social Sciences

Students who study one of the social sciences will learn that they have responsibilities to themselves, their families, peer groups, communities, and society.

Outcomes - Students can:

- Identify the role that cultural diversity plays in defining what it means to be a social being.
- Identify the origins, workings, and ramifications of social/cultural change in their identity.
- Compare the distinctive methods and perspectives of two or more social science disciplines.

### □ Natural Sciences

Students who study the natural sciences will become critical thinkers who are able to judge scientific arguments created by others and see relationships between science and societal problems.

Outcomes - Students can:

- Apply scientific methodology.
- Evaluate the validity and limitations of theories and scientific claims in experimental results.
- Identify the relevance and application of science in everyday life.

### □ Humanities

Students who study the humanities will begin to recognize themselves as “knowers,” be self-conscious about their participation in a particular culture, and cultivate their ability to discover new knowledge for themselves.

Outcomes - Students can:

- Identify the contributions of the humanities to the development of the political and cultural institutions of contemporary society.
- Analyze the meaning of major texts from both Western and non-Western cultures.
- Apply the humanistic perspective to values, experiences, and meanings in their own lives.

□ Natural Science

Outcomes - Students will:

- Demonstrate an understanding of basic scientific principles by restating the principle in their own words and giving a real-world example of the principle in action.
- Be able to distinguish between correct and incorrect applications of the principle when given examples of each on an objective exam.

□ English

Outcomes - Students will:

- Write five-page essays reflecting on the work of an author of their choice that presents a clear and well-organized argument and uses examples to support the argument.
- Use the conventions of Standard Written English in all writing assignments.

□ Education

Outcomes - Students will:

- Clearly demonstrate an understanding of curriculum theory and standards by preparing a two- page curriculum plan and providing justification from the literature for the chosen curriculum method.

# Appendix B: Glossary of 20 Helpful Assessment Methods

## 1. Alumni Surveys

**Description:** Surveying program alumni can provide a wide variety of information about program satisfaction, how well students are prepared for their careers, what types of jobs or graduate degrees majors have gone on to obtain, starting salaries for graduates, and the skills that are needed to succeed in the job market or in graduate study. These surveys provide the opportunity to collect data about which areas of the program should be changed, altered, improved or expanded.

**Strengths and Weaknesses:** Alumni surveying is usually a relatively inexpensive way to collect program data from individuals who have a vested interest in helping you improve your program as well as offering the opportunity for improving and continuing program relationships with program graduates. However, without an easily accessible and up-to-date directory of alumni, they can be difficult to locate. It also takes time to develop an effective survey and ensure an acceptable response rate.

### **Additional Resources:**

- Converse, J. M. & Pressler, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. SAGE Publications.
- Dillman, D. (1978). *Mail and telephone surveys: The total design method*. New York: Wiley-Interscience Publication.
- Dyke, J. V. & Williams, G. W. (1996). Involving graduates and employers in assessment of a technology program. In Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (Eds.). *Assessment in practice*, pp. 99-101. San Francisco: Jossey-Bass Publishers.
- Ewell, P. (1983). *Student outcomes questionnaires: An implementation handbook*. New York, NY: National Center for Higher Education Management Systems and the College Board.
- Labaw, P. J. (1980). *Advanced questionnaire design*. Cambridge, MA: Abt Books.
- McKenna, B. *Surveying your alumni: Guideline and 22 sample questionnaires*. Washington, DC: Council for advancement and support of education.

## 2. Culminating Assignments

**Description:** Culminating assignments offer students the opportunity to put together the knowledge and skills they have acquired in their field of study, provide a final common experience for students, and offer faculty a way to assess student achievement across a number of discipline-specific areas. Culminating assignments are generally designed for seniors in a field to complete in the last semester before graduation. Their purpose is to integrate knowledge, concepts and skills that students are expected to have acquired in the program during the course of their study. This is obviously a curricular structure as well as an assessment technique and may consist of a single culminating course (a “capstone” course) or a small group of courses designed to measure competencies of students who are completing the program. A senior assignment is a final culminating project for graduating seniors such as a performance portfolio or a thesis that has the same integrative purpose as the capstone course.

**Strengths and Weaknesses:** Many colleges and universities are using capstone courses to collect data on student learning in a specific field or in general education or core requirement programs. Putting together an effective and comprehensive capstone course can be a challenge, however, particularly for those programs that mesh hands-on technical skills with less easily measurable learning outcomes. Also, there is a great deal of start-up time to developing appropriate and systematic methods for assessing these or other culminating experiences. See Content Analysis and Primary Trait Analysis below for further information.

### **Additional Resources:**

- Southern Illinois University website: [www.siu.edu/~deder/assess](http://www.siu.edu/~deder/assess)
- Julian, F. D. (1996). The capstone course as an outcomes test for majors. Banta,
- T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (Eds.). In *Assessment in practice*, pp. 79-81. San

Francisco: Jossey-Bass Publishers.

- Upcraft, M. L., Gardner, J. N., & Associates. (1989). *The freshman year experience: Helping students survive and succeed in college*. San Francisco: Jossey-Bass Publishers.

### 3. **Content Analysis**

**Description:** Content analysis is a technique that looks at a group of students, such as students in a degree program, and assesses samples of written work that are produced by this group. To use content analysis to assess their writing skills, you will need a representative sample of the writing. The analysis may look at what the students actually write or at the underlying meaning of their writing. Results are generally presented in written form giving averages and examples of specific categories of outcomes (e.g., spelling errors). Primary trait analysis, which identifies important characteristics of specific assignments and assigns levels of competency to each trait, can be particularly effective in identifying student learning.

**Strengths and Weaknesses:** Content analysis allows you to assess learning outcomes over a period of time and can be based on products that were not created for program assessment purposes. Because writing samples can be re-examined, content analysis also makes it easier to repeat portions of the study and provides an unobtrusive way to assess student learning. However, accuracy of the assessment is limited to the skill of the person(s) doing the analysis. Data is also limited by the set of written work and may not be relevant to technical skills valued by a particular field that involve hands-on performance. Using more than one analyst per document as well as concrete materials can improve the reliability of this technique.

**Additional Resource:**

- Babbie, E. (1995). *The Practice of Social Research (7th ed.)*. Belmont, CA: Wadsworth.
- Walvoord, B. E. & Anderson, V. J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass.

### 4. **Course-embedded Assessment**

**Description:** Course-embedded assessment refers to methods of assessing student learning within the classroom environment, using course goals, outcomes and content to gauge the extent of the learning that is taking place. This technique generates information about what and how students are learning within the program and classroom environment, using existing information that instructors routinely collect (test performance, short answer performance, quizzes, essays, etc.) or through assessment instruments introduced into a course specifically for the purpose of measuring student learning.

**Strengths and Weaknesses:** This method of assessment is often effective and easy to use because it builds on the curricular structure of the course and often does not require additional time for data collection since the data comes from existing assignments and course requirements. Course-embedded assessment does, however, take some preparation and analysis time and, while well documented for improving individual courses, there is less documentation on its value for program assessment.

**Additional Resources:**

- Angelo, T. A. & Cross, K. P. (1993). *Classroom assessment techniques: A Handbook for college teachers (2nd. Ed.)*. San Francisco: Jossey-Bass.
- Classroom Assessment Techniques. (1999). Center for Excellence in Learning & Teaching. [www.personal.psu.edu/celt/CATs.html](http://www.personal.psu.edu/celt/CATs.html)
- Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials*. San Francisco: Jossey-Bass.
- Walvoord, B. E. & Anderson, V. J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass.

### 5. **Curriculum Analysis**

**Description:** Curriculum analysis involves a systematic review of course syllabi, textbooks, exams, and other materials to help you clarify learning outcomes, explore differences and similarities between course sections, and/or assess the effectiveness of instructional materials. It offers a way to document which courses will cover which outcomes and helps in sequencing courses within a program. Also see Matrices.

**Strengths and Weaknesses:** Using curriculum analysis as an assessment tool can be a valuable way of tracking what is being taught where. It can provide assurance that specific learning goals and outcomes are being covered in the program and can pinpoint areas where additional coverage is needed. This method, however, can be time-consuming, particularly in large programs with many courses and different instructors, and there may be little consistency between how learning outcomes are addressed in one course and how they are taught in another.

**Additional Resources:**

- Bers, T., Davis, D., & Taylor, W. (1996, Nov.-Dec.). Syllabus analysis: What are you teaching and telling your students? *Assessment Update* (8), 6, pp. 1-2, 14-15.
- Diamond, R. M. (1998). *Designing and assessing courses and curricula*. San Francisco: Jossey-Bass.
- Ewell, P. T. (1997). Identifying indicators of curricular quality. In *Handbook of the undergraduate curriculum*, J. G. Gaff & J. L. Ratcliff (Eds.). San Francisco: Jossey Bass, pp. 608-627.

**6. Delphi Technique**

**Description:** The Delphi technique is used to achieve consensus among differing points of view. In its original form, a team of experts, who never actually meet, are asked to comment on a particular issue or problem. Each member's response is reviewed and a consensus determined. Any member whose response falls outside of the consensus is asked to either defend or rethink the response. The anonymity provided by this technique offers more junior members of the team an equal chance to get their ideas out, as well as permitting a challenge to the ideas of senior members that might never take place in an open forum. More recently, the Delphi technique has been modified so that teams of individuals are brought together to discuss an issue or problem face-to-face and reach a consensus at the meeting. For instance, a team of faculty members might meet to review possible goals and outcomes for their program in an effort to develop a set of goals and outcomes on which they can agree.

**Strengths and Weaknesses:** The Delphi technique can be useful in bringing together diverse opinions in a discussion forum. This technique fails, however, when the facilitator lacks objectivity or when the participants feel unsafe or insecure in voicing their real opinions. For instance, a faculty member discussing intended goals and outcomes might not be comfortable in disagreeing with the program head. For this technique to succeed, care must be taken to appoint an impartial facilitator and to convince participants that differing opinions are welcome. Returning to the original design of this technique, with an anonymous team who never meet, might ensure more honest and open input.

**Additional Resources:**

- Armstrong, M. A. (1989). The Delphi technique. Princeton Economic Institute.  
<http://www.pei-intl.com/Research/MARKETS/DELPHI.HTM>.
- Cline, Alan. (2000). Prioritization Process using Delphi Technique. [www.carolla.com/wp-delph.htm](http://www.carolla.com/wp-delph.htm).
- Stuter, L. M. (1996). The Delphi technique: What is it?  
<http://www.icehouse.net/lmstuter/page0019.htm>.
- Stuter, L. M. (November 1998). Using the Delphi technique to achieve consensus. *Education Reporter* (54).

**7. Employer Surveys**

**Description:** Employer surveys help the program determine if their graduates have the necessary job skills and if there are other skills that employers particularly value that graduates are not acquiring in the program. This type of assessment method can provide information about the curriculum, programs and student outcomes that other methods cannot: on-the-job, field-specific information about the application and value of the skills that the program offers.

**Strengths and Weaknesses:** Employer surveys provide external data that cannot be replicated on campus and can help faculty and students identify the relevance of educational programs, although, as is true in

any survey, ambiguous, poorly-worded questions will generate problematic data. Additionally, though data collected this way may provide valuable information on current opinion, responses may not provide enough detail to make decisions about specific changes in the curriculum or program. Also, it is sometimes difficult to determine who should be surveyed, and obtaining an acceptable response rate can be cost—and time—intensive.

***Additional Resources:***

- Converse, J. M. & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. Newbury Park: SAGE Publications.
- Dyke, J. V., & Williams, G. W. (1996).
- Involving graduates and employers in assessment of a technology program. In Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (eds.) *Assessment in Practice*. San Francisco: Jossey-Bass.
- Lead Center, University of Wisconsin, Madison. (1998). Program assessment toolkit: A guide to conducting interviews and surveys.

## **8. Focus Groups**

***Description:*** Focus groups are structured discussions among homogeneous groups of 6-10 individuals who respond to specific open-ended questions designed to collect data about the beliefs, attitudes and experiences of those in the group. This is a form of group interview where a facilitator raises the topics for discussion and collects data on the results. Emphasis is on insights and ideas.

***Strengths and Weaknesses:*** Focus groups can provide a wide variety of data about participants' experiences, attitudes, views and suggestions, and results can be easily understood and used. These groups allow a small number of individuals to discuss a specific topic in detail, in a non-threatening environment. Data collected in this way, however, is not useful for quantitative results, and qualitative data can be time-consuming and difficult to analyze because of the large amount of non-standardized information. Ultimately, the success of this method depends on a skilled, unbiased moderator and appropriate groups of participants.

***Additional Resources:***

- Lead Center, University of Wisconsin, Madison. (1998). Program assessment tool kit: A guide to conducting interviews and surveys. Morgan, D. L. (1988). *Focus groups as qualitative research*. Newbury Park: SAGE Publications.
- Morgan, D. L., & Krueger, R. A. (1997). *The focus group kit (Vols. 1-6)*. Thousand Oaks, CA: SAGE Publications.

## **9. Institutional Data**

***Description:*** A variety of program and student data are routinely collected at the university level. These data can enhance and elaborate on data you collect in the program. Institutional data can tell you whether the program is growing, what the grade point average is for students in the program, and what the retention rate is for your students.

***Strengths and Weaknesses:*** Institutional data are generally easily accessible and readily available. On the CCD campus, you can access this data through the Office of Institutional Research and Planning, located in Cherry Creek Suite 223. Student and program data are collected on a systematic and cyclical schedule that can offer you both current and longitudinal information. On the other hand, these data sets are generally large and may be difficult to sort through, particularly for those individuals who are not used to working through large databases. The data may be less useful to specific programs because the information collected is very often general (age, gender, race, etc.) and may not directly relate to program goals and outcomes.

***Additional Resources:***

- The Office of Institutional Research and Planning (CHR suite 223) can provide assistance in accessing institutional data and university-wide data sets. The Information Clearinghouse website is

## 10. **Matrices**

**Description:** At its most basic, a matrix is a grid of rows and columns used to organize information. For assessment purposes, a matrix can be used to summarize the relationship between program outcomes and course syllabus outcomes, course assignments, or courses in a program or program. Matrices can be used for curriculum review, to select assessment criteria or for test planning. A matrix can also be used to compare program outcomes to employer expectations.

**Strengths and Weaknesses:** Using a matrix can give you a good overview of how course components and curriculum link to program outcomes, can help you tailor assignments to program outcomes, and can lead to useful discussions that in turn lead to meaningful changes in courses or curricula. However, because a matrix can offer a clear picture of how program components are interconnected and can reveal where they are not, acknowledging and responding to discrepancies may involve extensive discussion, flexibility and willingness to change.

### ***Additional Resource:***

- Diamond, R.M. (1998). *Designing and assessing courses and curricula*. San Francisco: Jossey-Bass. Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials*. San Francisco: Jossey-Bass.

## 11. **Observations**

**Description:** Observation as a method of assessment is an unobtrusive tool that can yield significant information about how and why students learn. You may choose to observe any relevant interactive event, such as classes, club meetings, or social gatherings. This tool is generally used when you are interested in how students study, are concerned about the effectiveness of study sessions or other supplementary activities, or when you are focusing on the relationship between out-of-class behavior and in-class performance. Data collected through observation can be correlated with test scores and/or course grades to help provide further insight into student learning.

**Strengths and Weaknesses:** Data collected through observation can yield important insight into student behavior that may be difficult to gauge through other assessment methods. This method is typically designed to describe findings within a particular context and often allows for interaction between the researcher and students that can add depth to the information collected. It is especially useful for studying subtleties of attitudes and behavior. Observed data, however, is not precise and cannot be generalized to larger populations. Conclusions may be suggestive rather than definitive, and others may feel that this method provides less reliable data than other collection methods.

### ***Additional Resources:***

- Babbie, E. (1995). *The practice of social research (7th ed.)*. Belmont, CA: Wadsworth. Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials*. San Francisco: Jossey-Bass.

## 12. **Performance Assessment**

**Description:** Performance assessment uses student activities to assess skills and knowledge. These activities include class assignments, auditions, recitals, projects, presentations and similar tasks. At its most effective, performance assessment is linked to the curriculum and uses real samples of student work. This type of assessment generally requires students to use critical thinking and problem-solving skills within a context relevant to their field or major. The performance is rated by faculty or qualified observers and assessment data collected. The student receives feedback on the performance and evaluation.

**Strengths and Weaknesses:** Performance assessment can yield valuable insight into student learning and provides students with comprehensive information on improving their skills. Communication between faculty and students is often strengthened, and the opportunity for students' self-assessment is increased. Performance assessment, like all assessment methods, is based on clear statements about learning outcomes. This type of assessment is also labor-intensive, is sometimes separate from the daily routine of

faculty and student, and may be seen as an intrusion or an additional burden. Articulating the skills that will be examined and specifying the criteria for evaluation may be both time-consuming and difficult.

***Additional Resources:***

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.
- Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials*. San Francisco: Jossey-Bass.

**13. Portfolio Evaluations**

**Description:** Portfolios are collections of student work over time that are used to demonstrate student growth and achievement in identified areas. Portfolios can offer information about student learning, assess learning in general education, and evaluate targeted areas of instruction and learning. A portfolio may contain all or some of the following: research papers, process reports, tests and exams, case studies, audiotapes, videotapes, personal essays, journals, self-evaluations and computational exercises. Portfolios are often useful and sometimes required for certification, licensure, or external accreditation reviews.

**Strengths and Weaknesses:** Portfolios not only demonstrate learning over time, but can be valuable resources when students apply to graduate school or for jobs. Portfolios also encourage students to take greater responsibility for their work and open lines of discussion between faculty and students and among faculty involved in the evaluation process. Portfolios are, however, costly and time-consuming and require extended effort on the part of both students and faculty. Also, because portfolios contain multiple samples of student work, they are difficult to assess and to store and may, in some contexts, require too much time and effort from students and faculty alike.

***Additional Resources:***

- Belanoff, P. & Belanoff, D. (1991). *Portfolios: Process and product*. Portsmouth, NH: Boynton/Cook Publishers.
- The Washington State University Writing Portfolio (2001).
- <http://wsu.edu/~bcondon/portpage.html>. Forrest, A. (1990). *Time will tell: Portfolio-assisted assessment of general education*. Washington, DC: AAHE Assessment Forum.

**14. Pre-test/Post-test Evaluation**

**Description:** This method of assessment uses locally developed and administered tests and exams at the beginning and end of a course or program in order to monitor student progression and learning across pre-defined periods of time. Results can be used to identify areas of skill deficiency and to track improvement within the assigned time frame. Tests used for assessment purposes are designed to collect data that can be used along with other institutional data to describe student achievement.

**Strengths and Weaknesses:** Pre-test/post-test evaluations can be an effective way to collect information on students when they enter and leave a particular program or course, and provide assessment data over a period of time. They can sample student knowledge quickly and allow comparisons between different students groups, or the same group over time. They do, however, require additional time to develop and administer and can pose problems for data collection and storage. Care should be taken to ensure that the tests measure what they are intended to measure over time (and that they fit with program learning outcomes) and that there is consistency in test items, administration and application of scoring standards.

***Additional Resources:***

- Berk, R. (Ed.). (1986). *Performance assessment: Methods and applications*.
- Baltimore, MD. The Johns Hopkins University Press.
- Gronlund, N. (1991). *Measurement and evaluation in teaching (4th ed.)*. New York: MacMillan.
- Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials*. San Francisco: Jossey-Bass.

**15. Reflective Essays**

**Description:** Reflective essays may be used as an assessment tool to gauge how well students understand class content and issues. They are generally short essays (5 to 10 minutes) on topics related to the course

curriculum and may be given as in-class assignments or homework. Reflective essays may be voluntary or required, open-ended questions on surveys required in student portfolios or capstone composition courses.

**Strengths and Weaknesses:** Reflective essays as an assessment tool can offer data on student opinions and perspectives at a particular moment in a class. Essays will provide a wide array of different responses and might lead to increased discussion among faculty and students. On the other hand, poorly worded, ambiguous questions will yield little data that is useful, and opinions and perceptions may vary in accuracy. Analysis of essay content also takes additional time and expertise.

**Additional Resource:**

- Banta, T. W., Lund, J. P., Black, K. E. & Oblander, F. W. (1996). *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass.

## 16. Scoring Rubrics

**Description:** Scoring rubrics are typically grids that outline identified criteria for successfully completing an assignment or task and establish levels for meeting these criteria. Rubrics can be used to score everything from essays to performances. Holistic rubrics produce a global score for a product or performance. Primary trait analysis uses separate scoring of individual characteristics or criteria of the product or performance.

**Strengths and Weaknesses:** Scoring rubrics allow the instructor to efficiently and consistently look at complex products or performances and to define precise outcomes and expectations. They also are easily shared with students. However, developing an effective rubric can be time-consuming and often requires ongoing edits to fine tune criteria and anticipated outcomes. Training raters to use the scoring rubrics in a consistent manner also involves a significant time commitment.

**Additional Resources:**

- Southern Illinois University: [www.siu.edu/~deder/assess](http://www.siu.edu/~deder/assess)
- Walvoord, B. E., & Anderson, V. J. (1998). *Effective grading*. San Francisco: Jossey-Bass.
- White, E. M. (1994). *Teaching and assessing writing*. San Francisco: Jossey-Bass.

## 17. Standardized and Local Test Instruments

**Description:** Selecting a standardized instrument (developed outside the institution for application to a wide group of students using national/regional norms and standards) or a locally-developed assessment tool (created within the institution or program for internal use only) depends on specific needs and available resources. Knowing what you want to measure is key to successful selection of standardized instruments, as is administering the assessment to a representative sample in order to develop local norms and standards. Locally-developed instruments can be tailored to measure specific performance expectations for a course or group of students.

**Strengths and Weaknesses:** Locally-developed instruments are directly linked to local curriculum and can identify student performance on a set of locally-important criteria. Putting together a local tool, however, is time-consuming as is development of a scoring key/method. There is also no comparison group and performance cannot be compared to state or national norms. Standardized tests are immediately available for administration and, therefore, are less expensive to develop than creating local tests from scratch. Changes in performance can be tracked and compared to norm groups and subjectivity/misinterpretation is reduced. However, standardized measures may not link to local curricula and purchasing the tests can be expensive. Test scores may also not contain enough locally-relevant information to be useful.

**Additional Resources:**

- Jacobs, L. C., & Chase, C. you. (1992). *Developing and using tests effectively: A guide for faculty*. San Francisco: Jossey Bass.
- Morris, L. L., Fitz-Gibbons, C. T., Lindheim, E. (1987). *How to measure performance and use tests*. Beverly Hills: Sage.
- National Post-Secondary Education Cooperative (NPEC) Assessment Tests

- Review. <http://www.nces.gov/npec/evaltests> Ory, J., & Ryan, K. E. (1993). *Tips for improving testing and grading*. Beverly Hills: Sage Publications.

## 18. Student Surveys and Exit Interviews

**Description:** Surveys and interviews ask students to respond to a series of questions or statements about their academic experience. Questions can be both open-ended (respondents create answers) and close-ended (respondents answer from a list of simple and unambiguous responses). Surveys and interviews can be written or oral (face-to-face) or by phone. Types of surveys include in-class questionnaires, mail questionnaires, telephone questionnaires, and interviews. Interviews include structured, in-person interviews and focus group interviews.

**Strengths and Weaknesses:** Surveys can be relatively inexpensive and easy to administer, can reach participants over a wide area, and are best suited for short and non-sensitive topics. They can give you a sense of what is happening at a given moment in time and can be used to track opinions. Data is reasonably easy to collect and tabulate, yet the sample may not be representative of the population (particularly with a low response rate). Ambiguous, poorly written items and insufficient responses may not generate enough detail for decision making. An interview can follow-up on evasive answers and explore topics in-depth, collecting rich data, new insights, and focused details. It can, however, be difficult to reach the sample and data can be time-consuming to analyze. Information may be distorted by the respondent, who may feel a lack of privacy and anonymity. The success of the interview depends ultimately on the skills of the interviewer.

### **Additional Resources:**

- Fowler, F. J. (1985). *Survey research methods*. Beverly Hills: SAGE Publications.

## 19. Syllabus Analysis

**Description:** Syllabus analysis (as well as systematic review of textbooks, exams and other curricular material) involves looking at the current course syllabus (written or oral assignments, readings, class discussions/projects and course expectations) to determine if the course is meeting the goals and outcomes that the instructor or program has set for it.

**Strengths and Weaknesses:** Use syllabus analysis when you want to clarify learning outcomes; explore differences and similarities between sections of a course; or assess the effectiveness of instructional materials. Syllabus analysis can provide invaluable information to enhance any assessment plan. However, this review is time consuming and, as there may be more than one reviewer, there may not be adequate consistency in collecting and analyzing the data.

### **Additional Resources:**

- Bers, T., Davis, D., & Taylor, W. (1996, Nov. -Dec.). Syllabus analysis: What are you teaching and telling your students? *Assessment Update* (8), 6, pp. 1-2, 14-15. Palombo et al. (2000). *Assessment workbook*. Ball State University. <http://web.bsu.edu/IRAA/AA/WB/contents.htm>.
- Walvoord, B. E., & Anderson, V. J. (1998). *Effective grading*. San Francisco: Jossey-Bass. White, E. M. (1994). *Teaching and assessing writing*. San Francisco: Jossey-Bass.

## 20. Transcript Analysis

**Description:** Transcript analysis involves using data from student databases to explore course-taking or grade patterns of students. This tool can give you a picture of students at a certain point in their academic careers, show you what classes students took and in what order, and identify patterns in student grades. In sum, transcript analysis gives you a more complete picture of students' actual curricular experiences. Specific information can be drawn from transcripts to help answer research questions, and course pattern sequences can be examined to see if there is coherence to the order of courses taken.

**Strengths and Weaknesses:** Transcript analysis is an unobtrusive method for data collection using an existing student database. This information can be linked to other variables such as gender or field of study,

or used to measure outcomes. It is important to keep in mind, however, that course patterns may be influenced by other variables in students' lives that do not show up on their transcripts. Also, solutions that arise from results of the analysis may not be practical or easily implemented. It is critical to have specific questions whose answers can lead to realistic change before conducting the analysis.

***Additional Resources:***

- Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials*. San Francisco:
- Jossey-Bass. Ratcliff, J. L. (1992). What can you learn from coursework patterns about improving undergraduate education? In J. L. Ratcliff (Vol. Ed.), *Assessment and curriculum reform: Vol. 80. New directions for higher education* (pp. 5-22). San Francisco: Jossey-Bass.

# Appendix C: Sample Assessment Plans

## SAMPLE

### PROGRAM ASSESSMENT USING COURSE-BASED ASSESSMENT OF CLASSROOM ASSIGNMENTS

#### ***BA in Anthropology***

##### ***1. PSLOs to focus on:***

- Identify trends or patterns in anthropological data;
- Formulate a testable explanation or reasonable interpretation;
- Identify data that constitute credible evidence for an explanation or interpretation;
- Identify and define a significant problem or topic in anthropology; and
- Analyze and interpret data in a systematic manner.

##### ***2. What will you assess?***

Completion by a random sample of 15% of the senior majors of identified course assignments in selected upper division anthropology courses.

##### ***3. Assessment Methods***

A cross-section of written work involving several formats and the department's three sub-disciplines, including take-home essays, literature critiques, midterm essay, and final exams.

##### ***4. Time Frame***

Senior majors will take the courses proposed and will complete the identified assignments for these courses. Evaluation of the assignments will be scheduled as appropriate throughout the semester.

##### ***5. Who Will Do the Assessment?***

Assignments will be read and evaluated independently by three faculty members other than the course instructor and ranked on a five-point scale with 5 as superior and 1 as inadequate.

##### ***6. Type of Feedback.***

At the end of each evaluation, faculty will submit their evaluations, data will be compiled and areas of strength/weakness will be identified.

##### ***7. Closing the Loop***

The department will meet as a whole to discuss findings and will recommend to the Chair methods for improving curricula based on the assessment.

# SAMPLE

## PROGRAM ASSESSMENT USING NATIONAL STANDARDIZED EXAM

### *BS in Chemical Engineering*

#### **1. PSLOs to focus on:**

Students will demonstrate the ability and skill to:

- Delineate and solve in a practical way the problems of society involving molecular change;
- Implement the engineer's responsibility to protect both occupational and public health/safety;
- Maintain professional competency through lifelong learning;
- Conduct experimental investigations that combine elements of theory and practice;
- Use computational techniques to solve specific engineering problems; and
- Communicate effectively both orally and in writing.

#### **2. What will you assess?**

Successful completion of national standardized Fundamentals of Engineering Exam (FE) by all graduating seniors.

#### **3. Assessment Methods**

- Analysis of overall FE exam scores in comparison with national and state scores
- Analysis of FE exam scores by engineering major
- Analysis of course content in relation to exam subject areas and scores

#### **4. Type of Feedback.**

- Review of test data by faculty committees within each department of the College to determine percentages of students passing/failing the exam.
- Evaluation of College curricula and course content in relation to areas of the exam on which students receive lower scores

#### **5. Closing the Loop**

Data will be used to update curricula and course content to address identified problem areas. A senior design project is currently being considered to increase hands-on experience and practical application of learning.

# SAMPLE

## PROGRAM ASSESSMENT USING SENIOR CAPSTONE PROJECT

### ***BA in English***

#### ***1. PSLOs to focus on:***

- Discuss a major work or author in English and/or American Literature, or compare two or more works and authors; for example, analyze the character of Satan in Milton's *Paradise Lost*.
- Analyze a novel, short story, poem, play or a significant piece of prose showing familiarity with the techniques and literary contexts of the particular genre examined.
- Show knowledge of the historical context or literary period of the work or author being examined; for example, a discussion of Crane's Maggie as an example of American Naturalism.

#### ***2. What will you assess?***

Completion of a Senior Project consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the outcomes outlined above in "***Outcomes.***"

#### ***3. Assessment Methods***

Portfolios reviewed and evaluated by departmental committee.

#### ***4. Time Frame***

Students will take the course proposed and will prepare the portfolios before the end of the senior year. Evaluation of the portfolios will be scheduled for each quarter.

#### ***5. Who Will Do the Assessment?***

Department Chair and appointed committee.

#### ***6. Type of Feedback.***

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses that the portfolios demonstrate.

#### ***7. Closing the Loop***

The department will meet as a whole to discuss findings and will recommend to the Chair and curriculum committee methods of improving department procedures and curricula.

# SAMPLE

## PROGRAM REVIEW USING COURSE-BASED ASSESSMENT OF EMBEDDED EXAM QUESTIONS

### ***BA in Mathematics***

#### ***1. PSLOs to focus on:***

use techniques of differentiation and integration of one and several variables;  
solve problems using differentiation and integration;

-solve systems of linear equations;

give direct proofs, proofs by contradiction, and proofs by induction;

write a simple computer program

#### ***2. What will you assess?***

Completion of embedded exam questions designed to evaluate selected knowledge and skills.

#### ***3. Assessment Methods***

Test questions developed by a committee of faculty and embedded in the mid-term and final exams of three upper level classes: Calculus 3, Linear Algebra, and Advanced Calculus.

#### ***4. Time Frame***

Students will take the courses proposed and will complete the mid-term and final exams for these courses. Evaluation of the exam questions will be scheduled at semester's mid-point and end.

#### ***5. Who Will Do the Assessment?***

Members of the departmental Undergraduate Committee, independent of the course instructors, will grade questions for outcomes assessment. The Department Chair and an appointed committee will review the Undergraduate Committee's report.

#### ***6. Type of Feedback.***

At the end of each evaluation, the committee will write a report describing the results and making recommendations for curricular revision, if appropriate.

#### ***7. Closing the Loop***

The department will meet as a whole to discuss findings and will recommend to the Chair methods for improving curricula based on exam question assessment.

# Appendix D: Resources

This appendix offers a variety of on-campus and on-line resources to provide additional assistance as you move deeper into the assessment process. On-campus resources are given to provide you with a “real person” to contact should you have questions, concerns or need additional information or support.

## **On-Campus**

Office of Institutional Research and Planning  
Cherry Creek Suite 223  
303-352-6927

Teaching and Learning Center (TLC)  
Cheery Creek Suite 224  
Student Learning Committee

## **On-Line**

On-line websites are listed to give you further opportunity to explore how assessment is being used at other large research institutions across the country. These websites are particularly useful in providing specific examples and “how-to” models as well as in sharing how the assessment experience is playing out in higher education today. References from the literature offer more in-depth discussion of handbook topics.

### **American Association for Higher Education**

[www.aahe.org](http://www.aahe.org)

### **California State University - San Bernardino**

<http://academic-affairs.csusb.edu> and [www.co.calstate.edu/aa/sloa](http://www.co.calstate.edu/aa/sloa)

### **ERIC Assessment Clearinghouse**

<http://ericae.net/>

### **Internet Resources for Higher Education Outcomes Assessment**

<http://www2acs.ncsu.edu/upa/assmt/resource.htm>

### **Ohio University**

[www.cats.ohiou.edu/~insres/assessments/ncaplan.html](http://www.cats.ohiou.edu/~insres/assessments/ncaplan.html)

### **Penn State**

[www.psu.edu/dus/uac/assessme.htm](http://www.psu.edu/dus/uac/assessme.htm)

### **Southern Illinois University**

[www.siu.edu/~deder/assess](http://www.siu.edu/~deder/assess)

### **University of Cincinnati - Raymond Walters College**

[www.rwc.uc.edu/phillips/index\\_assess.html](http://www.rwc.uc.edu/phillips/index_assess.html)

### **University of Colorado - Boulder**

[www.colorado.edu/pba/outcomes](http://www.colorado.edu/pba/outcomes)

### **University of Michigan**

[www.umich.edu/~crltmich/crlt.faq.html](http://www.umich.edu/~crltmich/crlt.faq.html)

### **University of Nebraska**

[www.unl.edu/svcaa/priorities/assessment.html](http://www.unl.edu/svcaa/priorities/assessment.html)

### **University of Wisconsin - Madison**

[www.wisc.edu/provost/assess.html](http://www.wisc.edu/provost/assess.html)

### **Virginia Tech**

<http://aappc.aap.vt.edu>

## Curriculum Mapping: Linking Outcomes to the Curriculum

### Assessment Matrix: Linking Objectives to Curriculum

**Key**

I = Introduced

E = Emphasized

U = Utilized

A = Currently Formally Assessed

Program Name:	Course Numbers/Program Requirements or Options:									
Outcomes										
1)										
2)										
3)										
4)										
5)										
6)										

## Assessment Method Criteria Matrix

□

<p><b><u>Criteria of value to program</u></b></p> <p>*See section on Selecting and Developing your Assessment Strategy for Criteria Guides</p>	<p><b><u>Program Name:</u></b></p>				
	<p style="text-align: center;"><b><u>Measures</u></b></p> <p style="text-align: center;">*See the <b>Glossary of 20 Helpful Assessment Methods</b> for ideas on Assessment Methods/Measures.</p>				
	+	-	-	-	-
	-/ $\checkmark$	-	-	-	-
	+	-	-	-	Not an effective tool
	$\checkmark$ /+	-	-	-	-
	-	-	-	-	-

## Learning Objectives by Measures Matrix

□

<u>PSLOs</u> *See the Curriculum Mapping Matrix and Part 1 of this Guidebook	<u>Program Name:</u>				
	<u>Measures</u> *See the <b>Glossary of 20 Helpful Assessment Methods</b> for ideas on Assessment Methods/Measures.				
	+	+	+	+	+
	-/✓	-/✓	-/✓	-/✓	-/✓
	+	+	+	+	+
	✓/+	✓/+	✓/+	✓/+	✓/+
	-	-	-	-	-
	+	+	+	+	+
	✓/+	✓/+	✓/+	✓/+	✓/+

## Linking PSLOs, Assessment Methods, and Reports/Use

<b>What PSLO(s) will you assess?</b>	<b>Assessment Measure (how will you assess it?)</b>	<b>Population (Whom will you assess?)</b>	<b>Reporting/Use</b>

**Assessment Process Matrix**

Assessment Process	<u>What</u>	<u>Who will conduct it?</u>	<u>When</u>
<b>Preparation</b>			
<b>Data Collection</b>			
<b>Analysis</b>			
<b>Reporting/Use</b>			

## Timeline

	Fall Semester (beg.)	Fall Semester (end)	Spring Semester (beg.)	Spring Semester (end)
<b>Year One</b>				
Preparation				
<b>Year Two</b>				
Data Collection				
Analysis				
Reporting/Use				
<b>Year Three</b>				
Analysis				
Reporting/Use				
<b>Year Four</b>				
Data Collection				
Analysis				
Reporting/Use				

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## Evidence E

### Institutional Research and Planning (IR)

College Like-Institution Benchmarking Exercise

2018

Institution Name	Metro Area	Setting	Institution Type	Housing
Community College of Denver*	Denver, CO	City: Large	4-Year, primarily Associate's, Public	No
Cincinnati State Technical and Community College	Cincinnati, OH	City: Large	2-Year, Public	No
City Colleges of Chicago - Richard J Daley College	Chicago, IL	City: Large	2-Year, Public	No
Evergreen Valley College	San Jose, CA	City: Large	2-Year, Public	No
Los Angeles Harbor College	Los Angeles, CA	City: Large	2-Year, Public	No
Los Angeles Mission College	Los Angeles, CA	City: Large	2-Year, Public	No
Minneapolis Community and Technical College	Minneapolis, MN	City: Large	2-Year, Public	No
Mountain View college	Dallas, TX	City: Large	2-Year, Public	No
Phoenix College	Phoenix, AZ	City: Large	2-Year, Public	No
Saint Philips College	San Antonio, TX	City: Large	2-Year, Public	No
San Jose City College	San Jose, CA	City: Large	2-Year, Public	No
<b>Peer Group Average</b>				

<b>Institution Name</b>	<b>Net Price</b>	<b>Pell</b>	<b>Default</b>
Community College of Denver*	\$8,962	63%	21%
<b>Peer Group Average</b>			
Cincinnati State Technical and Community College	\$5,463	33%	24%
City Colleges of Chicago - Richard J Daley College	\$3,521	20%	15%
Evergreen Valley College	\$12,956	28%	14%
Los Angeles Harbor College	\$10,703	27%	19%
Los Angeles Mission College	\$9,044	28%	14%
Minneapolis Community and Technical College	\$12,833	44%	21%
Mountain View college	\$5,036	30%	21%
Phoenix College	\$7,185	39%	31%
Saint Philips College	\$7,669	22%	12%
San Jose City College	\$12,531	19%	20%
<b>Peer Group Average</b>			
<b>Peer Group Average</b>	<b>\$8,694</b>	<b>29%</b>	<b>19%</b>

<b>Institution Name</b>	<b>Enrolled</b>	<b>Transfer In</b>	<b>Transfer %</b>	<b>Cohort %</b>	<b>Full-Time</b>
Community College of Denver*	9,013	836	9%	19%	26%
<b>Peer Group Average</b>					
Cincinnati State Technical and Community College	9,056	673	7%	21%	28%
City Colleges of Chicago - Richard J Daley College	7,407	333	4%	19%	40%
Evergreen Valley College	9,092	695	8%	24%	29%
Los Angeles Harbor College	9,400	819	9%	19%	27%
Los Angeles Mission College	10,436	979	9%	17%	23%
Minneapolis Community and Technical College	7,982	996	12%	18%	33%
Mountain View college	9,652	345	4%	21%	18%
Phoenix College	11,508	1,262	11%	23%	27%
Saint Philips College	11,604	461	4%	19%	12%
San Jose City College	8,121	963	12%	18%	24%
<b>Peer Group Average</b>					
<b>Peer Group Average</b>	<b>9,426</b>	<b>753</b>	<b>8%</b>	<b>20%</b>	<b>26%</b>

<b>Institution Name</b>	<b>Female</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Age 25+</b>	<b>Veterans</b>
<b>Community College of Denver*</b>	<b>58%</b>	<b>5%</b>	<b>10%</b>	<b>31%</b>	<b>33%</b>	<b>35%</b>	<b>249</b>
<b>Cincinnati State Technical and Community College</b>							
Cincinnati State Technical and Community College	54%	2%	25%	2%	59%	46%	253
<b>City Colleges of Chicago - Richard J Daley College</b>							
City Colleges of Chicago - Richard J Daley College	57%	1%	13%	77%	8%	55%	42
<b>Evergreen Valley College</b>							
Evergreen Valley College	55%	38%	2%	42%	7%	36%	0
<b>Los Angeles Harbor College</b>							
Los Angeles Harbor College	58%	11%	10%	59%	12%	34%	0
<b>Los Angeles Mission College</b>							
Los Angeles Mission College	60%	4%	3%	79%	11%	35%	0
<b>Minneapolis Community and Technical College</b>							
Minneapolis Community and Technical College	57%	6%	30%	12%	39%	49%	102
<b>Mountain View college</b>							
Mountain View college	57%	5%	21%	58%	10%	30%	255
<b>Phoenix College</b>							
Phoenix College	63%	3%	9%	50%	24%	45%	267
<b>Saint Philips College</b>							
Saint Philips College	57%	2%	9%	56%	28%	36%	1240
<b>San Jose City College</b>							
San Jose City College	56%	23%	6%	44%	16%	51%	0
<b>Peer Group Average</b>							
<b>Peer Group Average</b>	<b>57%</b>	<b>10%</b>	<b>13%</b>	<b>48%</b>	<b>21%</b>	<b>42%</b>	<b>216</b>

<b>Institution Name</b>	<b>Ratio</b>	<b>F/T Faculty</b>	<b>P/T Faculty</b>	<b>F/T %</b>	<b>F/T Retain</b>	<b>P/T Retain</b>
Community College of Denver*	23:1	104	299	26%	52%	41%
Cincinnati State Technical and Community College	13:1	187	468	29%	52%	41%
City Colleges of Chicago - Richard J Daley College	38:1	81	195	29%	67%	37%
Evergreen Valley College	25:1	123	218	36%	79%	49%
Los Angeles Harbor College	25:1	126	266	32%	72%	46%
Los Angeles Mission College	29:1	111	265	30%	70%	41%
Minneapolis Community and Technical College	25:1	127	195	39%	51%	40%
Mountain View college	28:1	89	243	27%	61%	49%
Phoenix College	18:1	153	527	23%	63%	46%
Saint Philips College	19:1	212	211	50%	56%	41%
San Jose City College	12:1	126	245	34%	59%	40%
<b>Peer Group Average</b>		<b>134</b>	<b>283</b>	<b>32%</b>	<b>63%</b>	<b>43%</b>

<b>Institution Name</b>	<b>Certificate</b>	<b>Associate</b>	<b>Bachelor</b>	<b>Total Awards</b>
Community College of Denver*	551	744	4	1,299
<b>Cincinnati State Technical and Community College</b>				
Cincinnati State Technical and Community College	234	1,193	-	1,427
<b>City Colleges of Chicago - Richard J Daley College</b>				
City Colleges of Chicago - Richard J Daley College	905	449	-	1,354
<b>Evergreen Valley College</b>				
Evergreen Valley College	58	617	-	675
<b>Los Angeles Harbor College</b>				
Los Angeles Harbor College	425	1,400	-	1,825
<b>Los Angeles Mission College</b>				
Los Angeles Mission College	753	1,055	-	1,808
<b>Minneapolis Community and Technical College</b>				
Minneapolis Community and Technical College	574	856	-	1,430
<b>Mountain View college</b>				
Mountain View college	285	778	-	1,063
<b>Phoenix College</b>				
Phoenix College	965	1,096	-	2,061
<b>Saint Philips College</b>				
Saint Philips College	707	998	-	1,705
<b>San Jose City College</b>				
San Jose City College	585	581	-	1,166
<b>Peer Group Average</b>				
<b>Peer Group Average</b>	<b>549</b>	<b>902</b>	<b>-</b>	<b>1,451</b>

<b>Institution Name</b>	<b>Completion</b>	<b>Black Complete</b>	<b>Hispanic Complete</b>	<b>Male Complete</b>	<b>Female Complete</b>
Community College of Denver*	10%	9%	11%	7%	13%
Cincinnati State Technical and Community College	15%	7%	22%	16%	14%
City Colleges of Chicago - Richard J Daley College	26%	16%	16%	34%	19%
Evergreen Valley College	32%	67%	28%	25%	39%
Los Angeles Harbor College	23%	15%	19%	25%	21%
Los Angeles Mission College	19%	14%	18%	19%	18%
Minneapolis Community and Technical College	16%	13%	16%	16%	17%
Mountain View college	10%	6%	12%	6%	14%
Phoenix College	18%	10%	19%	14%	21%
Saint Philips College	23%	23%	23%	22%	25%
San Jose City College	26%	3%	27%	21%	29%
<b>Peer Group Average</b>	<b>21%</b>	<b>17%</b>	<b>20%</b>	<b>20%</b>	<b>22%</b>

<b>Institution Name</b>	<b>Transfer Out</b>
Community College of Denver*	10%
Cincinnati State Technical and Community College	22%
City Colleges of Chicago - Richard J Daley College	10%
Evergreen Valley College	7%
Los Angeles Harbor College	8%
Los Angeles Mission College	7%
Minneapolis Community and Technical College	23%
Mountain View college	16%
Phoenix College	27%
Saint Philips College	16%
San Jose City College	9%
<b>Peer Group Average</b>	<b>15%</b>

**Glossary and Notes:**

Institution: Official name of the college or university

Metro: U.S. Census Bureau Metropolitan Statistical Area

Setting: IPEDS campus residential character for the undergraduate student body

Type: IPEDS Institutional control or affiliation, levels of degrees and awards offered

Housing: Student residence hall or housing facility, on- or off-campus, owned or controlled by the institution

Net Price: Average yearly price actually charged to first-time, full-time undergraduate students receiving student aid after deducting such aid

Pell: Federal grant to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses

Default: Three-year official cohort federal student loan default rate

Enrolled: Total Fall 2016 unduplicated head count

Transfer In: The number of entering students who transfer in from another institution.

Transfer %: the proportion of entering students who transfer in from another institution

Cohort %: Percent of entering class that meet the IPEDS cohort definition of full-time, first-time, degree or certificate-seeking students

Full-Time: Percent of students enrolled for 12 or more semester credits each term

Female: All students who self-designate as female

Asian: A person self-reporting origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, and Pacific Islands.

Black: A person self-reporting origins in any of the black racial groups of Africa

Hispanic: A person self-reporting Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race

White: A person self-reporting origins in any of the original peoples of Europe, the Middle East, or North Africa.

Age 25+: A person self-reporting their date of birth such that their age at enrollment is at least 25 years

Veterans: Active-duty and retired military personnel and their families eligible for financial assistance at approved institutions

Ratio: The ratio of FTE students to FTE instructional staff where each FTE value is equal to full-time plus 1/3 part-time

F/T Faculty: The type of appointment at the snapshot date determines whether employee is full-time or part-time

P/T Faculty: The type of appointment at the snapshot date determines whether employee is full-time or part-time

F/T %: The percentage of all instructional staff who are considered to be full-time

F/T Retain: First-time, full-time, degree or certificate-seeking students from the previous fall who re-enrolled in the current fall

P/T Retain: First-time, part-time, degree or certificate-seeking students from the previous fall who re-enrolled in the current fall

Certificate: A formal award certifying the satisfactory completion of a postsecondary education program

Associate: Undergraduate colleges where the majority of conferrals are below the baccalaureate level (associate's degrees and certificates)

Bachelor: An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work.

Total Awards: The sum total of all certificates and degrees granted by an institution during an academic year

Completion: Students who completed their program within 150% of the normal (or expected) time for completion

Black Complete: Black or African American students who completed their program within 150% of the normal (or expected) time for completion

Hispanic Complete: Hispanic or Latino students who completed their program within 150% of the normal (or expected) time for completion

Male Complete: Male students who completed their program within 150% of the normal (or expected) time for completion

Female Complete: Female students who completed their program within 150% of the normal (or expected) time for completion

Transfer Out: Number of students who transferred out within 150% of normal time to completion divided by the adjusted cohort

\*With addition of a 4-year program (Bachelor of Applied Science in Dental Hygiene), CCD is classified as "4-Year, Primarily Associate's, Public"

Evidence F

Office of the Provost

Associate of Arts  
Associate of Science  
Curriculum Map to Institutional Outcomes

2018

Associate of Arts and Associate of Science

These programs have been mapped based on the Colorado Department of Higher Education [Content Criteria](#) for statewide gt courses. Additionally, at CCD, our CO 1 and 2 courses (ENG 121 and 122) have agreed to take on the effective and ethical user of technology. Oral Communication, while not part of the CDHE gt pathways requirements, is nevertheless seen as an essential skill and required of all A.A. and A.S. graduates. Therefore, it is included.

The number of credits is the number required to graduate with the associate degree. The [Associate of Arts](#) (A.A.) degree and the [Associate of Science](#) (A.S.) degree are both listed on the CCCS website.

Gt Pathways Required Content	Numeric Thinker	Personally Responsible	Globally Aware	Effective Communicator	Complex Thinker	Effective and Ethical User of Technology
AH1: Arts and Expression			0-6 credits	0-6 credits	0-6 credits	
AH2: Literature and Humanities				0-6 credits	0-6 credits	
AH3: Ways of Thinking		0-6 credits			0-6 credits	
AH4: World Languages			0-6 credits	0-6 credits		
HI1: History		3 credits			3 credits	
MA1: Mathematics	3 credits					
SC1: Courses with Lab	A.A. - 4 credits A.S. - 12 credits				A.A. - 4 credits A.S. - 12 credits	

SC2: Courses without a Lab	A.A. - 3 credits A.S. - 0 credits				A.A. - 3 credits A.S. - 0 credits	
SS1: Economic or Political Systems		0-6 credits			0-6 credits	
SS2: Geography			0-6 credits		0-6 credits	
SS3: Human Behavior, Culture, or Social Frameworks			0-6 credits		0-6 credits	
CO1: introductory Writing				3 credits		3 credits
CO2: Intermediate Writing				3 credits		3 credits
Oral Communication (e.g. Public Speaking)				3 credits		3 credits

Future improvements have been identified to use our restrictive course selection process to better assure that each student has each institutional outcome at least twice during their coursework.

Evidence G

Office of the Provost

Co-Curricular Assessment Plan

2018

Co-Curricular Assessment Plan

Community College of Denver

June 2018

Co-curricular programs at CCD are defined as *activities that complement course study and provide students another opportunity to directly demonstrate the institutional outcomes*. These programs all have embedded direct program student learning outcomes.

The Mission of the CCD co-curricular programs

CCD engages in co-curricular programs in order to improve student learning, leadership skills, and completion/transfer.

Current identified co-curricular programs

Given CCD's definition of co-curricular programs, we have identified the following programs:

- The Academic Advising  
(including SSS and the Resource Center)
- The Care Program
- The Conduct Office
- Financial Literacy Workshops
- Orientation
- The Tutoring Center

We have two additional co-curricular programs which will begin their work in 2018-2019 to identify their benchmarks and develop their assessment tools. These programs have only recently been developed (the Intercultural Center), or are being completely re-designed (the Career and Transfer Center). They will not begin their co-curricular assessment work until these changes are complete.

We are also looking at our student clubs based on content (like our math club and criminal justice club). Currently, they do not engage in any assessable activities, but that conversation is continuing.

## Curriculum Map

Each co-curricular program has mapped their outcomes to our [institutional outcomes](#) based on directly assessable student learning objectives. These are highlighted in orange in the table, below, and at least one co-curricular program reaches every institutional outcome. (Future programs are in blue.)

In addition to the institutional outcomes, the map below also lists the benchmark each co-curricular program has set for their first round of assessment, to occur during the 2018-2019 academic year. These were chosen based on the past performance of students, and are meant to act as first year goals for this assessment plan.

Co-Curricular Curriculum Map	1. Numeric Thinker	2. Personally Responsible	3. Globally Aware	4. Effective Communicator	5. Complex Thinker	6. Effective and Ethical User of Technology
Academic Advising and Student Success Center					50%	60%
CARE		40%		40%		
Career and Transfer Center						
Conduct		40%		40%		
Orientation						60%
Financial Aid	70%	70%				
TRIO Student Support Services					50%	60%
Tutoring					50%	
Intercultural Center						

## Program Student Learning Outcomes

Each co-curricular program has written an assessable program student learning objective for their indicated institutional outcomes. They are listed below.

*As a result of this activity, students will be able to*

*Academic Advising and Student Success Center*

**PSLO 5**

Understand how their academic path leads to work or transfer to a four year institution.

**PSLO 6**

Register independently for the semester according to their academic plan.

*The Care Center*

**PSLO 2**

Take responsibility for one or more of their actions or decisions.

**PSLO 4**

Articulate at least one effective communication strategy to resolve conflict.

*The Conduct Office*

**PSLO 2**

Take responsibility for one or more of their actions or decisions.

**PSLO 4**

Articulate at least one effective strategy to resolve conflict.

*Financial Literacy Workshops*

**PSLO 1**

Explain how debt impacts discretionary income.

**PSLO 2**

Understand that debts must be repaid.

*The Intercultural Center*

**PSLO 3**

Understand that the work force requires understanding of other cultures and languages.

**PSLO 4**

Effectively navigate communication cross-culturally.

*Orientation*

PSLO 6

Navigate their student account to view financial aid package and search classes.

*TRIO Student Support Services*

PSLO 5

Understand how their academic path leads to work or transfer to a four year institution.

PSLO 6

Register independently for the semester according to their academic plan.

*The Tutoring Center*

PSLO 5

Connect what is learned in tutoring with what is learned in class.

Assessment Plan

Over the summer, each co-curricular program will develop a direct assessment tool such as a quiz, puzzle, or practical simulation test. In the fall, they will identify the students within their program, and use this assessment tool to assess one of their PSLOs. In the spring, a randomized subsection of these student artifacts will be assessed by faculty and staff using a rubric, and after a norming session. Each rubric will have three levels of performance: does not meet the student learning objective, meets, and exceeds the learning objectives.

These results will be used to make improvements to the co-curricular program, and those results and improvements will be widely communicated out in the following ways:

- At staff meetings,
- At Assessment Day (usually one co-curricular a year will be asked to do this),

- Within the Annual Report,
- And at division leadership meetings or president's cabinet meetings.

These improvements will themselves be assessed using the same yearly time table.

Each co-curricular program will review their practices annually through professional development to improve their assessment tools and methods.

### Assessment Responsibility

Each co-curricular program has an identified lead who is responsible for ensuring that the assessment is done, and that the results of the assessment are used to improve the program.

The lead for each program is listed below.

The Academic Advising and Student Success Center  
 -Director of Advising, Retention, and Persistence

Student Support Services  
 -Project Director of Student Support Services

The Care Program  
 -Director of Student Conduct and Support

The Career and Transfer Center  
 -Director of the Career and Transfer Center

The Conduct Office  
 -Director of Student Conduct and Support

Financial Literacy Workshops  
 -Director of Financial Aid

The Intercultural Center  
 - Director of the Intercultural Center

Orientation  
 -Director of Admissions, Recruitment, and Outreach

TRIO Student Support Services  
 - Director of TRIO Student Support Services

The Tutoring Center  
 -Director of Student Learning Support

Evidence H

English Department

Writing Across the Disciplines

2018

## English Department response to IEC's Effective Communicator assessment

Learning to write is an ongoing process that students will continue to improve upon throughout their college careers. The primary goal of the English department is to provide a foundation for students to write successfully for their college courses, as well as in the work place outside of their education.

While many discipline instructors tend to view writing in terms of perceived “grammatical correctness,” writing instruction focuses on process – prewriting, drafting, receiving feedback, editing – in order to improve all elements of writing, including grammar, organization, development, and spelling. Effective writing assignments that allow for process development are critical to elicit the best opportunities for student to achieve their potential as writers.

The Writing and Reading across the Curriculum Committee (WRAD), a multi-disciplinary team led by an English faculty member, has focused their energy for the past five years on working with departments on building in successful assignment design into their courses. Recently, WRAD has been granted .2 reassignment time to redouble their efforts with writing and reading in the disciplines. In the next five years, WRAD has the potential to reach each department on campus and become integral to writing instruction. As departments become more sophisticated in their writing development, WRAD can co-write departmental writing handbooks that share best practices for the writing and reading effectiveness as well as expectations within the specific disciplines, in addition to continuing to provide individualized support for developing writing in content classes.

Due to the IEC's recent assessment of CCD's Institutional Outcome of Effective Communicator, we now have excellent baseline data to track our impact – as a school – on our students' writing abilities. With ongoing support from the Provost and Dean of Instruction, writing instruction will continue to improve, and we should then see assessments of student writing begin to improve across the board.

During the past five years, WRAD has transformed from a few ad hoc workshops to annual faculty development workshops to department-specific individual faculty workshops.

Two years ago we identified specific departments with whom to work, tailoring workshops to their specific needs (see below) and allowing for faculty to meet with WRAD specialists to improve individual approaches to writing.

2016-2017

History: 2 workshops with 20+/- faculty

2017-2018

ANT/SOC/WOMEN'S: 2 workshops with 5 faculty

ART

1 workshop with 5 faculty

Recruiting chairs, organizing faculty for workshops, providing assessment of impact and connecting with institutional outcomes are taking more and more time and effort. In order for WRAD to continue to grow we need a couple of things.

First, we need broader institutional support. Provost and Dean support of this initiative will increase visibility for it and help chairs prioritize this work. Our assessment of Institutional Outcomes will also provide broader impetus for chairs and faculty to get involved.

We also need more support for the WRAD coordinator. Since this effort is directly tied to the expertise of writing and reading instructors, the coordinator should likely come from the English department. For the past five years, Nicole Servino, Professor of English, has led WRAD to steady growth and development. A one-class reassignment would allow her to redouble her efforts and take WRAD to the next level.

In the next five years, WRAD has the potential to reach each department on campus and become integral to writing instruction. As departments become more sophisticated in their writing development, WRAD could co-write departmental writing handbooks that share best practices for the writing and reading effectiveness as well as expectations within the specific disciplines, in addition to continuing to provide individualized support for developing writing in content classes.

Ultimately, we should see WRAD's impact on our Institutional Outcome of Effective Communicator. In the short term, WRAD could lead the development of a college-wide rubric for assessing effective communication and collaborate with IEC to assess the reading and writing portions of this outcome. And for the longer term, based on the data the college pulled this year, we should be able to assess the impact of WRAD during the next round of assessment for Effective Communicator, which will help determine the long-term value of this small initial investment.

# Proposal for Writing and Reading across the Curriculum

service model

activity
Met with two chairs
Prepared for and hosted three departmental workshops
Prepared pre- and post-survey
Rubric feedback for IEC
Wrote rant and prepped for TYCA presentation
Presented at CAH Prof Dev Day
Participated in national WAC

reassignment model

activity
<b>Coordination</b>
Target disciplines for broadest impact
Organize faculty and instructor development
Offer faculty and instructor development
Recruit diverse committee members
<b>Collaboration</b>
Collaborate with Learning Communities
Collaborate with Writing Center Director
Collaborate with Digital Storytelling
Collaborate with Diversity & Inclusion
Collaborate with TLC
<b>Assessment</b>
Work with IEC to gather data
Work with IEC to analyze data
<b>Program Development</b>
Publish WRAD guidelines to ensure consistency and continuity
Develop Web presence
Host Tri-institutional monthly meetings
Develop College wide writing/reading guide
Write department-specific writing guidelines
<b>Professional development</b>
Continue professional development
Investigate model community college programs
Investigate Ambassador/Sub model

## ilum reassignment AY2019

outcomes
ART and ANT/WMN/SOC
Held three workshops (one for ART; two for ANT/WMN/SOC)
Awaiting survey results
Rubric was used by IEC for assessment/norming
Three CCD faculty attended and presented at TYCA
Survey results were favorable
Learned about framework for establishing 501. c.3

outcomes
Work with Deans and Provost to determine which departments to assist, increasing from two per cycle to four
Produce agendas and supporting handouts
Written analysis of each faculty's writing and reading assignments
Increase discipline members from outside ENG/CCR from 3 to 6
Produce rubric and assignments for cross-discipline learning communities
Connect work in Writing Center with WRAD workshops
Produce written WRAD guidelines with DST
Maintain WRAD currency in accordance with D&I best practices; share in workshops
More frequent one on ones, support each other in shared mission
Consult with IEC leadership to determine best measures for reading and writing, e.g. rubric development
Assess impact of WRAD on specific departments using Effective Communicator data
Published on CCD website by may 2019
Web page on CCD website by May 2019
Improve scaffolding for transferring students
Complete by May 2019
History handbook by December 2018; ART handbook by May 2019
Attend national WAC conference; visit local programs
Share summaries with Chairs
Fewer cancelled classes; embedded experts visit classes (APA, etc.)

Evidence I

Institutional Effectiveness Committee

Workshop on I SLO Assessment in Courses

2018

## Instructional Leadership Workshop 6/11/18 and 6/12/18

- Goal of the Workshop: Based on the results the faculty discussions during the ISLO assessment of 3/30/18 and the open forums that ensued, it was clear that further professional development in the incorporation of the ISLOs into student learning is needed. To be able to develop the human resources at CCD to facilitate this Professional Development, the IEC, working with STEM Sirviendo, prepared this workshop. Participants in the workshop were chosen because they participated in the ISLO assessment, led the ensuing discussions and represented programs directly concerned with instructing SLOs from the Effective Communicator and Numeric Thinker ISLOs. The goal of the workshop was to provide Professional Development for participants to design assessments and course activities that will make the ISLOs more a part of teaching, learning and assessment. The skills learned at the workshop will be used by workshop participants to provide further Professional Development for program leaders and faculty to more deeply integrate the ISLOs in their program and course teaching and for adjuncts who have very limited experience with the assessment of CCD ISLOs.
- Goal of Exemplars: The Exemplars listed here are to be used as examples for professional development and are taken directly from the CCD ISLO. At Chair Academy, Chairs will be trained on how to create exemplars based on the ISLOs and use them in their programs. They will use the method of creating exemplars to train their faculty for further use in course assignments. The analysis of the exemplar will guide the creation of rubrics and the scaffolding of assignments, and can also guide programs in the assessment of ISLOs and professional development needed to do that. Their intent is to provide direction for other faculty or adjunct instructors to go through the process of tying the ISLOs/transfer goals to course and program content, and then developing a relevant assessment.

Next Steps	Timeline
Enlist and engage the chairs and deans	Chris Holcom First Chair meeting Create agenda for Chair Academy
Train the chairs	Chair Academy: Date to be determined: August 2018 Chairs will create timeline for training their faculty
Coaching available	Ongoing
Mini grants available	Upon approval by PCC
Possible 1 hour break out session at P.C.C. Symposium (upon approval by PCC: Kevin Dillman is co-chair and will approach this committee)	October 19, 2018
Determine a space to hold the artifacts that will assess ISLOs	IEC and Chairs/Deans: October 2018

### Student Assessment Exemplar #1: Numeric Thinker

(Kevin Dillman, Jane Butcher, Mallory White, Megan Bunes, Jesse Brannen)

- Transfer Goal: We want students to learn properties of logarithmic and exponential functions, including form, solutions and behavior so that they are able to represent these functions symbolically, graphically, numerically, and verbally. Students will use several methods, such as algebraic and geometric reasoning to solve problems. In real world contexts, including radioactive decay, interest, population growth, PH, etc.
- Goal for Assessment: Students will be able to solve the problem using and converting between symbolic, graphical, numerical and verbal representations of logarithmic and/or exponential functions.
- **Student's Role:** Colorado State Lawmaker
- Audience: Your constituency
- Situation (context): Two lobbyists come to you with opposing views on an upcoming vote on legislation regarding dog population control. Midterms are coming up, and therefore it is imperative you make the best choice you can communicate it clearly to your constituents. You must vote in x number of weeks, and your team has been given data from the lobbyists to support their proposals.

- Performance Challenge: You must analyze the data given to determine how you will vote. Then, you must create a comprehensive report to your constituents to explain your decision.
- Standards of Assessment: Students complete proper numerical analysis. Students choose and create an appropriate representation of findings to report to their constituents. Report is comprehensive and convincing backed by data analysis.

If they can (the learner)	If they are not yet able (the learner)	Commit to (the faculty)
<ul style="list-style-type: none"> <li>• Choose appropriate parent function without prompting</li> <li>• Generate a proper graph and/or equation from the data given</li> <li>• Properly interpret long-term (time-based) trends in the data (asymptotes)</li> <li>• Make a logical decision based on presented data</li> <li>• Explain and justify your decision to a layman audience using the data</li> </ul>	<ul style="list-style-type: none"> <li>• Choose inappropriate function</li> <li>• Require prompting to arrive at correct function</li> <li>• Graph uses incorrect axes/scale</li> <li>• Student uses wrong "type" of graph</li> <li>• Trend is not reflected by data and/or graph</li> <li>• Student doesn't participate in discussions or only does so hesitantly</li> <li>• Guessing used in analysis</li> <li>• Conclusion not supported by data</li> </ul>	<p>Connecting:</p> <ul style="list-style-type: none"> <li>• Graphical shapes</li> <li>• Meaning of shapes and asymptotes</li> <li>• Real world application meaning of graph</li> </ul> <p>Analyzing and communicating results:</p> <ul style="list-style-type: none"> <li>• What does the answer mean?</li> <li>• How do you explain the result to a lay person?</li> <li>• How do you make an appropriate graph to communicate results?</li> </ul>

Student Assessment Exemplar #2: Effective Communicator

(Chris Holcom, Melissa Kitterman, Mike Mackey, Jan Hickman)

Goal	We want student to learn to read, summarize and respond to texts so that on their own they will influence others through writing that is appropriate to context and audience.
Student Role	Chief of Staff or subordinate of CEO
Audience	President or CEO (person in charge)
Situation	In this sample of an ENG 121 course, students will summarize an event and advocate + define a course of action.
Performance Challenge	A summary of upcoming event or trend and a statement that it matters and a series of reasons why it matters (business approach).
Standards of Assessment	Clear, well-developed, purposeful awareness of audience.

If they can (the learner)	If they are not yet able (the learner)	Commit to (the faculty)
<ul style="list-style-type: none"> <li>• Language that is appropriate to audience and purpose</li> <li>• Focused and purposeful</li> <li>• Summary articulates understanding of a central purpose of passage and each portion supports and develops</li> <li>• Respond – Articulate appropriate and complete response</li> <li>• Comprehensive</li> <li>• Want to talk and collaborate and expand</li> <li>• Ask good questions</li> </ul>	<ul style="list-style-type: none"> <li>• No awareness of audience or structure</li> <li>• No focus/Not logical</li> <li>• Contradictory</li> <li>• Summary – too many quotes</li> <li>• Not complete</li> <li>• What do you hear?</li> <li>• Not much</li> <li>• Apathetic</li> <li>• Not self-directed</li> <li>• No commitment</li> <li>• Not engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching audience and purpose</li> <li>• Reading and writing process, samples</li> <li>• Create collaborative structures</li> <li>• Social collaborative</li> <li>• Release of Responsibility</li> <li>• Feedback</li> <li>• Explicit wrap-up</li> <li>• Environment of trust and respect</li> </ul>

## Meeting and Training Attendance Record

- Please fill in ALL fields
- Please print legibly
- Please round to the nearest quarter hour

Event: \_\_\_\_\_ HSI STEM Sirviendo - Authentic Assessment Workshop - Wednesday, June 13 - Page 1 of 2

Description: \_\_\_\_\_

Name	S#	FT/Adjunct/Staff	Dean/Chair	Date	Total Hours
Lee Waldman	0022969	Adjunct	Garrison	6/13/18	8
Mallory Tozier	02243917	Adjunct	Mark	6/13/18	8
Honor Heer	02210605	Adjunct	James (math)	6/13/18	8
Kathy Allshouse	00012928	Adjunct	Heidi (Science)	6/13/18	8
JANICE HICKMAN	S01090618	Adjunct	Anita Schervish	6/13/18	8
Raylinda Maries	S02200998	Adjunct	Heidi/Terry	6/13/18	8
Aleksej Mialitsin	S02194987	Adjunct	Rhonda/Mark	6/13/18	8
Chris Holcom	S00018328	FT	STUDIER	6/13	8
FLEUR FERRO	S00026400	FT	RHONDA/TERRY W.	6/13/18	8
Steffanie Peterson	S01920793	FT	Heidi/Mark	6/13/18	8
Brenda Garrison	S00003339	Staff	Rhonda	6/13/18	8
Olaseni Fadipe	S02432140	Adjunct	James Marski	6/13/18	5

Agenda Attached – Please attach an agenda to this form with stated purpose of meeting included.

Evidence J

Institutional Effectiveness Committee

Institutional Student Learning Outcome (ISLO)  
Assessment Report

2018

Institutional Student Learning Outcomes Assessment Report 2017-18:  
Inaugural Assessment of Effective Communicator and Numeric Thinker  
Spring 2018

Prepared by **CCD's Institutional** Effectiveness Committee

## Background

In 2012, the Community College of Denver (CCD) adopted six institutional student learning outcomes (ISLOs) expected of all students regardless of their program of study (see Appendix A). During the self-study prompted by CCD's reaccreditation process with the Higher Learning Commission (HLC), the college realized that though the six ISLOs are prominently displayed (e.g., in classrooms, electronic and paper publications, and throughout campus facilities) and the college engaged in conversations led by its Student Learning Committee (SLC) to explore the meaning of the ISLOs, it had not developed an ISLO assessment plan or process for assessing them.

When the Institutional Effectiveness Committee (IEC) was formed in fall 2017, it was charged with (among other tasks) developing an ISLO assessment plan and facilitating its implementation. A subcommittee, comprised of two faculty and two assessment process experts, took the lead to develop the draft plan and facilitate its review with the full IEC and other stakeholders throughout campus (i.e., Faculty Council, Adjunct Council, Chair Council, the Provost, the Vice President for Enrollment Administration and Student Services). The ISLO Assessment Plan provided the template for the IEC's ISLO subcommittee to facilitate the assessment process for two of the ISLOs in spring 2018.

## Selection of ISLOs for assessment in FY18 & Development of the Rubrics

The ISLO Assessment Plan has a three-year assessment timeline for the six ISLOs, which calls for assessing two ISLOs per year. The ISLO Subcommittee recommended assessing Effective Communicator and Numeric Thinker in the first year of the plan. Given that this would be CCD's first time assessing any of its ISLOs, there were several considerations that led to selecting these two outcomes for the first year.

Communication is a curricular domain that is well-understood at the college and would be found in a variety of academic disciplines. This would make the identification of artifacts easier than for any of the other ISLOs. Also, it was reasoned that there would be a large population of artifacts from which to select a sample, and This would maximize the number of full-time and adjunct faculty what could be involved in CCD's first ISLO assessment effort.

Numeric Thinker was also selected for assessment during this initial effort because of its clear connection to mathematics and science. This was also consistent with CCD's more recent focus on STEM success. Additionally, the rubric for this ISLO was the most well-developed at the time the subcommittee began its planning.

Rubrics for the two outcomes were based on the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics for Written Communication and Quantitative Literacy from the Association of American Colleges and Universities (AAC&U). CCD full-time and adjunct faculty subject matter experts then adapted the rubrics to CCD's two-year degree mission as appropriate for its students. The mathematics chair and faculty took the lead in revising the Numeric Thinker rubric (see Appendix B), and the Writing and Reading Across the Disciplines (WRAD) faculty learning community led the revision of the rubric for the written portion of the Effective Communicator ISLO (see Appendix C). Both rubrics were pilot-tested with sample artifacts by full-time and adjunct faculty from mathematics and science (for Numeric Thinker) and the WRAD faculty members (for Effective Communicator).

### Identification and Selection of Artifacts for Direct Assessment

The artifacts pool for the ISLOs was identified based on programs' assessment plan curriculum maps. For each program student learning outcome (PSLO) mapped to Effective Communicator and Numeric Thinker, the courses for those PSLOs was considered a potential source for an artifact.

After the courses were identified, the subcommittee looked for capstone courses, where available, and 200-level courses. Upon gaining permission of program chairs, the subcommittee members accessed the courses in Desire 2 Learn (D2L) from spring, summer, and fall 2017 to identify appropriate artifacts for assessing the two ISLOs. One challenge the subcommittee members encountered was that there is not consistent use of the drop box in D2L as the means of having student submit their assignments. Despite this, the subcommittee was able to identify artifacts from courses across the disciplines, not just English and communications. Additionally, an effort was made for collecting samples of Effective Communicator artifacts from alternative modes of delivery (i.e., concurrent enrollment, online, evening, summer), but the sample was not robust.

Access to and use of the Pearson management platform adopted by math and science faculty was limited. However, working with the Dean for the Center for Math and Science some math sections from one faculty member who did have some assignments collected through D2L, a few science projects, and some physical science project posters were collected. The effort to select artifacts for Numeric Thinker from all modalities was more unbalanced; the math artifacts were from online sections, while the sciences artifacts were all from traditional face-to-face sections.

### Setting Direct Assessment Benchmarks

Benchmarking sessions were held with the chairs from each of the five academic centers. Though the five centers met individually, there was nearly unanimous agreement on the benchmark levels on the rubrics: 100% of the artifacts of student learning assessed should be performing at least at a level of three on the

four-point rubrics. The subcommittee brought this recommendation to the IEC, and the IEC officially set this level of performance as the benchmarks for the two ISLOs.

### Selecting Indirect Assessment Measures and Setting Benchmarks

The IEC membership represents each of the three divisions of the college, each of the academic centers, faculty, staff and classified personnel, and deans with oversight of both general education and career and technical education programs, it was the appropriate body to select the indirect measures and set the benchmarks for the two ISLOs. The IEC selected the Community College Survey of Student Engagement (CCSSE) from 2005, 2008, and 2010. The CCSSE results include a comparison cohort composed of other colleges that administered the CCSSE in the same year. This allowed for a norm-referenced benchmarking process; it was important to the IEC members that CCD be able to make comparisons to like-institutions. After reviewing the items on this questionnaire, the IEC selected the items which mapped to the two ISLOs and set the benchmarks (see Appendix D).

### Artifact Review Day

On March 30, 2018, the IEC convened a group of full-time and adjunct faculty subject matter experts to norm the rubrics, score the artifacts, and review and discuss the preliminary results. The facilitators were the co-chairs of the IEC: Chris Holcom, Associate Professor of History, and Katy Hill, Director of Institutional Effectiveness. The group was introduced to the purpose and agenda for the day as a large group and then was broken into two groups to norm the rubrics using sample artifacts. After norming, participants used the rubrics to evaluate the artifacts assigned to them. The assessment phase lasted two hours.

While the group took a break for lunch, an Institutional Research Associate and the Director of Institutional Effectiveness completed a preliminary summary analysis. The Provost joined the group, which was brought back together as one large group, to discuss the preliminary results and the assessment process. Some early observations from this conversation included the following: both rubrics need further refinement; students were not adequately "showing their work," which hindered insight into their demonstration of Numeric Thinking; it was difficult to assess "write after reflection" for Effective Communicator; there are differing beliefs held as to which aspects of written communication show greater mastery of the outcome, conveying meaning or good mechanics; and the assessment process, though in need of some refinement, was useful.

### Direct Assessment Results

A complete analysis was conducted in preparation for a series of open forums held at the college in the weeks after the artifact review day (see Appendix E). This analysis verified the inadequate availability of artifacts from which to sample non-standard modalities compared to standard modalities identified during the artifact selection process. However, results were examined both combined and separated into standard/non-standard modalities to at least gain some insight into

equivalency of learning and to reinforce the importance of examining assessment results in this manner.

Table 1 shows the results for all modalities for Effective Communicator.

Table 1: Effective Communicator Results Table

128 artifacts	1 - Initial	2 - Emerging	3 - Developed	4 - Exemplary	3 + 4
Convey Meaning	5%	23%	33%	39%	72%
Write After Reflection	2%	22%	28%	49%	77%
Influence Others	2%	27%	38%	34%	72%
Syntax and Grammar	11%	27%	38%	24%	62%
Apply Conventions	11%	23%	40%	26%	66%

The benchmark of 100% of the sample at least at a three for each component of the rubric was not met. Students generally demonstrated better mastery of the three aspects of Effective Communicator that were related to communicating meaning to an audience than the two aspects that were more about the mechanics of communication. The post-review discussions at the open forums, with Faculty Council, and with the IEC, focused on our tendency to privilege mechanics and grammar over meaningful discourse and “thinking on the page.” We are not discussing how to double-down with an increased focus on improving poor mechanics in students' writing.

We are discussing the roles Writing and Reading Across the Disciplines (WRAD) faculty learning community, the Writing Center, and the Center for Arts and Humanities can play in fostering an increased focus on meaning-making in student writing. For instance, WRAD is focused on getting the word out, in workshops and professional development meetings, regarding how assignment handouts can be crafted to more effectively guide students toward the kinds of meaning that content-area instructors need to see in their students' writing. In another instance, the Writing Center must play an important role in “educating” students and instructors on how the writing process fosters effective meaning-making (and therefore, more effective communication, including increased grammatical clarity) in student writing.

Table 2 shows the results for all modalities for Numeric Thinker.

Table 2: Numeric Thinker Results Table

43 artifacts	1 - Initial	2 - Emerging	3 - Developed	4 - Exemplary	3 + 4
Interpret Information	12%	21%	58%	9%	67%
Represent Information	24%	50%	21%	5%	26%
Perform Calculations	10%	49%	34%	7%	41%
Analyze Information	13%	37%	40%	10%	50%

The benchmark of 100% of the sample at least at a three on the rubric was not met. Students demonstrated better mastery of interpreting and analyzing information. After wider discussions at the open forums, with Faculty Council, and with the IEC, the preliminary observation of the lack of “showing your work” hindered the assessment of perform calculations, and the results likely reflect that. The lower results in represent information could be due to the lack of suitability of some of the artifacts to allow students to authentically demonstrate this aspect of the outcome. Many of the artifacts in this sample were not the best type of artifact to demonstrate students learning in this area. The science full-time and adjunct faculty recommend adding lab reports to the artifact sample in the next assessment of this ISLO.

#### Indirect Assessment Results

Results from the most recent three administrations of the CCSSE are included in Table 3. Even though the standard deviation for the 2010 CCSSE cohort was not available, the means were included from that year in order to examine potential trends.

Table 3: Results for CCSSE items mapped to ISLOs.

CCSSE Item	2010 Mean*		2008 Mean		2008 SD	2005 Mean		2005 SD	
	CCD	CCSSE Cohort	CCD	CCSSE Cohort	CCSSE Cohort	CCD	CCSSE Cohort	CCSSE Cohort	
4	<i>In your experiences at this college during the current school year, about how often have you done each of the following? (1=Never, 2=Sometimes, 3=Often, 4=Very often)</i>								
4. c.	Prepared two or more drafts of a paper or assignment before turning it in. (Effective Communicator)	2.59**	2.48	2.62**	2.47	1.03	2.65**	2.47	1.04
4. d.	Worked on a paper or project that required integrating ideas or information from various sources. (Effective Communicator)	2.82**	2.73	2.75**	2.71	0.94	2.74**	2.66	0.95
4. n.	Discussed ideas from your readings or classes with instructors outside of class. (Effective Communicator)	1.81**	1.74	1.77**	1.73	0.82	1.75**	1.70	0.81
12	<i>How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)</i>								
12. c.	Writing clearly and effectively. (Effective Communicator)	2.77	2.72	2.58 <sup>t</sup>	2.69	0.94	2.75 <sup>t</sup>	2.64	0.94
12. d.	Speaking clearly and effectively. (Effective Communicator)	2.65	2.63	2.49 <sup>t</sup>	2.60	0.96	2.61 <sup>t</sup>	2.55	0.96
12. f.	Solving numerical problems. (Numeric Thinker)	2.67	2.61	2.62 <sup>t</sup>	2.59	0.99	2.61 <sup>t</sup>	2.54	0.99

\*The standard deviation was not available for the 2010 CCSSE cohort.

\*\*Benchmark met.

<sup>t</sup>Benchmark not met.

Benchmarks were met for items 4c, 4d, and 4n each year. The means trend for these 3 years is relatively flat with students rating at about the mid-point of the 4-point scale. The means for 4n are about 1 point lower, which is consistent with the comparison cohorts. Benchmarks for items 12c, 12d, and 12f were not met in any year, and were similarly at the approximate mid-point of the 4-point scale. The means trend for 12c and 12d took a bit of a dip in 2008, but the means returned to the same level in 2010 as they were in 2005. Item 12f remained constant across all 3 years. Considered holistically, the indirect results confirm the direct assessment results. There is room for improvement in teaching and learning for Effective Communicator and Numeric Thinker.

## Use of Results

As outlined in the ISLO Assessment Plan, “responsibility for academic improvement lies with the chairs, deans, and the Provost.... Faculty from across campus will use the results of assessment to improve teaching and learning in their classrooms and programs. The IEC, partnering with the Teaching and Learning Center (TLC), Human Resources (HR), the Student Learning Committee (SLC), and the Persistence and Completion Committee (PCC), will use the results of the ISLO assessment process to develop a theme for professional development for the upcoming fiscal year. The IEC will create a strategic communications plan on the assessment results, and the professional development theme and plan for the year.”

Work has already begun with full-time and adjunct faculty to use the assessment results to make improvements in teaching and learning in the classroom. On April 27, 2018, the IEC invited the full-time and adjunct faculty who participated in the Artifact Review Day to a brainstorming session on using the results to improve teaching and learning. From this preliminary meeting, a follow up workshop was planned for June 11 and 12, 2018, facilitated by Margot Guilott, to take faculty through systematic thinking on designing assessments within the classroom to facilitate learning on these ISLOs and to develop a plan for how CCD should engage in more intentional work with its ISLOs (see Appendix F).

In summer 2018, the IEC will work with CCD’s Human Resources Office, Teaching and Learning Center, Student Learning Committee, and Persistence and Completion Committee to plan professional development for the 2018-19 academic year for these two ISLOs and the plan developed at the June workshop for intentionally engaging with all ISLOs. The IEC will develop a strategic communications plan for this programming.

### ISLO Assessment Process Continuous Improvement Opportunities

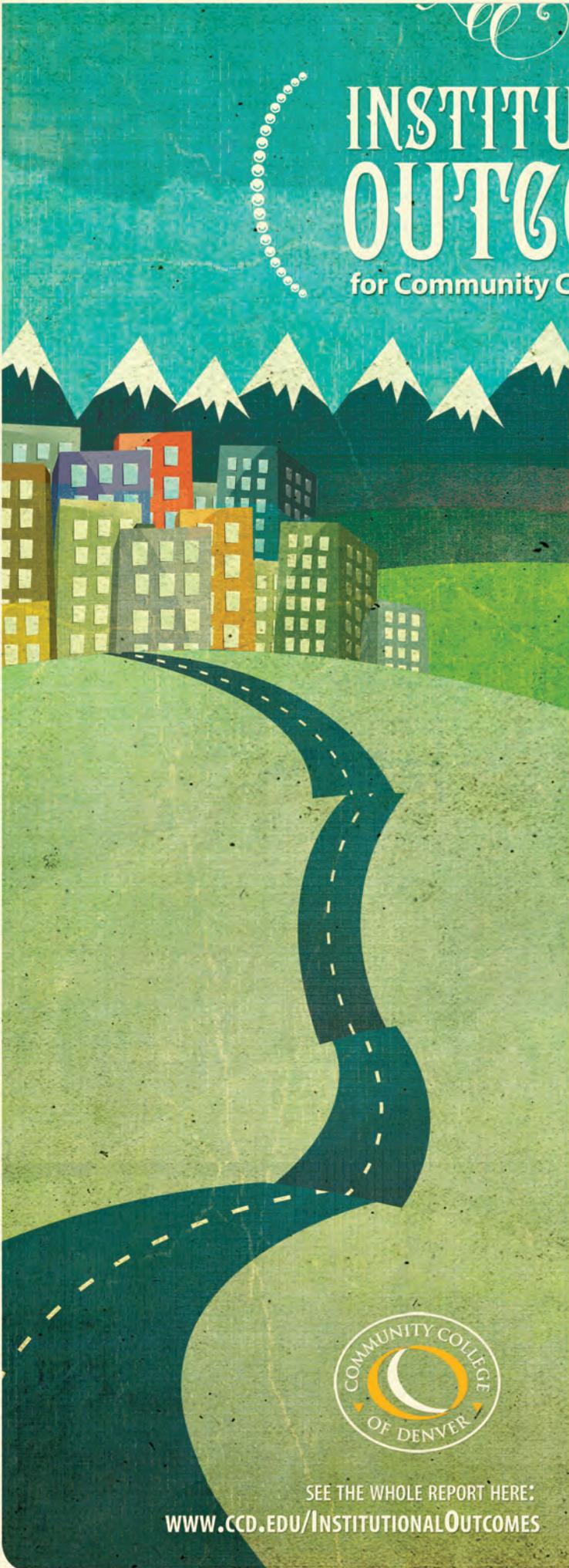
The IEC’s ISLO subcommittee has also begun the work of identifying process improvements for the ISLO assessment process. In summer 2018, the subcommittee will draft a revised ISLO assessment process and timeline to recommend to the full IEC, Faculty Council, Adjunct Council, Chair Council, the academic deans, and the Provost in early fall 2018. Areas identified for improvement include dean and chair involvement in artifact identification and selection, conducting the artifact review earlier in the spring semester to allow more time for discussion of the results, revisiting benchmarking and extending the process both in terms of those involved and the amount of time given to the discussion, and incorporating co-curricular learning.

### ISLO Co-Curricular Assessment of Student Learning

In the 2017-18 academic year, the IEC engaged with the deans and directors of Enrollment Administration and Student Services and Academic Affairs to investigate the current state of co-curricular assessment of student learning. It concluded CCD

has not engaged in systematic assessment of co-curricular student learning to date. In spring 2018, co-curricular programs were identified by IEC according to the following definition: any program, other than academic instructional programs (i.e., curricular programs), that students are expect to learn as a primary outcome of engaging in the program.

Each co-curricular program has been mapped to one or more of the six ISLOS. The co-curricular programs that map to Effective Communicator are Accessibility, Care Team, Tutoring, and the International Center. Student Clubs maps to Numeric Thinker. The IEC's ISLO subcommittee reviewed the current measurement tools in use in these programs, and none of them directly measure Effective Communicator or Numeric Thinker. Therefore, the IEC will facilitate the process of developing direct assessment tools for co-curricular programs beginning with the two ISLOs scheduled for assessment in 2018-19 (Globally Aware and Complex Thinker). Direct assessment for the co-curricular programs that map to these two ISLOs will take place in spring 2019.



# INSTITUTIONAL OUTCOMES

for Community College of Denver

## A CCD GRADUATE IS A COMPLEX THINKER.

Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.

## A CCD GRADUATE IS AN EFFECTIVE & ETHICAL USER OF TECHNOLOGY.

Students will exhibit technological literacy and the skills to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

## A CCD GRADUATE IS AN EFFECTIVE COMMUNICATOR.

Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective written and oral communication in academic, public, and professional discourse.

## A CCD GRADUATE IS GLOBALLY AWARE.

Students will consider the interconnectedness of our community and world; they will understand how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environmental, technological, and economic impacts of their actions.

## A CCD GRADUATE IS PERSONALLY RESPONSIBLE.

Students will incorporate ethical reasoning into action; they will explore and articulate the values of professionalism in personal decision-making. They exemplify dependability, honesty, trustworthiness, and accept personal accountability for their choices and actions. Students will exhibit self-reliant behaviors, including: managing time effectively, accepting supervision and direction as needed, perseverance, valuing contributions of others, and holding themselves accountable for obligations.

## A CCD GRADUATE IS A NUMERIC THINKER.

Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; they will interpret and draw inferences from data and mathematical models; they are able to represent mathematical information symbolically, graphically, numerically, and verbally.



SEE THE WHOLE REPORT HERE:  
[WWW.CCD.EDU/INSTITUTIONALOUTCOMES](http://WWW.CCD.EDU/INSTITUTIONALOUTCOMES)

## NUMERIC THINKER

Numeric Thinker	1 - Initial	2 - Emerging	3 - Developed	4 - Exemplary
Interpret Information	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Provides explanations of information presented in mathematical forms, but makes errors within the explanation or inappropriate inferences based on the information.	Provides mostly accurate explanations of information presented in mathematical forms, but occasionally makes inappropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.
Represent Information	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Completes conversion of information and resulting mathematical portrayal is mostly appropriate and mostly accurate.	Competently converts relevant information into an appropriate, accurate, and desired mathematical portrayal.	Skillfully converts relevant information into an accurate, insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
Perform Calculations	Calculations are attempted but are unsuccessful and may not be comprehensive.	Calculations attempted are successful but only represent a portion of the calculations required to comprehensively solve the problem.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented cohesively and address the validity of the results.	Calculations attempted are successful, appropriate, and sufficiently comprehensive to solve the problem. Calculations are presented elegantly (clearly, concisely, etc.) and the student narrative addresses the validity of the results.
Analyze Information	Uses quantitative analysis as the basis for unskilled judgments and is hesitant or uncertain about drawing conclusions from this work.	Uses quantitative analysis as the basis for tentative, basic judgments and draws plausible conclusions from this work.	Uses quantitative analysis as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses quantitative analysis as the basis for deep and thoughtful judgments. Uses good decision making to draw insightful, carefully qualified conclusions from this work.

EFFECTIVE COMMUNICATOR (WRITTEN COMMUNICATION)

	1 - Initial	2 - Emerging	3 - Developed	4 - Exemplary
Students will convey meaning by writing and speaking coherently and effectively in a way that others understand.	Uses language in ways that may impede meaning or has problems with many errors of development, organization, or transitions between ideas that impede meaning. General lack of clarity, difficulty discerning message.	Uses language that generally communicates meaning to readers with clarity, although it may include multiple problems with development, organization or with transitions between ideas.	Uses language that consistently communicates meaning to readers. Utilizes clear development and organization of ideas and transitions between ideas, with few errors of development, organization, or with transitions between ideas or includes some digression or ambiguity from meaning.	Uses language that skillfully communicates meaning to readers. Utilizes clear and sophisticated development and organization of content and ideas and transitions between ideas.
Students will write and speak after reflection.	Presentation clearly demonstrates lack of evidence of review of reading/ assignment. Communication disorganized, off topic and/or fails to present personal view. Presentation disorganized.	Presentation lacks evidence of review of reading/ assignment. Communication lacks evidence of understanding of content reviewed. Personal view is presented which digresses from topic, ambiguity and disorganization in presentation.	Presentation shows evidence of review of reading/ assignment. Generally able to clearly communicate understanding and provide personal view following reflection. Some digression or ambiguity in presentation of meaning.	Presentation shows evidence of review of reading/ assignment. Able to clearly, succinctly communicate understanding and provide personal view following reflection.

	1 - Initial	2 - Emerging	3 - Developed	4 - Exemplary
Students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience.	<p>Demonstrates minimal attention to context, audience, purpose, and to the assigned task.</p> <p>Demonstrates inconsistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.</p>	<p>Demonstrates awareness of context, audience, purpose, but may be inconsistently focused on the assigned task.</p> <p>Demonstrates minimal use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.</p>	<p>Demonstrates adequate consideration of context, audience, purpose, and a clear focus on the assigned task.</p> <p>Demonstrates consistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices.</p>	<p>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</p> <p>Demonstrates detailed and consistent attention to, along with successful execution of, a wide range of conventions particular to a specific situation and/or assigned task(s) including organization, content, presentation, formatting, and stylistic choices.</p>

	1 - Initial	2 - Emerging	3 - Developed	4 - Exemplary
Students will use appropriate syntax and grammar.	Uses language that sometimes impedes meaning because of multiple major errors in usage. Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context. Develops and explores ideas to shape a portion of the work.	Uses language that generally communicates meaning to readers with clarity, although it may include multiple minor errors or a major error that impacts clarity. demonstrates an overall lack of consistency in appropriateness for writing task. Significant errors in spelling, grammar and mechanics in communication.	Uses language that consistently communicates meaning to readers and has few minor errors. Generally, demonstrates appropriate word choice for writing task. Is generally proficient in use of spelling, grammar and mechanics in writing. Minor errors.	Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free and demonstrates appropriate word choice for writing task. Consistently and proficiently demonstrates correct spelling, grammar and mechanics in writing.

	1 - Initial	2 - Emerging	3 - Developed	4 - Exemplary
Students will understand and apply conventions of effective written and oral communication in academic, public, and professional discourse.	<p>Demonstrates minimal use of important conventions particular to a specific situation or assigned task, including organization, content, presentation, and stylistic choices.</p> <p>Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context.</p> <p>Demonstrates an attempt to use credible or relevant sources to support ideas in the writing that may not be the most appropriate for the situation and genre.</p>	<p>Demonstrates inconsistent use of important conventions particular to a specific situation or assigned task, including organization, content, presentation, and stylistic choices.</p> <p>Uses appropriate or relevant content to illustrate a basic understanding of the subject within the context.</p> <p>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the situation and genre.</p>	<p>Demonstrates consistent use of important conventions particular to a specific situation or assigned task, including organization, content, presentation, and stylistic choices.</p> <p>Uses appropriate and relevant content to illustrate a strong grasp of the subject within the context.</p> <p>Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the situation and genre.</p>	<p>Demonstrates detailed and consistent attention to and successful execution of a wide range of conventions particular to a specific situation or assigned task, including organization, content, presentation, formatting, and stylistic choices.</p> <p>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject within the context.</p> <p>Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the situation and genre.</p>

## Benchmark Items

These are the Community College Survey of Student Engagement items CCD has selected for its indirect assessment measure for Effective Communicator and Numeric Thinking. Items from section 4, the benchmark is equal to or greater than the mean for the CCSSE cohort. Items from section 12 asking about student perceptions of their learning, the benchmark is one standard deviation or more above the mean of the CCSSE comparison cohort. The ISLO the survey item was mapped to is in parenthesis.

### CCSSE Items

- 4. c. Prepared two or more drafts of a paper or assignment before turning it in. (EC)
- 4. d. Worked on a paper or project that required integrating ideas or information from various sources. (EC)
- 4. n. Discussed ideas from your readings or classes with instructors outside of class. (EC)
- 12. c. Writing clearly and effectively
- 12. d. Speaking clearly and effectively
- 12. f. Solving numerical problems

## Evidence K

Program Prioritization: Achieving Strategic Balance (ASB)

Creation of the Institutional Effectiveness Committee (IEC)

2017

# Collaborative Strategic Decision Making Model for CCD – Living Document

## I. History/Background/Vision

In 2016-17, CCD engaged in an intensive program prioritization process sponsored by Strategic Planning and led by the Achieving Strategic Balance Committee (ASB), which delivered a set of recommendations to executive leadership in December, 2016. In February, 2017, the executive staff shared their response to these recommendations with the college, which included a proposed structure of new committees and working groups aimed at continuing the work initiated by the prioritization process in the spirit of strategic effectiveness and collaborative decision making. An excerpt of the original proposal from executive leadership follows:

In order to continue in the spirit and intent of shared governance, the executive staff charges ASB to continue its work under the umbrella of two standing committees and one ad-hoc working group whose members will be drawn from the 33-member ASB task force as well as other CCD faculty and staff who wish to play a part...

The working group and committees are:

- Organizational Evaluation & Coordination Working Group – Executive Deans, Convener
- Operational Realignment & Assessment Committee – Director Institutional Effectiveness, Convener
- Strategic Budget Prioritization Committee – Deputy CFO, Convener

The executive staff and conveners will work cooperatively in fine-tuning the charter of each group as well as their interconnection to ASB's overall future direction.

Following up on this charge from executive staff, the co-chairs of Strategic Planning, the co-chairs and ex-officio leadership of ASB, and the above named “conveners” (Executive Deans, Director of Institutional Effectiveness, and Deputy CFO) have worked to fine-tune and develop the charter for these groups in a manner that will address the intent of the original proposal and exemplify the positive spirit of shared governance, collaborative and strategic decision-making, and open and effective communication. The work of these newly formed groups embodies the future direction of ASB, which completed its charge at the end of the 2016-17 academic year, and also becomes the primary structural component by which CCD carries out its current strategic plan efforts and looks ahead to future long-term planning.

### **Timeline of development:**

**Dec 2016** – ASB sends recommendations to Exec Staff

**Feb 2017** – Exec Staff shares their response with the college. Executive response includes the establishment of three new committees (see above) to carry forward critical work associated with ASB recommendations and SP goals.

**March 2017** – Strategic Budget Committee is formed and begins initial work on 2017-18 budget.

ASB Co-Chairs, ex-officio members and “Conveners” meet with Exec Staff to discuss how the other two committees might best be implemented to carry forward work and collaborative spirit of the ASB. Execs charge this group (ASB co-chairs, ex-officio members, and Conveners) with further developing and refining a framework for how these “post-ASB” committees can work.

**April 2017** – Planning team (Conveners, ASB co-chairs, ASB ex-officio members) hold initial “retreat” (i.e., four-hour meeting with snacks) to develop a working framework for the three committees, including what their relationship will be to Strategic Planning.

Planning team includes:

- Mike Miller, Katy Hill, Tami Selby, Ruthanne Orihuela (Conveners)
- Chris Arcarese, Heidi Loshbaugh (ASB Co-Chairs)
- Stephen Thomas, Bob Studinger (SP Co-Chairs, ASB ex-officio)
- Patty Davies (ASB ex-officio)
- Erin Frew (ASB ex-officio)

Planning team reports back to ASB on initial concepts around “post-ASB” committee framework.

**May-July 2017** – Planning team meets regularly to develop a functional framework for how these committees can work in concert with Strategic Planning to form a model for collaborative and strategic decision making at CCD that embodies the values and spirit of ASB and moves the college forward toward long-term strategic goals.

**July 2017** – Planning team presents draft model to Exec Staff and receives support for the conceptual framework, with the understanding that it will continue to be refined as work moves forward.

**July-Early Fall 2017** – Planning team begins to share the working model with appropriate groups in first phase of communication, including Presidents Cabinet, Strategic Budget Committee, ASB, and Strategic Plan team. In accordance with new Strategic Communication Plan, the model will continue to be shared outward as information is cascaded through supervisors to working groups throughout the college. Conveners will pull together initial committee members for a phased start-up of meetings.

### **Living Document**

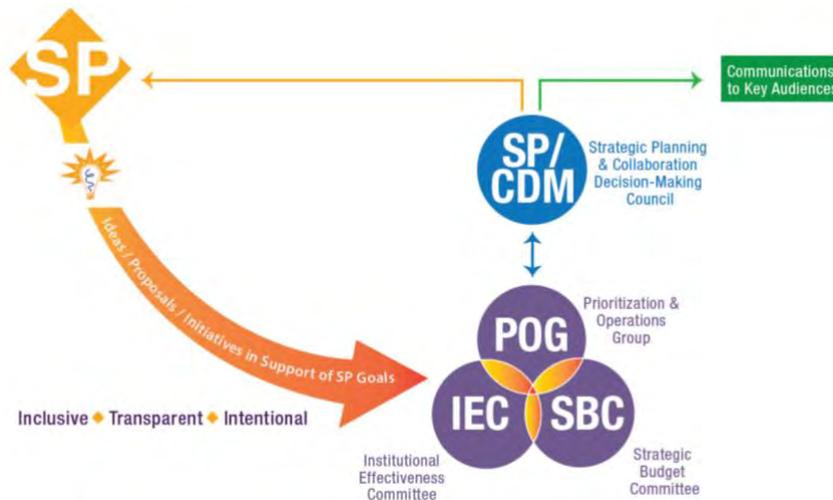
The following model represents a new decision making framework for the college. It is a working document aimed to provide a starting place for how CCD can continue to improve its practices. It assumes that these practices will be further developed and refined as participants begin the real work of putting this conceptual framework into action. With a strong emphasis on open dialogue and collaborative decision-making, this model can be refined and improved by the participants over time.

### **Conceptual Framework Aligned with CCD’s Strategic Priorities**

This document outlines a model for how these committees and working groups can function both separately and, more importantly, in an integrated fashion. This model provides a new framework for effective, collaborative, and strategic decision making that can move the college towards its strategic goals of becoming a *model community college that successfully integrates the entire college to support student learning and success*. This framework additionally addresses strategic goals of improving *organizational integration and effectiveness* and supporting a *culture of evidence, transparency, and shared information*. The proposed committee structure is designed to help the college and its members participate in the decision making process and take ownership of the strategic direction of the college.

As outlined in the section below, the proposed structure modifies the original proposed committees into three primary working groups or committees – the **Prioritization and Operations Group**, the **Institutional and Effectiveness Committee**, and the **Strategic Budget Committee** – all of which operate under the overarching

umbrella of the **Strategic Planning and Collaborative Decision Making Council**. Each group represents a critical function that we must be able to do well to be more effective as a college. This framework envisions a model in which we integrate these critical functions into the body of the institution. Details of the charge and function of each of these groups are provided below, along with discussion of how all of these groups interact in a decision making process that includes strategic budgeting analysis, thoughtfully designed measures of effectiveness and plans for ongoing assessment, and careful vetting for operational impact and strategic appropriateness, all within a system grounded in CCD’s Decision Making Guidelines.



## II. Committee Mission/Membership/Function

Mission statements, procedural/logistical details, and membership needs will be reviewed and refined by each group as part of their initial and ongoing function. While it is important to provide a sufficiently detailed framework for this work to begin, it is also imperative to have the flexibility to assess the effectiveness of operations over time and be prepared to make minor or even substantive changes to the charge and processes for each group and for the flow of interaction among them. Thus, these following descriptions are intended to be recommended starting points for these groups to begin their work.

### Strategic Planning and Collaborative Decision Making Council (SP/CDM)

**Mission:** The college’s Strategic Planning Committee is re-envisioned in this new decision making body. This body reviews recommendations from the Prioritization and Operations Group and makes final decisions regarding whether to move forward with implementation. The group ensures institutional activities align with the strategic plan, serves as a collaborative decision-making group, and allows for broader stakeholder participation, including executive leadership, in a shared decision making process.

This group is the embodiment of the value CCD places on collaboration and shared decision-making. CCD also recognizes that State Board Policy affords the President “broad latitude of authority” as outlined in BP 3-05 and is in compliance with this policy. If the president does not concur immediately with the decision coming from the council, then he/she shall have three days to reverse the decision and provide an accompanying rationale. Once decisions are made, this group hands off responsibility for implementation to the appropriate constituents.

To ensure that important decisions can be made in a timely and efficient manner, the SP/CDM will develop timelines for considering and approving initiatives on both an ad hoc and annual and semi-annual planning cycle basis. Additionally, it will develop procedures for expedited review in cases where timing of quick decisions is critical.

When a new five-year strategic plan is needed, this group establishes a Strategic Plan Taskforce to develop the new plan through college-wide engagement.

**Membership:** Membership is representative of the college, both horizontally and vertically, in order to ensure informed decisions based on recommendations from the POG. Values include a focus on listening, respectful dialogue, and maintaining focus on the strategic good of the college. Members provide insight and perspective from their relative college roles but do not serve as advocates for their area.

Recommended Positional Membership:

- Strategic Planning Co-Chairs (new job description needed for these positions in the future)
- One representative from each of the three subgroups (POG, IEC, SBC), one year commitment
- President
- Provost/VP Academic Affairs
- VP Enrollment Administration and Student Success
- CFO/VP Administrative Services
- Faculty Council representative
- SGA President (or representative officer)
- Director of Institutional Effectiveness

Recommended Additional At-Large Representation:

Open call for college-wide nominations based on specific competencies outlined in a job description and balancing representation from across the college. These additional members should bring perspective at the front-line/hands-on level of the college hierarchy. Five seats available. Rotating service component (two year commitment, with efforts to stagger new and outgoing members when possible) and supervisor input on ability to serve.

To promote greater transparency and communication, the college will dedicate regular administrative resources to support the work of this group. One administrative support person will be assigned to each of the four groups. This person will be responsible for maintaining meeting calendars, working with co-chairs to assemble and distribute agendas and minutes and ensuring minutes and relevant documents are uploaded into Office 365 or otherwise appropriately archived in a timely manner.

Total Group Membership: 17

**Function:**

Recommended minimum monthly meeting, possibly as an addition to executive leadership team meeting (one Monday per month). More frequent meetings may be necessary, especially during peak annual planning times.

Strategic Plan co-chairs serve as coordinators/moderators.

All members are voting members. Group aims for decision by discussion and consensus.

This group:

- Develops annual college goals aligned with the Strategic Plan
- Collaborates with IEC to monitor and report on progress of Strategic Plan
- Provides annual report to the college regarding progress on annual goals and longer-term strategic goals
- Reviews recommendations for initiatives coming from POG and makes final approval for implementation or provides rationale for not moving forward
- Monitors progress on major adopted initiatives
- Considers smaller initiatives on an ongoing basis throughout the year
- Coordinates with POG, SBC, and IEC on reviewing and prioritizing more significantly impactful initiatives (financial, organizational) as part of the annual budgeting cycle

## The Prioritization and Operations Group (POG)

**Mission:** The Prioritization and Operations Group is the on-the-ground vetter of ideas. It serves as the nexus of ideas and initiatives, evaluating proposals in terms of strategic relevance and operational impact. Initiatives for consideration may come from across the college spectrum, including proposals brought up from frontline personnel, proposed changes stemming from ongoing program review, and major projects and initiatives proposed by executive leadership. Proposals for projects and initiatives are considered from a strategic institutional perspective. The POG may recommend further development for promising proposals, perhaps requesting further information on fiscal impact, assessment plan, strategic alignment, stakeholder input, or other elements of the Decision Making Guidelines. It may also determine that some proposals are simply not appropriate to move forward for reasons related to strategic relevance or operational impact. Proposed initiatives that it determines to be well-developed and well-vetted are then forwarded to the SP/CDM with recommendation for adoption.

The committee will define a threshold for the kinds of proposals and initiatives that should be vetted through the POG and will develop a template for submitting proposals for review. Minimum threshold for review may include if proposed change has budget impact beyond current discretionary org/program/area-level funds or impacts budget considerations for the following year (and beyond), or if a proposed initiative impacts the status quo through organizational realignment, movement of personnel, or operational impact on other areas of the college.

To ensure that important decisions can be made in a timely and efficient manner, the POG will develop timelines for considering and approving proposals on both an ad hoc and annual and semi-annual planning cycle basis. Additionally, it will develop procedures for expedited review in cases where timing of quick decisions is critical.

**Membership:** This is a permanent organizational structure for the college with members serving due to their role/position at the college. Values include a focus on listening, respectful dialogue, and maintaining focus on the strategic good of the college. Members provide insight and perspective from their relative college roles but do not serve as advocates for their area.

Recommended Positional Membership:

- Executive Dean of Enrollment Management (Convener)
- Executive Dean of Arts and Humanities (Convener)
- Director of Human Resources
- Director of IT
- Registrar

- Director of Grant Development
- Executive Director Workforce Initiatives
- Director of Teaching Learning Center
- Director of Advising
- Dean of Retention and Student Success
- Academic Standards representative
- Faculty Council representative
- Adjunct Council representative
- Fiscal representative
- SLC representative
- Director of Facilities

Positional members may recommend an alternate representative from their area with the expectation that this individual serve for the entirety of their service term. POG membership will consider the recommendation and appoint the alternate representative.

**Recommended Additional Representation:**

Open call for college-wide nominations based on specific competencies outlined in a job description and balancing representation from across the college. These additional members should bring some perspective at the front-line/hands-on level of the college hierarchy and ensure effective communication back to members of their functional area. Three seats available. Rotating service component (one year commitment) and supervisor input on ability to serve.

To promote greater transparency and communication, the college will dedicate regular administrative resources to support the work of this group. One administrative support person will be assigned to each of the four groups. This person will be responsible for maintaining meeting calendars, working with co-chairs to assemble and distribute agendas and minutes and ensuring minutes and relevant documents are uploaded into Office 365 or otherwise appropriately archived in a timely manner.

Total Group Membership: 19

**Function:** Recommended biweekly meetings, with recommendations for implementation forwarded to the SP/CDM as impact (organizational and fiscal) requires.

All members are voting members. Group aims for decision by discussion and consensus.

This group will be expected to actively engage in two-way communication with their functional area, bringing perspective to committee discussion and communicating back to members of their functional area.

The Committee will identify its co-chairs on an annual basis.

This group:

- Reviews formal proposals and makes recommendations to SP/CDM on an ongoing basis throughout the year
- Collaborates with SP/CDM, IEC, and SBC to prioritize major initiatives in alignment with annual planning and budgeting cycle

- Review and recommendation includes new or replacement position requests
- Provides opportunity for informal dialogue and advice with individuals or groups developing initiatives
- POG works with IEC in partnership with grant program owners to examine the ways in which grants (both new and existing) leverage institutional goals and strategic plan and how grants impact the larger college's operations.

## The Institutional Effectiveness Committee (IEC)

**Mission:** This committee facilitates the measurement of plans, programs, departments, and initiatives, both routine and one-time. The IEC serves as internal consultants to program managers, departments, and the POG, SBC, and SP/CDM. The IEC provides subject matter expertise in goal/objective setting, measurement, data collection, analysis, and contextualizing/meaning-making. This committee helps provide “so what?” for the program review process in terms of implications for strategic budgeting. The IEC works closely with POG and SBC to ensure effective and efficient operationalization. IEC will provide a structure for good practice but does not supplant the oversight and accountability belonging to program owners, deans and directors. The review processes established by IEC seek to review not only new initiatives and programs, but also existing programs in a regular cycle of program review. Reviews are designed with an eye toward continuous improvement and ensuring the closing of the loop. This group establishes a data governance process for the college and identifies the measures for tracking progress toward the Strategic Plan.

**Membership:** Members provide insight and perspective from their relative college roles but do not serve as advocates for their area.

- Director of Institutional Effectiveness (Convener)
- Director of IR
- SLC Co-Chair
- CCD IT Governance Committee Chair
- Five Academic Department Chairs/Directors representing all academic Centers
- EASS Assessment representative
- Administrative Services Evaluation representative
- Senior Accountant/Controller
- HR representative
- Two Academic Deans representing CTE and Gen Ed areas
- Accessibility Center Director
- Dean of Student Life
- Dean of Instruction

Positional members may recommend an alternate representative from their area with the expectation that this individual serve for the entirety of their service term. IEC membership will consider the recommendation and appoint the alternate representative.

**Recommended Additional Representation:** Open call for college-wide nominations based on specific competencies outlined in a job description and balancing representation from across the college. Job description of additional representatives includes an expectation of taking new understanding of and ability to implement authentic assessment back to their functional areas. These additional members should bring perspective at the front-line/hands-on level of the college hierarchy. Three seats available. Rotating service component (one year commitment) and supervisor input on ability to serve.

To promote greater transparency and communication, the college will dedicate regular administrative resources to support the work of this group. One administrative support person will be assigned to each of the four groups. This person will be responsible for maintaining meeting calendars, working with co-chairs to assemble and distribute agendas and minutes and ensuring minutes and relevant documents are uploaded into Office 365 or otherwise appropriately archived in a timely manner.

Total Group Membership: 21

The committee will have a co-chair structure. One will be the Director of Institutional Effectiveness and the other will be a faculty representative selected by the committee on a biannual basis.

All members are voting members. Group aims for decision by discussion and consensus.

This group will be expected to actively engage in two-way communication with their functional areas, bringing perspective to committee discussion and communicating back to members of their functional area.

**Function:** Recommended biweekly meetings to start.

This group:

- Develops and refines process for program review, establishing norms/processes for program review and next steps post program review
- Develops an institutional effectiveness plan—to include institutional outcomes assessment—that is built from evaluation and that helps inform our next SP
- Works with SP/CDM to develop measures and report out progress toward Strategic Plan goals to the college
- Implements lessons learned from program prioritization to develop next round prioritization when deemed necessary
- Serves as the data governance body that is updated/regularly reexamined
- Supports the assessment processes across the college and integrates these efforts, aligning them with Strategic Plan goals and budgeting.
- Works closely with POG, SBC, and SP/CDM to ensure effective and efficient operationalization.

## The Strategic Budget Committee (SBC)

**Mission:** The Budget Committee serves to establish a transparent and participatory budget process at Community College Denver. This process will:

- Fully integrate fiscal planning with evaluation of operations
- Be based on data and multidirectional communication
- Strive to ensure resource allocation which aligns with CCD's Strategic Plan
- Support strategic priorities
- Meet all governing board requirements
- Work with initiative originators to examine full fiscal impact in coordination with POG initiative review
- Work closely with POG and IEC to ensure effective and efficient operations
- Take plans approved by SP/CDM and works to build implementation into the next year's budget allocation

Major items to note of the committee's work from Spring 2017:

The committee will review the make-up of the group after the 2018 Budget recommendation is presented; discussions centered on a dean heavy committee, faculty and adjunct participation. The 2018 budget has an extremely tight timeline, the committee voted on and approved this make-up for this year's budget, then will re-look at the committee once the 2018 activity is concluded.

The committee has two main goals for fiscal year 2018. 1) Recommendation(s) to Executive leadership on a balanced budget that aligns with the Charter while collaboratively deciding on reductions, initiatives and reallocations of resources. And 2), communication back to the respective home organizations on all budget matters including budget preparations, funding methodology, the role of the committee, 2018 activity and 2019 and beyond activity. 2019 budget activity will be substantially different than 2018 since the "time crunch" will not be a factor in the committee's work.

The committee will post on Office 365 the Charter, committee make-up, meeting minutes, progress on the submission of a balanced 2018 budget and any other pertinent information.

The plan is to have the recommendation(s) to Executive leadership by April 21<sup>st</sup> with a "no later than" date of April 28<sup>th</sup>.

**Current Membership:**

- Deputy CFO (Convener)
- Budget Analyst
- 5 Academic Deans
- 3 EASS Deans
- 1 Admin Services representative
- 1 Office of the President representative

Defining a new membership constituency before the SBC has defined the budgeting process for the college seems premature. The SBC is still defining the process moving forward. Once complete, committee membership should be reexamined by the SBC to ensure greater vertical representation and designed for integration into the POG process. Current membership has full horizontal representation. Initial recommendations for additional representation include the following:

- Executive Director of CCD Foundation
- Three at-large representatives

Members provide insight and perspective from their relative college roles but do not serve as advocates for their area.

Positional members may recommend an alternate representative from their area with the expectation that this individual serve for the entirety of their service term. SBC membership will consider the recommendation and appoint the alternate representative.

To promote greater transparency and communication, the college will dedicate regular administrative resources to support the work of this group. One administrative support person will be assigned to each of the four groups. This person will be responsible for maintaining meeting calendars, working with co-chairs to assemble

and distribute agendas and minutes and ensuring minutes and relevant documents are uploaded into Office 365 or otherwise appropriately archived in a timely manner.

The committee will have a co-chair structure. One will be the Deputy CFO and the other will be selected by the committee on a biannual basis.

All members are voting members. Group aims for decision by discussion and consensus.

This group will be expected to actively engage in two-way communication with their functional areas, bringing perspective to committee discussion and communicating back to members of their functional area.

**Function:** Weekly meetings are occurring. Will work closely with POG and IEC to ensure effective and efficient operationalization. This group will:

- Fully integrate fiscal planning with evaluation of operations
- Be based on data and multidirectional communication
- Strive to ensure resource allocation which aligns with CCD's Strategic Plan
- Support strategic priorities
- Meet all governing board requirements
- Work with initiative originators to examine full fiscal impact in coordination with POG initiative review
- Work closely with POG and IEC to ensure effective and efficient operations
- Take plans approved by SP/CDM and work to build implementation into the next year's budget allocation

### III. Additional Considerations

A. Communication Plan – each committee will develop a regular communication plan aligned with the overall CCD strategic communication plan, with expectations and communication flow defined among the committees in this governance structure and with the college as a whole

B. Assessment and Evaluation – Each committee separately, and the entire structure collectively, should undergo a planned self-assessment after one year, and should plan further routine self-assessments over time. The model has been built with the assumption that necessary modifications may become apparent once it is put into operation, and it is critical that all of these working groups have the capacity to identify and implement necessary changes that will improve the effectiveness of the overall process.

C. Appendices include the following:

- Proposal Template/Flow and Timeline Considerations
- Ground Rules for committees
- CCD Decision Making Guidelines
- Scenarios & Examples (to be further developed)

## IV. Summary & Conclusion

The proposed strategic decision making model is an outcome of strategic planning efforts and carries forward key values of strategic self-assessment and collaborative decision making reflected in our recent program prioritization efforts. The model utilizes three critical “on the ground” committees to provide analysis and recommendations in the areas of strategic relevance and operational impact (Prioritization and Operations Group), assessment of effectiveness (Institutional Effectiveness Committee) and fiscal impact (Strategic Budget Committee). These three groups work under the overall auspices of the Strategic Planning and Collaborative Decision Making Council (SP/CDM), which includes executive leadership and representative members from across the college. New initiatives as well as proposed changes stemming from ongoing program review are vetted and recommendations forwarded to the SP/CDM, which makes final decisions. The SP/CDM, working in concert with the other groups, is responsible for annual college planning and annual budget approval for new initiatives as well as on-going activities.

This is an entirely new model of how strategic and collaborative decision-making could work at CCD and is unlike anything the college has ever had. This proposal represents the culmination of several years of dialogue flowing from stated goals in our Strategic Plan and carries forward key values embodied in the recent work of the ASB to develop mechanisms for thoughtful and strategic self-assessment in a collaborative decision making context.

This new model is not intentionally designed to supplant the work and function of other college committees; however, there may be opportunities for future examination of committees and their function and make-up as a result of this new structure. There needs to be a continued, strategic review of organizations on campus and the ways in which they operate and the functions they perform on campus. In particular, if this decision making structure is adopted, it will be important for all college committees to consider how proposed initiatives, plans or recommendations coming out of their work fit into the larger framework of vetting and decision making it embodies.

**Implementation:** The conveners will launch a phased implementation for these groups in early fall 2017, pulling together as many already identified members as possible to begin conversations about logistics moving forward. The college can be further introduced to this governance framework at Welcome Back and through additional communications in accordance with CCD’s new Strategic Communications Plan. Nominations and finalization of committee memberships should be completed by the end of September.

Initial start-up work for committees:

- Review membership recommendations and initiate nominations process
- Develop timelines/calendar

## Appendix A: DRAFT Proposal Template & Decision-making Flow and Timeline Considerations

### Elements of Proposal Template

#### Threshold for review by POG and SP/CDM:

Proposed initiative/change has budgetary impact beyond current discretionary org/program/area-level operating funds or impacts budget considerations for the following year (and beyond). Proposal impacts the status quo through organizational realignment, changes to personnel, or significant operational impact on other areas of the college.

#### Should a proposal go through the POG review and SP/CDM approval process?\*

- Are costs beyond current operating budget or above \$5000?
- Does the initiative entail changes to the organizational structure of the college?
- Will the initiative have significant impact on personnel (e.g., physical relocation, redeployment within or outside current area, reduction or increase in needed personnel, etc.)
- Will the initiative have clear and significant impact on other operational areas?

#### Who can/should submit a proposal through the POG?

This model is intended to vet both major and moderate proposals from all sectors of the college. Proposals meeting the threshold criteria (above) from executive staff, deans, directors, and other college leaders should all be subject to strategic and operational review. The process should also provide opportunities for proposals to come forward from front-line personnel in consultation with their supervisors.

#### Questions to be considered by initiator (can be modified into a simple proposal submission form):

- Can you demonstrate that this proposal/plan has been carefully developed following CCD's Decision Making Guidelines? Be able to answer the following questions:
  - What is the origin/impetus/rationale for this proposal? Does it clearly connect with CCD's strategic priorities? How?
  - Who are the stakeholders? Have they been involved?
  - Have best practices and alternatives been researched?
  - What is the action plan?
  - What is the budgetary impact? (consult SBC if more cost impact info is needed)
  - How will effectiveness be measured? (consult IEC if support needed to develop evaluation plan)
  - What is the timeline for assessment and reconsideration?

\*For scenarios and examples of the kinds of initiatives that should (and shouldn't) be required to go through the review and approval process, see Appendix D.

## Decision-making flow

IDEA → Proposal template/questions (seek assistance from IEC or SBC as needed) → POG → SP/CDM

Routine review: Proposers submit (form/routing TBD) to POG for review at upcoming monthly meeting. POG forwards recommended initiative to SP/CDM for final approval.

Meetings for POG and SP/CDM should be scheduled so that new recommendations from POG can be reviewed and approved by SP/CDM within the coming week (e.g., POG meets Tues; SP/CDM meets Fri of same week).

Expedited review: Initiatives with substantive impact that require a very short decision-making turnaround can be processed more quickly. A threshold for meeting these criteria can be developed by the POG. Proposals for expedited review can be submitted to the POG and also copied to SP/CDM co-chairs. POG co-chairs can confer with IEC and SBC co-chairs and/or call for ad hoc time-sensitive POG meeting with the goal of providing feedback and a recommendation to SP/CDM within 3-5 days. If needed, proposals can be circulated electronically to allow opportunity for online committee discussion. SP/CDM will be aware of the expedited proposal and have either an ad hoc time-sensitive meeting or opportunity for electronic review/discussion/approval within 2-3 working days following a POG recommendation. Total expedited review turnaround could range from “same day” to one to three days if absolutely necessary.

Any expedited reviews should include follow up discussion at next routine meeting and a clear plan for assessment and reporting back at the earliest appropriate time given the nature of the initiative.

## Timelines and cycles (TBD by working groups)

Timeline considerations for cycles of decision making cycles may best begin with certain benchmarks, working backwards to determine early input and iterations leading up to final deadlines. These benchmarks can be used by the committees to develop shared calendars and deadlines for major ongoing elements of CCD’s decision-making cycles. Examples include:

Annual budgeting timelines for college/system/state --

- Decisions for annual budget
- Interim (semi-annual) budget adjustments)
- Ad hoc budget request that may have longer term budget implications

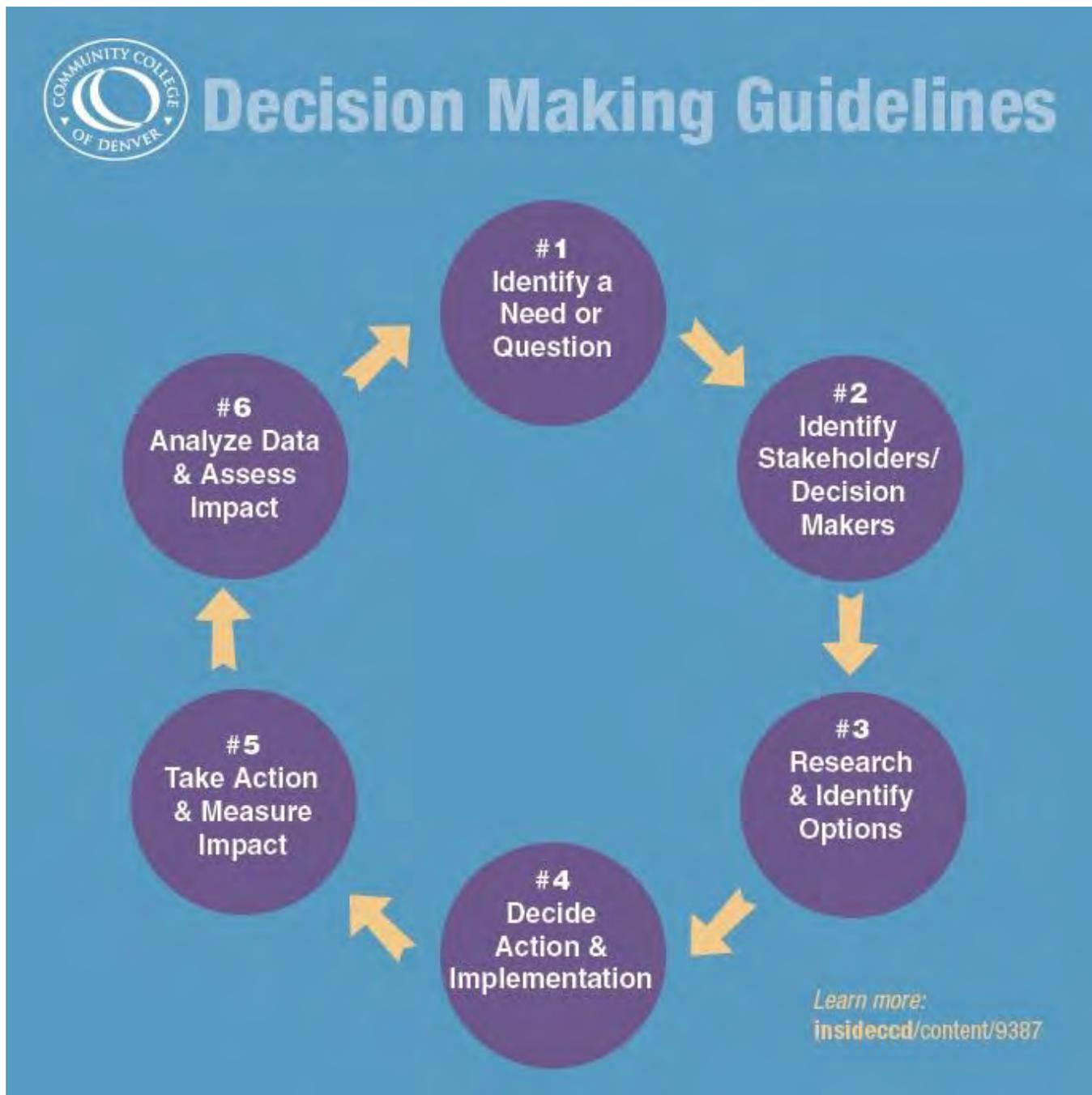
Annual goal setting cycle for the college –

- President’s goals for CCCS
- College’s annual goals (impacting all goal-setting work for college employees)
  - Development of annual goals
  - Sharing out of annual goals
  - Reporting back on annual goals

## Appendix B

### Ground Rules for Committees (based on ASB Ground Rules)

- Operate on consensus – seek general agreements all can “live with”
- Seek consensus; absent that, use a simple majority vote to make decisions
- Make decisions based on clear information
- Bring closure to decisions
- Members provide insight and perspective from their relative college roles but do not serve as advocates for their area.
- Operate transparently
- Commit to doing the work in / out of meetings
- Determine and honor what information goes out and what remains internal
- Mutual respect - Model respectful arguing
- Attack problems, not persons
- Practice mutual respect and respectful disagreement
- Feel free to speak without fear of reprisal
- Speak truth gently; receive truth kindly
- Assume positive intent
- Speak our truth with care and acknowledge when it hurts (Oops / Ouch)
- Have a designated note taker for each meeting
- Use valid data and common data sets; absent that, use best faith estimates
- Bring closure to decisions and move forward
- Do the work in and out of meetings—no cell phones, side conversations, external distractions; meet your commitments
- Use Time Checks to monitor progress and focus



## Appendix D

### Sample Scenarios and Examples:

These and/or additional scenarios need to be fleshed out to demonstrate how a variety of initiatives and proposed changes might work their way through this multi-committee decision making process. As each group begins to review and refine the role and interaction with the other elements of this model, it will be helpful to engage in multiple “test drives” of real and hypothetical scenarios.

- Ground up innovation/idea
  - CCR/ENG chairs develop new guided self-assessment process for incoming students
  
- Innovation/idea from Executive Leadership
  - New partnership with “Mile High Pharmaceuticals” to develop a certificate in medical marijuana dispensing
  
- Innovation/idea stemming from Annual Program Review/Assessment
  - World Languages program, in response to enrollment declines in Spanish, proposes a new initiative providing stipends/initiatives for CCD staff to take Spanish courses to better serve our Spanish-speaking students
  
- Example of Expedited Review Process
  - Academic Technology Center (ATC) short staffed and little traffic in summer; recommendation to continue service to students by moving ATC operations to Academic Support Center in CNF and 2<sup>nd</sup> floor CHR. Full review of impact and effectiveness and full recommendation stemming from Learning Support Taskforce report will not be ready until late August. Full review of initiative to POG for October meeting.

Include a variety of examples here of the kinds of initiatives/changes that would be appropriate for POG review and SP/CDM approval (and some examples of decisions and changes that don't need this kind of review) – e.g.,

- New academic programs
- Space renovations
- Major office relocations (not internal area shifts associated with routine personnel transitions)

Evidence L

Institutional Effectiveness Committee

Membership of the Institutional Effectiveness Committee  
(IEC)

2017

## IEC Membership

- Director of Institutional Effectiveness (Convener) – Katy Hill
- Director of IR – Kevin Brown
- SLC Co-Chair – Chris Holcom
- CCD IT Governance Committee Chair – Earnest Post
- Five Academic Department Chairs/Directors representing all academic Centers
  - Anne Fulton – CCTE
  - Mary Catherine Dean – CHS
  - Mike Chrzanowski – CAH
  - Megan Bunes – PABSS
  - Brenda Garrison – CMS
- EASS Assessment representative - Ana Rodriguez
- Administrative Services Evaluation representative – Chase Wearne
- Senior Accountant/Controller - vacant
- HR representative – Jennifer Matthews
- Two Academic Deans representing CTE and Gen Ed areas
  - CTE – Stephanie Harrison
  - Gen Ed – Heidi Loshbaugh
- Accessibility Center Director – Chris Flug
- Dean of Student Life – vacant
- Dean of Instruction – Kaylah Zelig
- Administrative Support – Nathan Barsness
- Consultant Ex-Officio – Erin Frew
- At-Large
  - Mark Harper
  - Patricia Stelter
  - vacant

Email list:

[Katy.hill@ccd.edu](mailto:Katy.hill@ccd.edu); [Christopher.Holcom@ccd.edu](mailto:Christopher.Holcom@ccd.edu); [earnest.post@ccd.edu](mailto:earnest.post@ccd.edu);  
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[Patricia.Stelter@ccd.edu](mailto:Patricia.Stelter@ccd.edu); [kevin.brown@ccd.edu](mailto:kevin.brown@ccd.edu)

Evidence M

Institutional Effectiveness Committee

Creation and Membership of Institutional Student Learning  
Outcomes Sub-Committee (ISLO)

2017

**Institutional Effectiveness Committee**  
**2:00 pm to 3:30 pm**  
**October 6<sup>th</sup>, 2017**  
**Cherry Creek Rm 303**

Attendance:

Katy Hill  
Erin Frew  
Christine Flug  
Christopher Holcom  
Jennifer Matthews  
Heidi Loshbaugh  
Anne Fulton  
Stephanie Harrison  
Nathan Barsness  
Chase Wearne  
Megan Bunes

Quorum of 7 Present for all votes.

Meeting Minutes

1. IEC Goals Document (see attached)
  - a. Document title amended to include “Living Document”
    - i. This is to convey that IEC goals may evolve based on new information acquired by the committee
  - b. Document will include date of most recent change
  - c. Vote to adopt IEC Goals –“October 2017 Living Document – IEC Goals”
    - i. 9 Yes, 0 No, 0 Abstain
    - ii. **IEC Goals adopted**
2. Subcommittee Creation
  - a. Primarily utilizing the IEC Goals document and group discussion, IED created a map of its structure, including subcommittees
  - b. The “Map” of IEC structure as created during this meeting will be sent to Sue Samuelson so IEC has a clear, visual representation of its structure
  - c. IEC members will volunteer for committee by end of day 10/11/17
  - d. Subcommittees with volunteers (conveners in **bold**):
    - i. Data Governance – Earnest Post, **Katy Hill**, Chase Wearne
    - ii. Professional Development and Communications – **Jennifer Matthews**, Mike Chrzanowski
    - iii. Institutional Outcomes Assessment – **Megan Bunes**, Chris Holcom
    - iv. Program Objectives Evaluation – **Jennifer Matthews**, Chase Wearne
    - v. Program Student Learning Outcomes Assessment – **Anne Fulton**, Chris Holcom
    - vi. Program Review – **Stephanie Harrison**, Chris Flug
3. Ground Rules
  - a. Additions and discussion



Evidence N

Institutional Student Learning Outcomes Sub-Committee

Numeric Thinker Artifacts

2018

Use the accompanying diagram to answer the following questions.  
(SHOW WORK FOR EACH STEP)

1. Fence:

A. (2 pts) What is the length of the fence (In feet)?

$$P=84 +45+45+12+12= 198\text{ft}$$

B. (2 pts) You have decided to build the fence using wooden pickets.

Go to [www.homedepot.com](http://www.homedepot.com) and search for "fence pickets".

Select a picket type, and link that picket type here:

<https://www.homedepot.com/p/5-8-in-x-5-1-2-in-x-6-ft-Western-Red-Cedar-Dog-Ear-Fence-Picket-63023/205757688>

How many pickets will you need to enclose the backyard?

$$5 \frac{1}{2} \text{ in} \qquad 198\text{ft} \times 12= 2376 \text{ in}$$

$$2376/5.5= 432 \text{ pickets needed}$$

C. (1 pt) Based on the picket type you chose and the cost, how much will it cost to fence your yard?

$$\$2.87 \text{ each} \qquad 2.87 \times 432= \$1239.84$$

It would cost \$1239.84 to fence the yard

2. Playground:

A. (1 pt) What is the area of the playground (In feet squared)?

$$A=bh/2 \qquad A=28 \times 25/2= 350 \text{ ft}^2$$

- B. (2 pts) You are going to fill in the playground with sand to a depth of 6 inches. Go to [www.homedepot.com](http://www.homedepot.com) and search for "play sand" Select a sand type, and link that sand type here:

<https://www.homedepot.com/p/Pavestone-50-lb-All-Purpose-Play-Sand-55141/100577543>

How many bags will you need to fill the playground 6 inches deep?  
(When you select your type, go to "specifications" down the page and it will tell you how many cubic feet the bag can fill, under "coverage area")

Coverage area = .5 cubic feet = 2 bags per cubic feet

$$V = .5 \times 350$$

$$175 \text{ ft}^3$$

$$175 \times 2 = 350 \text{ bags}$$

- C. (1 pt) Based on the sand type you chose and the cost, how much will it cost to fill the playground to a depth of 6 inches?

$$350 \times 3.68 = \$1288.00$$

### 3. Garden:

- A. (1 pt) You are building a garden. Decide the area of the circular floor.

$$A = \pi r^2 = 113.09 \text{ ft}$$

- B. (2 pts) You need to line the outside of the garden with some edging. Go to [www.homedepot.com](http://www.homedepot.com) and search for "Landscape edging" Select a type and link it here:

<https://www.homedepot.com/p/12-in-x-2-in-Red-Straight-Scalloped-Concrete-Edger-74851/100620831>

Based on the edging that you selected, how much will it cost to line the edge of the garden?

$$C = \pi d = 37.69 \text{ ft} \quad 12 \text{ in each}$$

$$38 \times 1.38 = \$52.44 \text{ for edging}$$

4. Driveway:

A. (1 pt) What is the area of the driveway (In feet squared)?

$$A=LW \quad A=20 \times 15= 300 \text{ ft}^2$$

B. (2 pts) You are filling the driveway to a depth of 6 *inches* with cement. Decide the volume cement needed, *in cubic feet*.

$$6/12=.5 \times 300=150 \text{ cubic ft.}$$

C. (1 pt) Go to [www.homedepot.com](http://www.homedepot.com) and search "Quikrete"  
Select a bag size and link it here:

<https://www.homedepot.com/p/Quikrete-80-lb-Concrete-Mix-110180/100318511>

How many bags will you need to purchase to fill the driveway to a depth of 6 inches? (There is a helpful table in the product description)

80lb bag

300 sq. ft.=225 bags(chart)

D. (1 pt) Based on the bag type you chose, how much will it cost to fill the driveway to a depth of 6 inches?

If you buy 84 or more bags they're 3.80 each

$$225 \times 3.60=\$810.00$$

5. Rock Area:

A. (2 pts) The entire front yard, except for the driveway, is landscaped in rock. What is the total area to be covered by rocks?

$$12 \times 42 = 504 \text{ ft}^2$$

$$15 \times 40=600 +504=1104\text{ft}^2$$

$$1104+504=1608\text{ft}^2$$

- B. (2 pts) You want to cover the front yard with rocks to a depth of 2 inches. Go to [www.homedepot.com](http://www.homedepot.com) and search "Landscape Rock" Select a rock type and link it here:

<https://www.homedepot.com/p/MS-International-40-lb-Dorado-Beach-River-Rock-Bag-LHDPEBMDOR5POL40/203689124>

How much will it cost to cover the front yard in the rocks you chose?  
1bg. =6 sq. ft.

$$1608/6=268 \text{ bags}$$

$$268 \times 12.27 = \$3288.36 \text{ cost for landscape rocks}$$

6. Your Lawn:

- A. (2 pts) The total backyard area is going to have sod with the exception of the patio and playground. How many square feet will you cover in sod?

$$45 \times 12 = 540$$

$$60 \times 32 = 1920$$

$$45 \times 12 = 540$$

$$3000\text{ft}^2 - 350 - 113.1 = 2536.9\text{ft}^2$$

- B. (1 pt) Go to [www.homedepot.com](http://www.homedepot.com) and search "Sod". Select a sod type and link it here:

<https://www.homedepot.com/p/Harmony-500-sq-ft-Bluegrass-Sod-1-Pallet-HH500BG1/206664673>

\$482.84/pallet

How much will it cost to sod your backyard?

$$5 \times 500 = 2500\text{ft}$$

Round up to 6 pallets for the extra 36.9 ft. (couldn't find smaller amount on home depot site)

$$6 \times 482.84 = \$2897.04 \text{ for sod}$$

6. Expenses: (1 pt) What is the total cost of this landscaping project?

Fencing- 1239.84

Playground- 1288.00

Garden- 52.44  
Driveway- 810.00  
Rocks- 3288.36  
Sod- 2897.04  
Total = \$9575.68 for project

Total=25 points

Mortgage Project Worksheet

For this assignment, you will be going through a simulated process of purchasing a home and then selling the home.

1. **Purchase Price:** Find a home online that you would like to have and think you can afford. You can use [www.zillow.com](http://www.zillow.com) or another site. Provide the link to the home and write down the asking/purchase price below. (The asking price doesn't always equal the purchase price, but we will assume they are the same for this project)

Link to home(or separate sheet): \_\_\_\_\_

Purchase Price: \$ 230,000

2. **Down Payment:** As part of the purchase price, you must make a down payment on the house. From the options below, determine what percentage that your down payment will be, based on what you think you can afford. (CIRCLE ONE)

5%

10%

15%

20%

25%

Now that you have the purchase price and the down payment percentage, determine the down payment amount (in dollars) and the final mortgage/loan amount.  
SHOW WORK

a. (2 pts) Down Payment (in \$\$) \$ 46,000

b. (2 pts) Mortgage/loan Amount \$ 184,000

3. **Monthly Payment:** Calculate the monthly payment for a 30 year loan.

For the 30 year loan, use an annual interest rate of 4.25%.

SHOW YOUR WORK

$$PMT = \frac{P\left(\frac{r}{n}\right)}{\left[1 - \left(1 + \frac{r}{n}\right)^{-nt}\right]}$$

$$\frac{184,000 \left(\frac{0.0425}{12}\right)}{\left[1 - \left(1 + \frac{0.0425}{12}\right)^{-12 \cdot 30}\right]} = 905.17$$

(3 pts) Monthly Payment for a 30 year mortgage \$ 905.17

4. **Budgeting:** It is helpful to have money left over after your mortgage payment to pay for necessities such as electricity, water, food, bills etc. You decide that you would like your mortgage payment to not exceed 35% of your monthly net pay. What minimum monthly net pay should you have in order to meet this goal? In other words, your mortgage payment should be 35% of what minimum monthly net pay?

SHOW YOUR WORK  $35\% = 0.35$  or  $\frac{35}{100}$

$$\frac{905.17}{x} = \frac{35}{100} \quad 35x = 90,517$$

$$x = 2586.20$$

(2 pts) Minimum monthly net pay \$ 2,586.20

5. **Gross Annual Salary:** Take-home pay is different than gross salary. Take-home pay is what you earn after taxes have been paid, while gross salary is the amount you make before taxes. Assuming your monthly take-home pay is 72% of your monthly gross pay, what minimum gross monthly salary will you need to make to have the monthly net salary stated above (question #4)? After you find the monthly gross pay, find the annual gross salary.

SHOW YOUR WORK

$$\frac{2586.20}{x} = \frac{72}{100} \quad 72x = 258,620$$

$$x = 3591.94 \text{ monthly}$$

$$3591.94 \cdot 12 = 43,103.28$$

(1 pt) Minimum gross monthly pay 3,591.94

(1 pt) Minimum gross annual salary 43,103.28

6. (2 pts) After doing the computations in #4 and #5, decide if you can afford the house you picked in #1, based on your current income. Give an explanation to support your conclusion.

Question's 4 + 5 helped me reach the conclusion that I will not be able to afford the house. I don't have a steady income, and I make under 20,000 annually, therefore I don't make enough for monthly payments. The down payment alone would be extremely hard to come up with.

7. (1 pt) Suppose that before you buy this house, you find out that you will receive an inheritance of \$50,000. Explain what you would do with this inheritance to make the monthly payment more affordable.

I would pay off the down payment. which would leave 4,000 of the inheritance. I would use the rest of the money for the loan, which would make it 180,000.

$$\frac{180,000 \left( \frac{0.0425}{12} \right)}{\left[ 1 - \left( 1 + \frac{0.0425}{12} \right)^{-12 \cdot 30} \right]} = 885.49$$

The new monthly payment would be \$885.49

(19.68 less expensive per month)

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The new monthly payment would be \$885.49

(19.68 less expensive per month)

10. **Selling the House:** You decide that you would like to sell the house after 10 years. In general, the value of real estate has increased over this time. To calculate the new value of the house, we use *continuously compounded interest*. Find the value of the home 10 years after purchase, assuming a *continuous interest rate of 4%* and **using the original purchase price as the principal**.

SHOW YOUR WORK

$$Pe^{rt}$$

$$230,000e^{(0.04 \cdot 10)} = 343,119.68$$

(2 pts) Value of home 10 years after purchase \$ 343,119.68

11. Assuming that you can sell the house for this amount, use the following information to calculate your gains and expenditures:

**Gains(part a):**

a. Selling price of your house (Amount from #10) \$ 343,119.68

**Costs(part b/c/d)**

b. Original down payment (Amount from #2a) \$ 46,000

c. Amount of mortgage payments paid over the 10 year period. SHOW WORK

$$905.17 \cdot 12 \cdot 10 = 108,620.4$$

(1 pt) Total Mortgage Payments after 10 years \$ 108,620.40

d. The principal balance on your loan after 10 years of payments have been made. (You can find this balance after 10 years from the amortization schedule)

(1 pt) Principal Balance after 10 yrs \$ 146,175.55

e. How much money did you lose or gain over the 10 years?

SHOW YOUR WORK and summarize the result. (Profit = Gains - Costs)

(2 pts) Cost

$$46,000 + 108,620.40 = 154,620.40 + 146,175.55 = 300,795.95$$

$$\text{Gain} - 343,119.68 - 300,795.95 = 42,317.73 \quad \$ 42,317.73 \text{ profit}$$

12. (2 pts) After going through this activity, do you think that buying a house is a good idea? Explain **at least two reasons** that support your answer.

Buying a house is a good idea if you plan on owning it for a while. Short term purchase wouldn't be worth it. Profit increases the longer you own the house, and the money you invested can be regained. So, if you can afford to buy a house do it, it's a good investment.

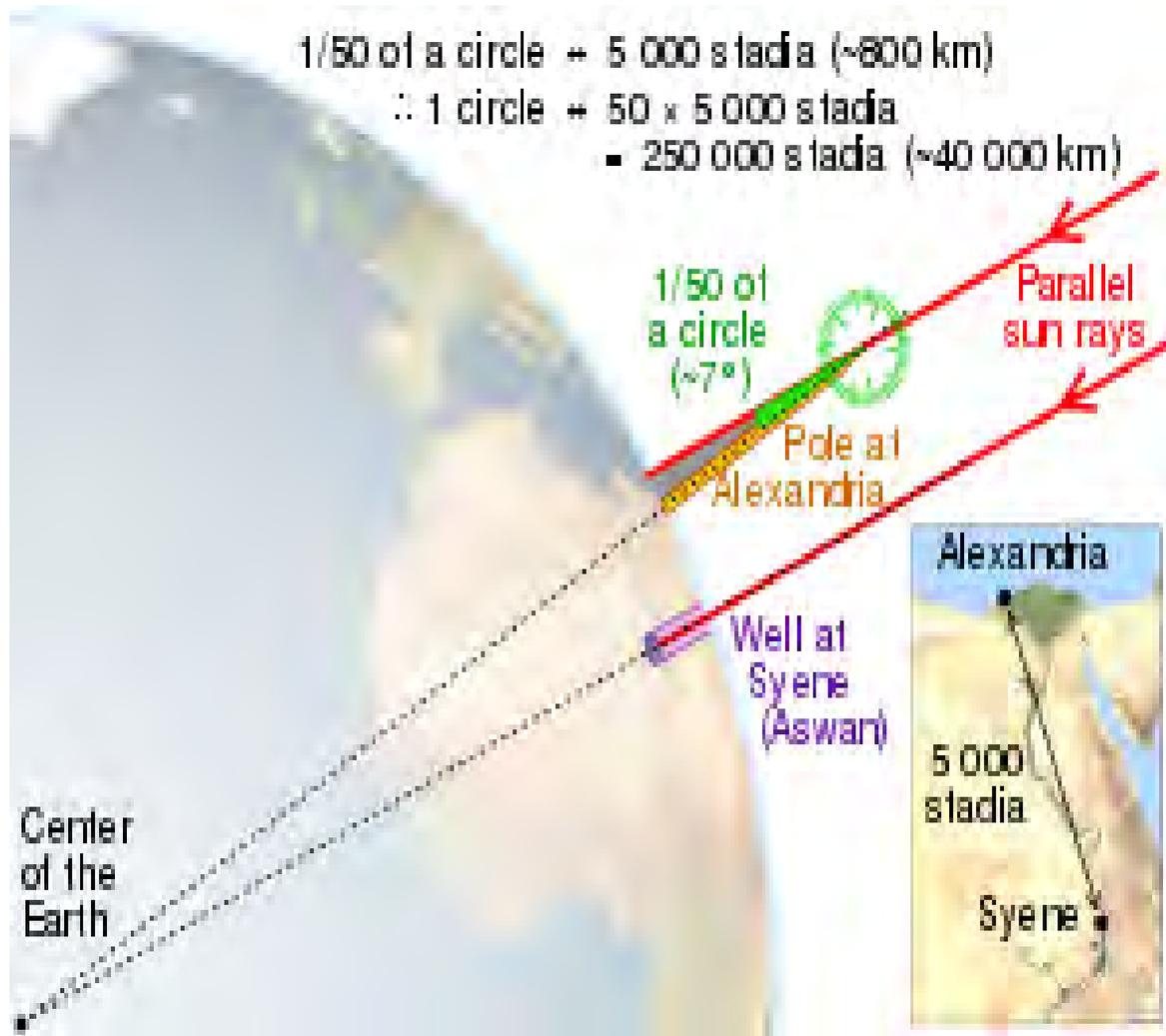
# Circumference of the Earth



# Erathosthenes Of Cyrene



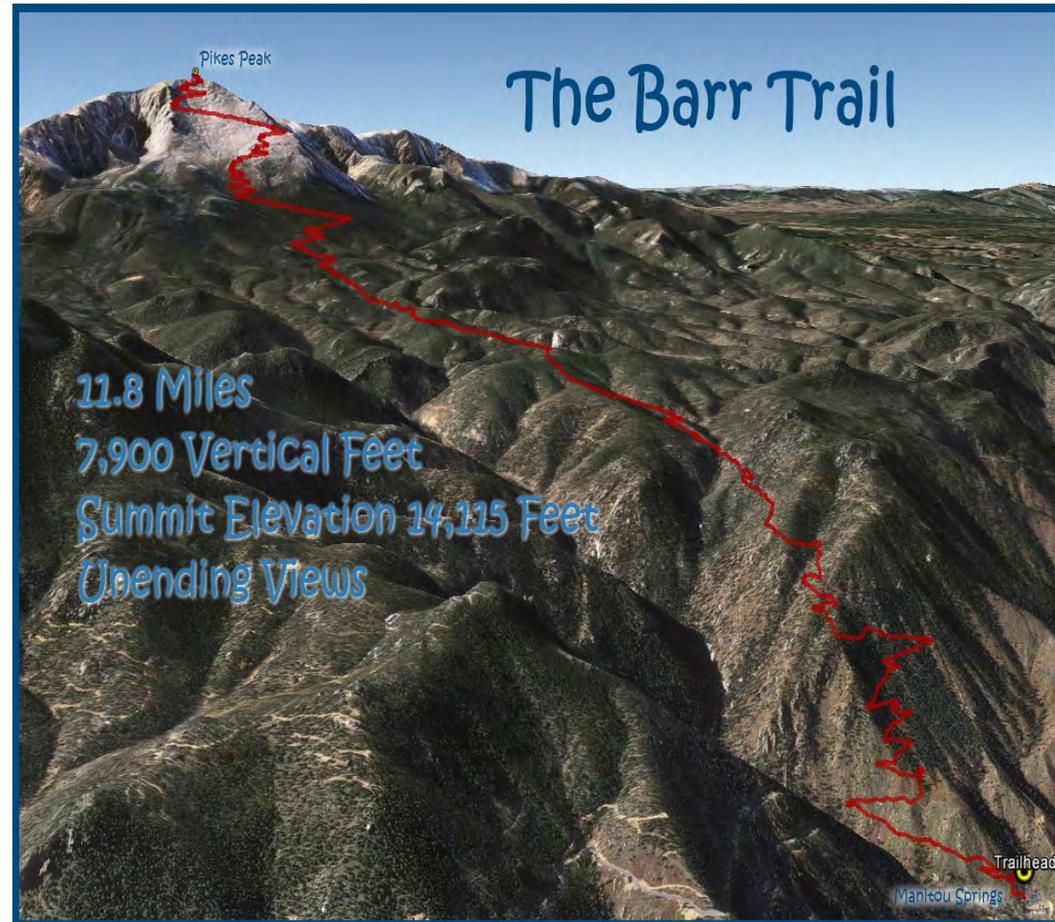
- 240 BC
- Made the first good measurement of the size of the Earth
- Noticed that on the Summer Solstice in two cities there were different angles of shadows
- In the town of Syene no shadow at the bottom of a well
  - Sun was directly overhead on that day each year
- In his home town Alexandria the sun was never directly overhead
  - Measured the length of the shadow a tower cast

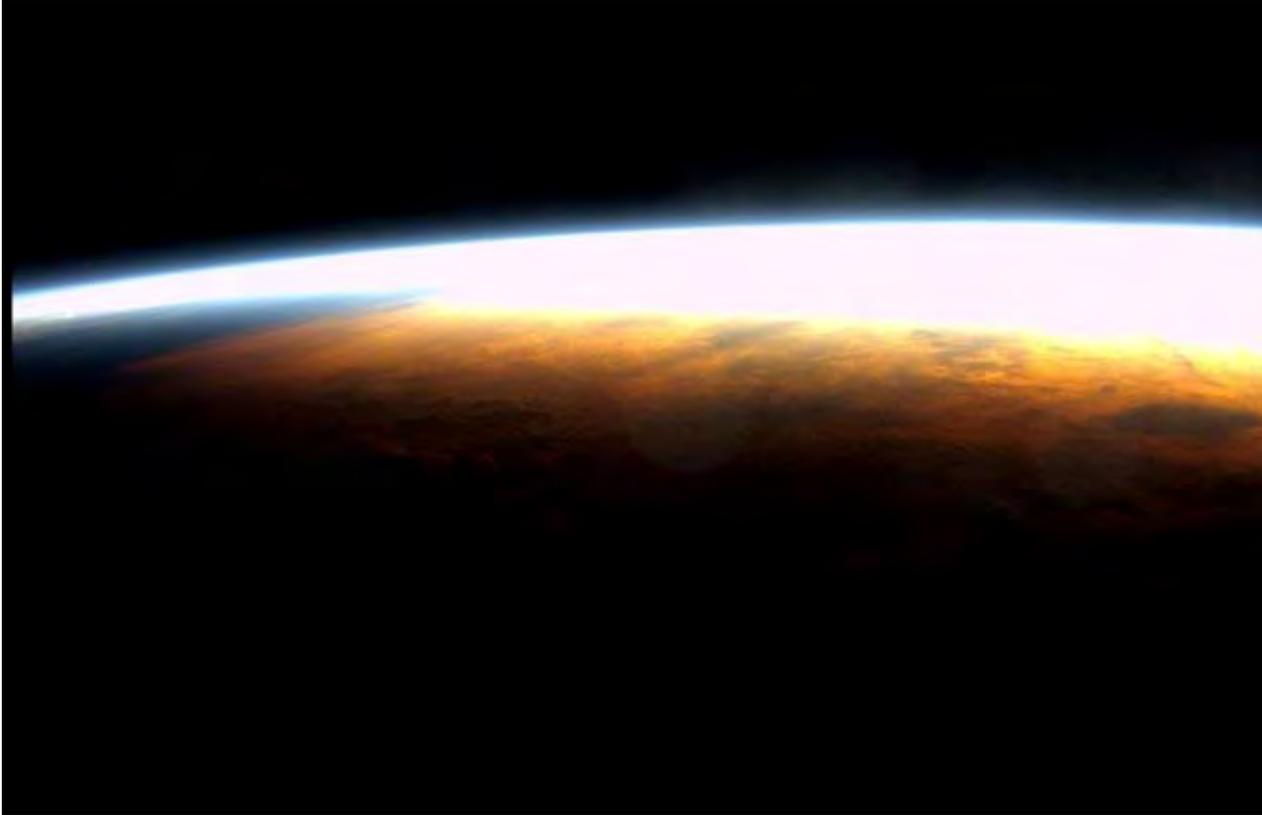


- Found the shows degree to be 7.2 degrees
  - Approximately  $1/50^{\text{th}}$  a full circle
- Used the distance between Alexandria and Syene and multiply that distance by 50 to find the circumference
- Paid a man to walk the distance
  - 5000 stadia
- Calculated it 252,000 stages
  - Close to 40,000 km

# Our Project

- Watch the sunrise from two different elevations at Pikes Peak
- Take the elevation difference and time difference to predict the circumference of the Earth
- Hiked up the Barr Trail
  - Synced watches
  - Used Strava App
- We are finding the radius rather than the circumference





- Distance to the horizon

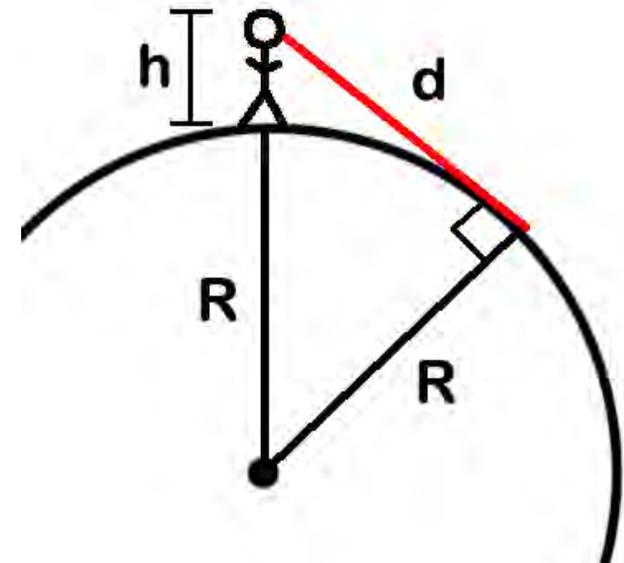
$$OB^2 + OA^2 = OA^2$$

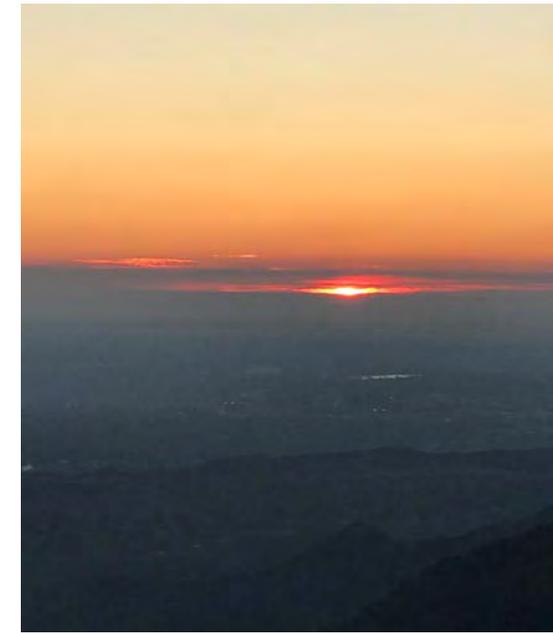
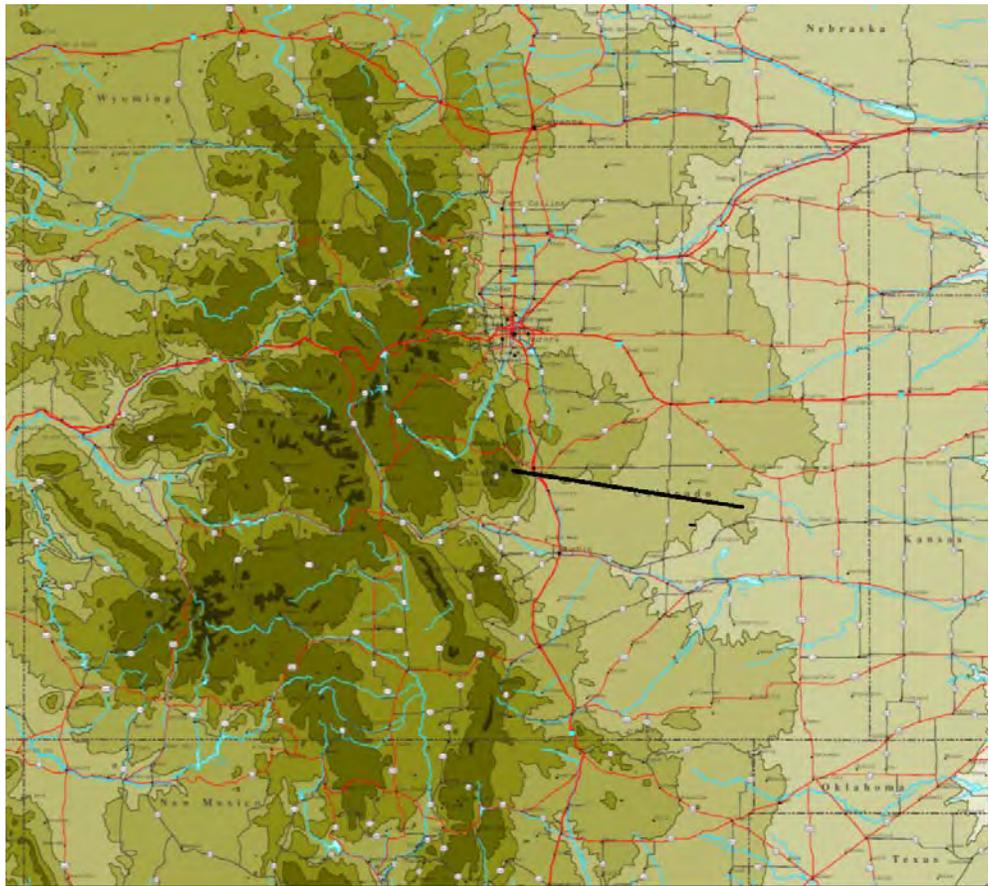
$$R^2 + D^2 = (R + h)^2$$

$$D^2 = 2Rh + h^2$$

$$D = \sqrt{h(2R + h)}$$

- Our different elevations are used in place of different locations





- $$\frac{\sqrt{2Rh_1} - \sqrt{2Rh_2}}{2\pi R} = \frac{\Delta s}{S}$$
- $$R = \left( \frac{S\sqrt{2(h_1 - h_2)}}{2\pi s} \right)^2$$

$\Delta s$  = is the time difference of sighted sunrise between the two people

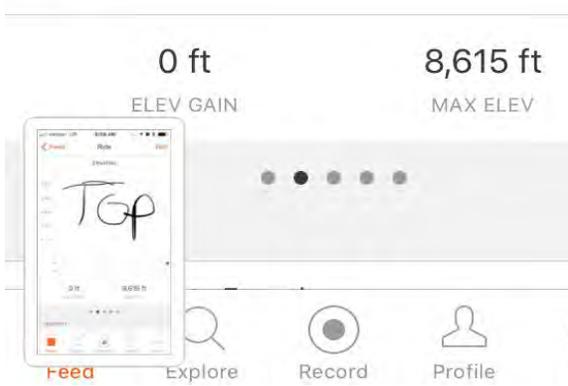
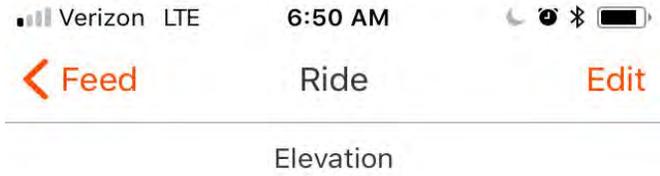
$S$  = conversion of seconds to days. Assuming that it takes 24 hours for the Earth to rotate a full circle.

$R$  = Radius

$H_1$ : Highest height

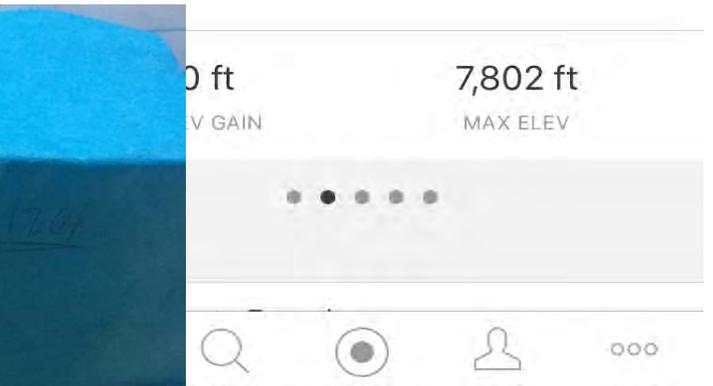
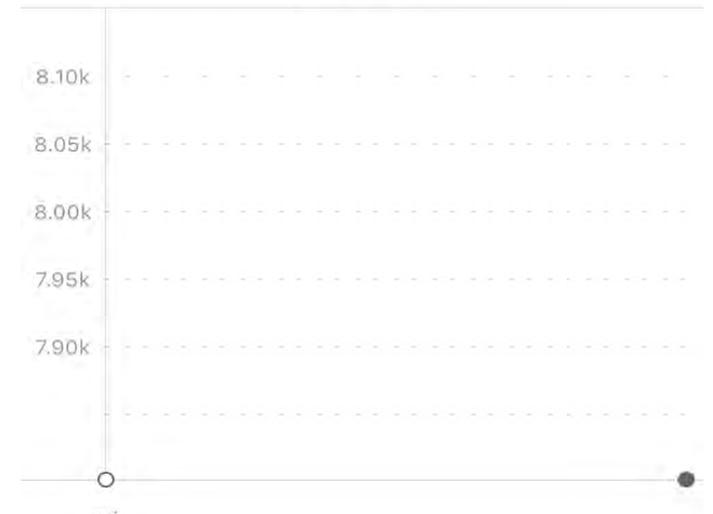
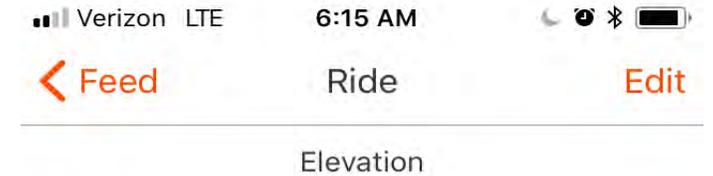
$H_2$ : Lowest height

- At the end it needs to be converted into km, therefore divide by 1000



# Data

- [redacted] stopped at 7,802 ft
- [redacted] stopped at 8,615 ft
  - $\Delta H = 247m$
- [redacted]'s Time: 7:20:19
- [redacted]'s Time: 7:19:55



Handwritten notes on blue paper:

8615  
7:17:30

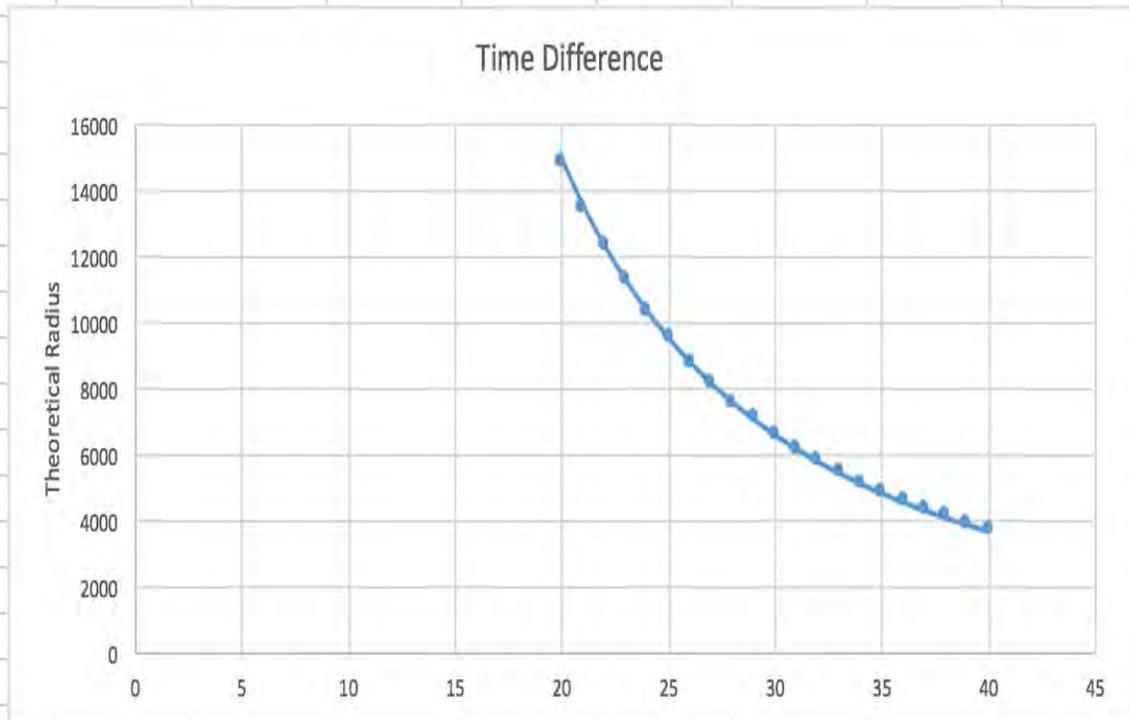
7:19:55

7802 ft  
- 16.00 → 7:20:19  
→ 7:19:58  
7:20:19  
7:21:30



- Refraction of the sun
- Clouds in the horizon
- Latitude was not taken into account
- Suns declination
  - The declination angle varies seasonally due to the tilt of the Earth on its axis of rotation and the rotation of the Earth around the sun.
  - If the Earth were not tilted on its axis of rotation, the declination would always be  $0^\circ$ .
  - The Earth is tilted by  $23.45^\circ$  and the declination angle varies plus or minus this amount.
    - Only at the spring and fall equinoxes is the declination angle equal to  $0^\circ$

1		Y
2	20	14859
3	21	13477
4	22	12280
5	23	11235
6	24	10319
7	25	9509
8	26	8792
9	27	8153
10	28	7581
11	29	7067
12	30	6603
13	31	6184
14	32	5803
15	33	5457
16	34	5141
17	35	4851
18	36	4586
19	37	4341
20	38	4116
21	39	3907
22	40	3715
23	29.5	6830



29.5

# Conclusion



- The overall design of this experiment was good but some improvements could be made in data collection.
  - The sunrise should be filmed from both elevations and then matched up to get a more accurate time difference.
  - Greater zoom would enhance accuracy- using a telescope with a filter would be one way.
  - Clouds are on the horizon pretty well destroyed any chance we had of getting a perfect reading. As you can see, just seconds will change the calculated radius by thousands of kilometers
    - Count on doing this experiment several times in order to get a good measurement

Evidence O

Institutional Student Learning Outcomes Sub-Committee

Effective Communicator Artifacts

2018

No Longer the Sick Girl  
Community College of Denver

As someone who is a survivor of a deadly disease, I have personally experienced the physical, mental, and emotional impact of not only myself, but those around me as well. When battling my illness, I took on the socially constructed sick role of a cancer patient. I was weak, bald, and dying. I lost my old identity and had become the person fighting for their life. This disease affected the ones I love most and it has shaped the person that I am.

When I was 16 years old, I was in a junior going into my senior year of high school. I was a competitive traveling volleyball player who had just gotten back from a national tournament in Anaheim, California. I was dealing with a cold that I could not seem to get rid of which was especially odd for me because I was rarely ever sick. The cold I was fighting lasted from spring break until June. During that time, I was practicing volleyball twice a day and working out in between practices in preparation of my last high school season. I would come home from workouts and be completely exhausted. My mom mentioned how pale I looked while my dad kept suggesting that I had Mononucleosis, the kissing disease. While I shrugged all of these comments off, my mom finally took me to the doctor for these persistent symptoms. My nurse practitioner seemed concerned of my coloring and cold-like symptoms, and sent me to the lab for some blood work. Being the know-it-all sixteen year-old that I was, this was just another task on my to-do list. Little did I know that this would be the first blood draw of many to come.

My blood work results were back that very night in June, and I got a call from my nurse practitioner saying that I was anemic and should not work out until further notice. She also told me to increase the protein in my diet ten-fold. She also called my mom and gave her the phone number for Children's Hospital Colorado, and told her to make an appointment for me. When my mom called, the hospital answered, "Center for cancer and blood disorders, what can I do for

you?” My mom did not say anything to me except that I had an appointment the very next day at the hospital in Aurora, Colorado. I was upset at the fact that I had to miss volleyball while my parents were upset for a different reason.

When we arrived at the hospital on June 30, 2011, my family and I parked in the garage and walked into the unfamiliar huge building. We took the elevator to the seventh floor as directed and walked into the oncology clinic. We were taken back into a room and I was given an IV and intravenous fluids, which were placed into my arm. After they took a sample of my blood through the IV, Dr. Hungar came in. Dr. Hungar, at the time was the head of the oncology department who specialized in leukemia. He sat down with my family, made some small talk, and then dropped a bomb on us. He said that he drew my blood in order to test me for leukemia. I was stunned, and I honestly did not even know what leukemia really was. I didn't know that it was bad until he explained that it was blood cancer. He told us to hang tight and that he was going to leave and check on my blood. The time it took for him to test my blood seemed like a century. When he came back into my room he told me that I had leukemia, but he needed to do more testing to diagnose with me either Acute Myeloid Leukemia or Acute Lymphoblastic Leukemia. He told us that with either diagnoses, I would be staying in the hospital that night.

The night of June 30<sup>th</sup> was the longest night of my life. With an IV in my arm and my face red and puffy from tears, I laid on a rough hospital bed as I tried to close my eyes and go to sleep. My first nurse, Rebecca, would do everything to try to keep me comfortable but nothing could help me at this point. My life was changed forever. My brother, who at the time was twenty-one, stayed with me that night and we both laid in silence as we tried to sink in what had just happened. As the next morning approached, my mom and my dad were back bright and early to take on the next day. July 1<sup>st</sup> was an absolute whirlwind. Doctors, nurses, social workers, and

many other people were in and out of my room talking to me and my family. I was officially diagnosed with Acute Myeloid Leukemia (AML). “Leukemias are cancers that start in cells that would normally develop into different types of blood cells. Acute means that this leukemia can progress quickly if not treated, and would probably be fatal in a few months. Myeloid refers to the type of cell this leukemia starts from.” (What is Acute Myeloid Leukemia, 2016). This was an aggressive form of leukemia, and so I was to start treatment immediately. I had my first surgery that day to put a Medi-port in my chest. A Medi-port is a small catheter under the skin to gain venous access to administer chemotherapy, fluids, antibiotics, or anything else medically necessary (Mediport Clinic, 2017). The minute I got out of surgery I was incredibly nauseated and kept throwing up. I remember thinking to myself how much of a bummer that was and little did I know the chemotherapy I was about to receive would be exceedingly worse.

My first treatment for cancer was from June 20, 2011, to July 31, 2011. I received two weeks of three (or four) different chemotherapies in large boluses. The chemotherapy treatments were terrible, and I would have the nurse put a cover over the bag of chemo because it would make me sick to even look at it. I was very sensitive to smells, and was constantly getting sick. I did not eat for days because the nausea was so bad. Even while writing this, my stomach is starting to turn thinking about it. Through this time though, I loved having visitors. A lot of my friends and family would come to visit me and we would hang out in the hospital for the first month that I was in there. I was in there for so long because I would have to wait for my Absolute Neutrophil Count (ANC) to drop down to zero, which meant that the chemo was doing its job in killing off the all cells in my body. Once my ANC reached zero, I would have to sit and wait at the hospital for my counts to get back up to 100, which meant I could go home for a

week. It took weeks to reach 100 but once my body recovered to that point, I was able to go home for one week.

My week at home was meant for recovery but I went home and spent it like a normal teenager. I hung out with my friends knowing that I would be back to Children's Hospital in a week. My second treatment was just around the corner, and it was going to be similar to the first month's treatment. The difference was that I would only have ten days of chemotherapy instead of two weeks. I was in the hospital for about a month again with the same side effects such as nausea, vomiting, migraines, and pain. I was still able to keep my hopes alive with people visiting me and knowing that this would not last forever. While I waited for my counts to drop to zero and rise back up to 100 again, my complications grew with frequency and more severity.

While I was home for my week for the second time, I would celebrate my birthday and pretend once again that I wasn't the bald girl fighting cancer. My third treatment in the hospital started to get extremely lonely. It was late August/early September and my friends were going back to school, and my teammates were starting our high school volleyball season without me on the court. My third treatment was the hardest even though it only consisted of a 7-day chemotherapy treatment. It was hard both physically and mentally. This was the month that I found out that I had a mutation on my DNA called FLT3-ITD. This mutation is found in a quarter of AML patients, and is a poor prognosis that "often presents with more aggressive disease and have a significantly higher propensity for relapse after remission" (Fathi & Chen, 2011). The treatment in store for me was to now have a bone marrow transplant. Needless to say, I was disheartened.

To get ready for my bone marrow transplant, I was able to go home for a month after my third treatment and month-long stay in the hospital. During this month "off," I was at the hospital

almost every other day for pre-bone marrow transplant testing. This consisted of getting baseline tests for my eyes, ears, lungs, heart, brain, liver, kidneys, and pretty much any other body part imaginable. I had to do this because a bone marrow transplant (BMT) is very toxic to the body.

After my month at home, I was admitted on October 31, 2011 into the BMT unit. The BMT unit is one of the cleanest units in the hospital because of the severely immunocompromised patients being treated there. A bone marrow transplant is “a medical procedure performed to replace bone marrow that has been damaged or destroyed by disease, infection, or chemotherapy. This procedure involves transplanting blood stem cells, which travel to the bone marrow where they produce new blood cells and promote growth of new marrow” (Krans, 2016). My new bone marrow came from an umbilical cord because my doctors could not find a good enough match in the bone marrow bank. My match ended up being a six out of ten antigen match, or in other words, it was not that great. At this point however, my doctors were desperate and moved forward with this match. My transplant was also an experimental one. Since umbilical cord blood is small in amount, my new cells were flown to New York where a lab would artificially grow them out to suffice an adult body like mine. The experimental cord blood was flown back to Children’s Hospital Colorado, and was given to me on November 10 and 11. The nine days of chemo leading up to the transplant date were intense. I received 10 times the amount of the chemotherapy in nine days, which was more than the amount I received in the three months combined. I was very sick and in desperate need of the new cells.

When I got the transfusions on those two November days, I was hooked up to what seemed like thousands of IVs. It was like my IVs were hooked up to IVs, that were hooked up to monitors. I was like a living robot. Once I received this new blood, my body was fine for a little bit but then it went into some sort of shock. I was very sick for the next couple of months as my

## NO LONGER THE SICK GIRL

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body tried to fight off the new blood it received. I was diagnosed with Graft Versus Host Disease in my gut, and on my skin. “Graft Versus Host Disease (GVHD) develops when the donor's immune cells mistakenly attack the patient's normal cells. It can be mild, moderate, severe, or even life threatening” (Graft-Versus-Host Disease, 2015). The treatment for that are medicines that suppress the immune system even more than from a bone marrow transplant. At this point, I was so severely immunocompromised that I got many viruses and infections. On December 23, 2011 I was released from the hospital for Christmas.

Christmas has always been my favorite holiday and I was very grateful to be home for it. I spent it as a quiet Christmas morning with my parents and my brother. I was on so many pain medications and so sick that I slept through most of it, but needless to say, I was home. This only lasted a couple days because I had to be at the hospital so much for checkups. Anytime I would have a fever, or my blood draws would come up as abnormal, I would be admitted back into the hospital. These visits would be consistent over the next few months. I do not remember too much during this time as I was heavily medicated. I do remember this time being very lonely though. In the BMT unit that I was re-admitted to for every hospital stay, I was only allowed to see 7 people that I had chosen back in November. I chose my mom, my dad, my brother, my 3 cousins, and my brother's girlfriend. They could not even have a cough or sniffle, and they were not allowed to be around me for weeks at a time.

Around this time when I was having so many complications, I was receiving so many medications to fight off the virus or infection I was experiencing at this time. It was around May of 2012 that I started to feel something else go wrong with my body. My doctor called and told me that I would need to start dialysis as soon as possible as now my kidneys were failing. This was very discouraging as I felt at this time that there was no light at the end of the tunnel. I was

## NO LONGER THE SICK GIRL

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feeling so sick though from my failing kidneys that I did not care, and started dialysis that summer. I would go to dialysis three or four times a week for four hour treatments. I would get hooked up to a machine that would filter my blood, just like my kidneys would be doing. During the two and a half years that I was on dialysis, my immune system got better, my viruses and infections began to clear up, my surgeries were becoming less and less, and I was beginning to feel more like myself.

In 2015, I was 20 and still on dialysis. While feeling better, I was still dealing with Chronic Kidney Disease and the symptoms and repercussions that come with the disease. Despite this, I started attending community college and would work on homework during some of my dialysis treatments. My brother had selflessly volunteered to get tested to be my kidney donor. It was a miracle that he was a three out of five antigen match, because my blood type had changed due to my bone marrow transplant. He was being prepped for surgery for about six months, and on May 7<sup>th</sup>, 2015 we both went under the knife at two different hospitals. My brother Micah, who was 26 at the time had surgery at University Hospital while I was next door at Children's Hospital. Our surgeries were both successful, and I woke up that day from anesthesia feeling like my pre-cancer 16-year-old self. I was finally ready to take on the world after all these years.

My illness narrative is much different from most people my age. So much of my life changed in such a short amount of time. I physically changed, and I went through many transformations from different side effects of medicines. I was down to about 90 pounds, and I was bald, had chipmunk cheeks from prednisone, and I was very weak. My identity changed. I went from being an athlete, honor student, working girl, to now a sickly, depressed, cancer survivor. My relationships also changed. My parents and I got closer than ever, and my brother

and I have a forever unbreakable bond. I will always have him in me (literally). I found out who my true friends were, and some relationships were tested. I lost a best friend, but gained forever friends in my nurses and doctors. I even met my current boyfriend through an event that I was a part of because of my diagnosis. My sense of self is now one of a strong, independent woman who is going to nursing school and that deals with more than the average 22-year-old on a day-to-day basis.

Since my diagnosis, I've dealt with depression, anxiety, and post-traumatic stress disorder. I have learned to deal with all of these. I am still on immune suppressant medicines to keep me from rejecting my kidney, which hinder my immune system tremendously. I go to the hospital at least once a month, and I am currently going through menopause from all of the chemotherapy. The process of medicalization, "a social process through which a human experience or condition is culturally defined as pathological and treatable as a medical condition" (Crossman, 2016) has made dealing with mental illness possible. I have been able to treat it with medicines and now have learned about holistic care. I am thankful for a western medical biomedicine approach to my illness because I know that I would not be alive without changing my DNA.

References

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Social Justice Reflection

Community College of Denver

As this school year comes to an end I have had some time to reflect on this course and my fellow peers. This semester has been an emotional one for me. We have discussed topics that have focused on the need for equality within healthcare. What I have learned is to look at situations through the lens of others, and that there is always a need for improve within the healthcare system. With my social justice group, we wanted to better our understanding of the disparities within the Indian Health Services and think of ways of improvement.

We decided to work on the issues affecting the Native American and Native Alaskan peoples because we knew they were extremely underrepresented. I have taken a Colorado history course at CCD a year ago, and I learned about the brutal past the Natives have suffered. During our research for this project, we learned that the suffering has not ended. Native Americans have the shortest life expectancy of any other race group within the U.S. They have high rates of depression, mostly due to the pain of historical events and the current poverty and disparities they currently face. My group and I felt that is was important to no longer stay silent on the issues facing Native American's. We wanted to call attention a group of people who have been forgotten for too long.

Working with my group has been the best group experience I have had thus far. Our dedication on our topic made it easier for us to work together. We all had many different ideas on how to approach our research. Ultimately, we agreed that focusing on the Indian Health Services was a good place to start. Once we narrowed in on our topic, we held multiple meetings to go over our research. Last semester I felt stressed and overwhelmed when it can to working with my group. Although we each worked very hard on the project, none of us did our research together. Luckily this time was different, our group spent many weeks working on the project together.

There were many times when we would be working together and realize how lucky we were to have been grouped together. All five of us have very similar study techniques and we knew right away what issues we wanted to focus on. In this semester, I have been able to find my confidence in class and with my peers. I am no longer nervous about speaking my mind. I have been able to voice my concerns within my group and have learned how to have critical conversations. Without the skills from this course, I would not feel as confident transferring to CU in the summer. For many years, I have doubted myself and I have never felt like I truly belonged. This year has exceeded my expectations. I did not think I could have transformed so much within four short months. As I reflect about the INP experience, I want to say thank you again for everything you do. I know at times we can all get overwhelmed and stressed with classes, but you two have helped us become better students. Now that our time at CCD is coming to an end, I am reminded that although I will be transferring to a new school, I will still have fourteen other amazing students coming with me.

## Group Therapy

Group therapy is a psychotherapy approach for members to talk about, and work through their problems as a group. There are many positive aspects to offering group therapy. Some positive features include, but are not limited to, getting a diverse opinion on a problem, group interaction, and learning from other members. When someone is getting a diverse opinion they get all aspects and solutions to a problem. It can help them decide the best path to follow when trying to find a solution to a problem. If it is a group with people who aren't good at social interaction group therapy is a great place for them to start opening up and learn social cues from each other to apply later. Group therapy is a great time to learn from other members and their accomplishments and failures.

Group therapy, even with all the positive aspects of a group, does have some negative factors. Some negative aspects include social fear, a sense of loss, and confidentiality concerns. If someone is socially anxious they may be afraid to talk in a group setting and may never open up. If this happens they may not get everything out of the therapy process as they needed to get from it. Some group members may feel a sense of loss after the group has come to an end. A member may not take the group ending very well and go through a process similar to a grieving process. In any group therapy setting the facilitator can never truly guarantee full confidentiality.

Some group members may go home and discuss what happened in therapy where the facilitator cannot control what they say or do. This causes a confidentiality issue that nothing said in the group is one hundred percent confidential and will not be told to anyone else.

If I had to choose a type of group to facilitate I would want to facilitate a group of young adults struggling with eating disorders. The reason I would choose this group is because I have gone through something similar and have a better understanding of what they are going through. Another reason why I would want to work with a group like this is because if they are all in the same treatment program they spend a lot of time together and usually get very close. If they were close they may feel more willing to open up about struggles. Another reason is if they are not in the same treatment facility I would hope to help bring a light to the fact that they are not alone in their struggles. I would also like to work with a group that has a mix of men and woman because adding in the mix of genders reaffirms that this disorder does not discriminate. I would like for the members of the group to ultimately realize that their disorder is not their fault. I would want the group members to feel satisfied with the therapy process by the end.

Bandura's Social Cognitive Theory

Community College of Denver

Albert Bandura was a Clinical Psychologist from Alberta, Canada. As a clinical psychologist he published a book on adolescence aggression in 1959, he became the president of the APA in 1974, and finally taught as a professor at Stanford for over 50 years. Albert Bandura accomplished much in his career as a psychologist, however his most known accomplishment is his theory of personality, Social Cognitive Theory. Social cognitive theory is one of the very famous theories to determine a person's personality.

Social cognitive theory has made the most sense to me out of all the theories we have learned in Dr. Froyd's theories of personality class. This might be because I'm also taking a social psychology class, and what I have learned in both combined, I truly do believe that personality is made up partially from personal experiences but a lot more includes of those environmental and surroundings of a person. I also really like how optimistic Bandura's theory is. According to Bandura there are 5 components that make up the social cognitive theory: plasticity, triadic reciprocal causation model, agentic perspective, external and internal factors, and finally moral agency.

The first aspect of social cognitive theory is plasticity, "that is, humans have the flexibility to learn a variety of behaviors in diverse situations." (Feist, Feist, & Roberts, 2013. p. 483). What this means is that people are able to learn in various ways but most importantly, in the case of social cognitive theory, humans are able to learn through observational learning. Modeling, which in observational learning means cognitively processing certain situations helps a person mimic situations by evaluating them on their own. One example of this could be a person observing someone yelling something at their boss, the consequence to this may mean that the person got fired. Now that the person is aware what happened to their fellow co-worker, they may think twice before

doing the same thing if they really want their job. They might do it on purpose to get fired, it all depends on the way a person processes it and what they hope for as an outcome. Bandura also says that, “Observational learning is most effective when learners are motivated to perform the modeled behavior.” (Feist, Feist, & Roberts, 2013. p. 487). I agree with this statement, that is because once a person knows the consequence of a certain action or situation, it gives them a sense of motive as to whether or not they want to perform it. Even if a person is willing to manipulate certain tributes to change the outcome, they still have a sense of motivation that leads them in pursuing something.

Another example of this that made it more clearly to my understanding was Bandura’s Bobo Doll Experiment that was conducted in 1961. What this study did was examine aggression. Researchers basically test whether children exposed to an adult who modeled aggression would lead them to beat the Bobo doll. What they found as a result was that, “Children in the treatment group who had observed the adult’s aggressive behavior were more likely to aggress in a similar way (Bandura et al., 1961).” (Barrett, 2017. p. 317). Although this study only models aggression, it only proves that as a child we inhibit behaviors around us and we project them. The results indicated that the children who were exposed to the aggressive behavior projected it in their own acts and even in ways that they were not exposed to, like physical aggression.

The second part to this theory is triadic reciprocal causation model, which is, “behavioral, environment, and personal factors, people have the capacity to regulate their lives.” (Feist, Feist, & Roberts, 2013. p. 483). What this means is that like B.F Skinner, who believes that behavior is can ultimately be based from environmental factors, Bandura has the same beliefs however his theory says that cognitive factors are a huge

contribution to behavior. What this means is that as humans, we have memory capacity and we are able to plan and judge. When environments change we change with it; today how things are in society are nowhere near similar to how they were even five years ago. Through experience, a person is able to make conscious decisions about our behavior. In situations, we think of how we should act or respond as well. Even after we experience something, if a similar situation comes along, some of us base our behavior on those experiences to see how we can make a situation better. Our lives are certainly based on chance encounters and fortuitous events. Everyday we come across things that we don't expect to happen and meet people when we least expect it. Bandura says that these events help us shape our lives, and I agree. We usually don't intend on anything happening when we are doing something, however if something does happen, we take things in and allow them into our lives if we believe we are benefitting.

The third part of Banduras Social Cognitive Theory is human agency. This means that people are able to manipulate their lives enough to control it. I, however, disagree with Bandura to a certain extent on this. According to Bandura and his belief in free choice, "people are self-regulating, proactive, self-reflective, and self-organizing and that they have the power to influence their own actions to produce desired consequences." (Feist, Feist, & Roberts, 2013. p. 491). In human agency, there are core features that make it up which include intentional planning, forethought to set goals, self-reactiveness to process motives and actions, and finally self-reflectiveness to evaluate. I think these concepts make sense because we do certain things to benefit from them and we set goals for ourselves and pursue them by taking action. Sometimes we encounter situations where we have options that may or may not interfere with these goals so we look at how

our decisions will affect our goals. Again, I am not too sure how much I agree with how much control over our lives we have. There may be situations where we have no control to change things. But for the most part we can do our best to manipulate factors in our lives.

To Bandura, self-efficacy is extremely important. And I agree with him, my positive psychology has taught me how important it is. Self-efficacy is the person's ability to think they are capable of doing something; basically saying, "I think I can, I think I can!" Mastery experiences, social modeling, social persuasion, and physical and emotional states all contribute to self-efficacy. If there is something we are already good at, it is likely that our confidence for this particular thing will be high and we will think that we can succeed every time. On the contrary, if we are not good at something, every time we attempt to do it we will tell ourselves we cannot do it, and we are then likely to fail. As far as social modeling goes, if one sees someone else fail, they may feel as if they will not be able to do the same task. On the other hand if they see that someone accomplished a task, they will believe that they are too. I don't agree much with the social persuasion on this aspect. I think that people are not persuaded into believing a person that they cannot do something unless the person is vulnerable enough to believe it. Physical states definitely do contribute to self-efficacy. If a person is physically incapable of doing something, then the person (if they have low self-efficacy) will doubt being able to do things because of that. The same goes for emotional states, people who have depression tend to carry learned helplessness. When it comes to them doing certain things they may then doubt themselves because they are stuck in that helplessness. There are many factors that contribute to what makes our lives.

The next part to Banduras theory is self-regulation that includes both external and internal factors. External factors basically come from other people. We see how they react to certain situations and it provides us with examples as to how we should react. It goes back to knowing how rewarding a behavior is; if there is a positive reward for certain situations we may learn to react the same way and vice versa for negative situations. The internal factors include self-observation, judgment, and self-reaction. Self-observation means that we are able to view what we do internally by becoming aware of the things we do. Through judgment, we ask ourselves questions like, “why did I do that? If I did it this way this could’ve happened.” Bandura’s judgment concept says that, “If we believe that our success is due to our own efforts, we will take pride in our accomplishments and tend to work harder to attain our goals.” (Feist, Feist, & Roberts, 2013. p. 500). What this means is that we process certain behaviors and attribute them to our personal impact, if we see that these behaviors either benefit us or are negative, we then choose to work harder in either fixing our behavior or progressing on it. The last concept to self-regulation is whether we view behaviors as positive or negative. This means that if we get something good out of something we do, we basically give ourselves some sort of reinforcement to do it again if it benefits us. Same goes to negative behaviors, we may not act on them again if we do not benefit from them.

Moral agency is the final component to social cognitive theory. A person gets a “feel good” feel from helping others, which can be rewarding to some people. What a person believes is right from wrong develops morals, and it triggers a persons behavior. I agree with this because if there is something a person who is put in a situation where they

have the option to do something “morally wrong” or “morally right” then, the person is likely to make the “right” choice.

Social cognitive therapy has come out of social cognitive theory; its main focus is on self-regulation. Therapists aim to change a person’s behavior. In phobias, a person who is afraid of dogs may be given tasks to take baby steps into moving closer and closer to a dog in therapy. This is quite effective because it helps change a person’s behavior; a person may have initially have ran from the dog or have started crying however, through therapy a person is learning to change that behavior to lower the anxiety that they may have. Bandura also believes that cognitive meditation is a huge factor to therapy. This means that a person exercises self-efficacy to increase it in order to believe in being able to change a behavior.

This theory has generated much research over time. Self-efficacy and terrorism has been one of the researches that views religion, self-efficacy and coping. Another form of research that Bandura’s theory has developed is Self-Efficacy and diabetes. Self-efficacy can help lower and control diabetes and it lowers BMI.

Reference:

Barrett, Daniel W. (2017) *Social Psychology. Core Concepts and Emerging Trends.*

317. Thousand Oaks, CA: SAGE Publications

Feist, J., Feist, G. J., Roberts T., (2013) *Theories of Personality: 8<sup>th</sup> Edition* 483-500.

New York, NY: McGraw-Hill Publications

## Evidence P

### Institutional Student Learning Outcomes Sub-Committee

- Assessment Day Notes
  - Faculty Attendance
  - Norming and Selection Notes
  - Agenda

2018

## Meeting and Training Attendance Record

- Please fill in ALL fields
- Please print legibly
- Please round to the nearest quarter hour

Event: \_\_\_\_\_ Artifact Review Day

Description: \_\_\_\_\_ Reviewing artifacts for two Institutional Student Learning Outcomes

Name	S#	FT/Adjunct/Staff	Dean/Chair	Date	Total Hours
Jesse Brannen	501484620	FT	Kynor	3-30-18	
Emma Cummings	500009999	FT (limited)	Kynor	3/30/18	
Kevin Dillman	501972187	FT	Heidi Mark	3/30/18	
Megan Bunes	500014617	FT	Stuediger	3/30/18	
Dawn Cummings	501821013	FT	Loshbaugh/Williams	3/30/18	
Lorenda Garrison	500003339	Staff	Loshbaugh	3/30/18	
Lemy Williams	500011189	FT	Loshbaugh	3/30/18	
Margaret Pauls	502068174	Adjunct	Mark Poroyles	3/30/18	
Anita Schervish	500019125	FT	Heidi	3/30/18	
Zina Stilman	500016723	FT	Linda/Heidi	3/30/18	
Shirley Smith	502297577	Full-time	Jim Kynor	3/30/18	
Derek Patton	501064802	FT	Harrison	3/30/18	
Mary Catherine Dean	502159525	FT	Harrison	3/30/18	
Nicholas Morris	500002235	FT	Dinkela/Mackay	3/30/18	
Allan Lerner	500505739	Adjunct	Stuediger/Ashcraft	3-30-18	

Agenda Attached – Please attach an agenda to this form with stated purpose of meeting included.

## Meeting and Training Attendance Record

- Please fill in ALL fields
- Please print legibly
- Please round to the nearest quarter hour

COPY TO CYNTIA

Event: \_\_\_\_\_ Artifact Review Day

Description: \_\_\_\_\_ Reviewing artifacts for two Institutional Student Learning Outcomes

Name	S#	FT/Adjunct/Staff	Dean/Chair	Date	Total Hours
Michael Mackey	00016813	FT	Ozihuela	3/30/18	
Nathan Barsness	502378081	Staff	Studingger	3/30/18	
Caroline Chapman	501819661	FT	Steve Thomas	3/30/18	
Honor Hear	502210605	Adj	Loshenbaugh/Lindasveffner	3/30/18	
Anne Fulton	500011383	FT	Kunze	3/30/18	
Jam Butcher	502237656	Adj	Loshenbaugh/Lindasveffner	3/30/18	
Michael Sage	502278474	Adj	Studingger/Ashcroft	3/30/18	

Agenda Attached - Please attach an agenda to this form with stated purpose of meeting included.

Community College of Denver  
Artifact Review Session  
Norming Notes  
March 30, 2018

**Rubric scores should depend solely on the quality of the artifact and not on who is rating it.**

Purposes of norming:

1. Consistency in applying the rubric
  - Involves a shared understanding of what the rubric criteria look like when applied to artifact
  - Increases reliability (i.e., artifact is scored the same, regardless of rater)
  - Increases objectiveness
2. Practice using the rubric
3. Enhances objectivity and consistency
4. Transparency
  - Increase confidence in the assessment process
5. Evaluation of the rubric
  - Rubric functions to evaluate the ISLO as expected
  - We will make notes today about adjustments to the rubric, but no changes will be made today

Community College of Denver  
Artifact Review Session  
March 30, 2018

Norming agenda:

1. Introductions and housekeeping
2. Judgment is “the ability to make considered decisions or come to sensible conclusions”
3. Introduce the task and process for norming (see page one)
4. Reminder: rubrics will not be altered during today’s norming or artifact review
5. Review materials provided
6. Rate samples using the rubric
7. Faculty share their ratings with the group
8. Identify commonalities and discrepancies
9. Discuss discrepancies and come to consensus on rating and use of the rubric
10. Repeat

Review session:

1. Provide instructions on the process, continue using your best judgment
2. Artifact reviews
3. Reconvene with larger group

## Methodology for ISLO subcommittee select the artifacts

Look in dropbox and quizzes

Assumption: Internships are consistent

In dropbox and quiz: start with item closest to the end of the semester

Work backwards until week 7, if there is no suitable artifact

If there is only one section by modality, it will be selected (pending an appropriate artifact).

- Online – must
- Hybrid – nice to have
- Concurrent Enrollment – must
- Face to face – must

If there is more than once section per modality, randomly select sections until at least 50% of the students has been reached

BIO202 – 9 sections, 308 enrollments

1974 universe enrollments = 15.6%

123 universe of sections = 39.1%

Cohort based, select only last “viable” (e.g., not internship, clinical) course in sequence (e.g., capstone)

Katy will go into the remaining sections and download all assignment instructions for weeks 15 – 7 to send to ISLO subcommittee members. The subcommittee will divide the review of the assignments (50/50) with each of the two teams having one faculty member. Each assignment will be identified with Course, section, and week. Each committee member will judge each assignment to be: yes, no, maybe – yes = likely artifact; no = do not use as an artifact; maybe = needs whole subcommittee discussion.

Then, artifacts categorized as NO will be eliminated from further consideration, Artifacts categorized as yes will be in the pool for selection, pending modality/section selection rules. Artifacts categorized as maybe will be discussed by all subcommittee members and then re-categorized as either yes or no.

If a course (in all sections per modality) has no viable artifacts based on dropbox assignments, then subcommittee will review quiz section of D2L. If a single section (of a course with multiple sections per modality), does contain a viable artifact, then quizzes will be not considered for any of the sections per modality.

If the number of viable artifacts is greater than the expected capacity of the faculty/adjunct reviewers in the scheduled amount of time on March 30<sup>th</sup> , then the subcommittee will re-review the assignments to narrow the sample down to a manageable number of artifacts, giving preference those assignments that 1) map to both outcomes and 2) are expected to demonstrate multiple competencies on the same outcome.

Community College of Denver

Institutional Student Learning Outcomes Assessment

Artifact Review Day

March 30, 2018

The Conflict Center

4140 Tejon St.

Agenda:

- |               |  |
|---------------|--|
| 8:00 – 8:30   | Shuttle from CCD to Conflict Center (if needed)                |
| 8:30 - 9:00   | Light breakfast and socializing                                |
| 9:00 - 9:30   | Overview of day including background and housekeeping items    |
| 9:30 - 10:30  | Split into two groups for norming                              |
| 10:30 - 12:30 | Artifact review  |
| 12:30 - 1:00  | Break and serve lunch while review results are being tabulated |
| 1:00 - 3:00   | Share assessment results and discuss                           |

Evidence Q  
Teaching Learning Center (TLC)

Book Selection

2018

**Subject:** FW: Summer Reading SLC/TLC  
**Date:** Friday, June 8, 2018 at 1:33:00 PM Mountain Daylight Time  
**From:** Ferguson, Jennifer  
**To:** Zelig, Kaylah  
**Attachments:** image001.png, image002.jpg

Book club discussion

**JENNIFER FERGUSON**

Coordinator of Professional Development | Teaching Learning Center  
Community College of Denver  
303.352.3164 | CHR 224C  
[jennifer.ferguson@ccd.edu](mailto:jennifer.ferguson@ccd.edu)



Start Here. Go Anywhere!

---

**From:** "Holcom , Christopher" <Christopher.Holcom@ccd.edu>  
**Date:** Wednesday, March 28, 2018 at 10:56 AM  
**To:** "Ferguson, Jennifer" <Jennifer.Ferguson@ccd.edu>, "James, Karey" <Karey.James@ccd.edu>  
**Subject:** RE: Summer Reading SLC/TLC

That sounds like a great idea to me, Jennifer.

---

**From:** Ferguson, Jennifer  
**Sent:** Tuesday, March 27, 2018 12:52 PM  
**To:** James, Karey; Holcom , Christopher  
**Subject:** Summer Reading SLC/TLC

Hello intrepid SLC chairs:

In Erin Frew's presentation to CoRAC, she referenced this book:

<https://www.amazon.com/Assessing-Student-Learning-Common-Sense/dp/0470289643>

Last year TLC did a summer reading professional development program where we selected three books. Faculty received a copy of whatever book they were interested in, read it over the summer, and then did a debrief late September/early October. We are in the process of selecting this summer's books and, given SLC's interest in professional development, I thought I would propose a SLC/TLC collaboration where this would be one of the selections. This way, there is a core group spreading the word of assessment, and it is aligning with some of Erin Frew's sources.

Thoughts?

**JENNIFER FERGUSON**

Coordinator of Professional Development | Teaching Learning Center  
Community College of Denver

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[jennifer.ferguson@ccd.edu](mailto:jennifer.ferguson@ccd.edu)



Evidence R

Office of the Provost  
Student Learning Committee (SLC)

Instructional Assessment Plans

Department	Program
ACC	Accounting (AAS)
AEC/CAD	Architectural Technologies (AAS)
BIO	Biology (DWD)
BTE	Administrative Professional: Business Technology (AAS) Administrative Professional: Healthcare Administration (AAS) Office Assistant certificate
BUS	Business (DWD) Entrepreneurship (certificate) Management: Business Administration (AAS) Marketing: Business Administration (AAS) Real Estate: Business Administration (AAS)
ANT	Anthropology (DWD)
ART	Art History (DWD) Visual Arts (DWD)
CHE	Chemistry (DWD)
COM	Communication (DWD)
CRJ	Criminal Justice (AAS) Criminal Justice (DWD) Homeland Security (certificate)
CT	Computed Tomography (certificate - post degree)
ECO	Economics (DWD)
IT	Computer Information Systems (AAS) Computer Service and Support: Information Technology (certificate) Information Technology (AAS) Network Security: Information Technology (certificate)
DEH	Dental Hygiene (AAS)
DEH	Bachelor of Applied Science DEH
ECE	Early Childhood Education Teacher (DWD) Early Childhood Education (AAS) Elementary Education (DWD)
FER	Fermentation Science (FER)
CCR	English (College Composition and Writing)
HUM	Humanities
HWE	Food, Nutrition, and Wellness (certificate)
LIT	English: Literature (DWD)
GEO	Geography (DWD)
MGD	Graphic Design /Multi-Media/ (AAS)
HIS	History (DWD)
HSE	Human Services (AAS) Human Services: Pre-Social Work Degree (AAS)
MAC	CNC Management: Machine Technologies (AAS) CNC Manufacturing: Machine Technology (AAS) Multi Axis Lathe (certificate - post degree) Industrial Maintenance Technologies (certificate) Five Axis Milling Machine (certificate - post degree) CNC Wire EDM (certificate - post degree)
Mammo	Mammography (certificate - post degree)
MAP	Medical Assistant (AAS)
MAT	Mathematics (DWD)
JOU	Multi Media Journalism (certificate)
MUS	Music (DWD)
NUA	Nurse Aide (certificate)
PAR	Paralegal (AAS)
PHI	Philosophy (DWD)
POS	Political Science (DWD)
PSY	Psychology (DWD)
RTE	Radiologic Technology (AAS)
SOC	Sociology (DWD)
STE	Surgical Technology (AAS)
THE	Theater (DWD)
VET	Veterinary Technology (AAS)
WEL	Fabrication Welding (AAS)
FRE, SPA, CHI	World Languages
PHY	Physics (DWD)

# Community College of Denver

## Accounting Department

### Program Assessment Plan

Accounting Chair: Jake Webb  
FT Faculty: Nirali Patel  
FT Faculty: Brian Gilsdorf  
Plan Updated: 10/14/15

## Department Mission Statement

The Accounting Department shares with the Center for Career and Technical Education a mission to make student learning its central focus. By providing excellence in teaching and experiential learning opportunities, our program strives to impart accounting knowledge and ethical values that students can use in their professional business careers.

## Department Goals (DG)

DG 1	Students will be well grounded in fundamental accounting knowledge relating to financial statement preparation and analysis, management decision making, internal controls and business processes, and principles of income taxation.
DG 2	Students will be aware of their professional responsibilities concerning ethical choices they will encounter in the accounting profession.
DG 3	Students will be able to describe the design, control and use of computer information systems in accounting.
DG 4	Students will be able to work well in a team and communicate results effectively, in both oral and written form.

## Program Student Learning Outcomes (PSLO's)

PSLO1	Record transactions and prepare financial statements for a business entity. (DG 1)
PSLO2	Communicate effectively in quantitative and qualitative terms through writing and speaking. (DG 4)
PSLO3	Perform accounting and reporting functions using an accounting information system. (DG 3)
PSLO4	Apply appropriate judgment derived from knowledge of accounting theory to financial analysis and ethical decision making. (DG 1,2)
PSLO5	Define and illustrate various managerial accounting terms and concepts and evaluate their relevancy for different decision-making purposes. (DG 1)

## Achievement Targets

For any given PSLO, we expect to achieve the following targets:

Exceed Expectations	20% of assessed population
Meet Expectations	60% of assessed population
Did Not Meet Expectations	20% of assessed population

## Assessment Methods

Direct and indirect assessment methods will be used to assess PSLO's. Direct methods include selected test questions, homework assignments, in class quizzes, individual and group presentations, and industry/governmental certifications. Indirect assessment methods such as surveys and interviews will be used to collect qualitative data.

Quantitative data will be collected through the use of direct assessment methods. Data will be evaluated based on the following three levels of performance and expectations: 0-59% *Did Not Meet Expectations*, 60-80% *Met Expectations* and great than 80% *Exceeded Expectations*. Some assessment methods are better suited for assessment through the use of a rubric. Our current rubric structure assesses SLO's across five levels of achievement; Poor, Fair, Competent, Good, Excellent. For consistency in assessment across all quantitative data collection methods, we are grouping these five levels as follows: Poor/Fair – *Did not Meet Expectations*, Competent/Good – *Met Expectations*, Excellent – *Exceeded Expectations*.

Qualitative data will be collected through the use of indirect assessment methods. Qualitative data does not allow for a “scoring” metric as detailed above for direct/quantitative data collection. But, PSLO's with qualitative metrics will still be held to the same achievement targets described in the first paragraph of the “Achievement Targets” section.

## Assessment Data Collection, Feedback and Timeframe

From Fall 2012 through Fall 2015, all assessment was conducted at the course level and reported in detail within the “*Accounting One Page Assessment Report*.” Summary of these assessment results, including Target Achievement data, can be found in the document “*PSLO Assessment Results Matrix*.” Any exceptions noted were discussed and appropriate “improvement plans” were put in place for subsequent semesters. Re-assessment of Course Objectives with exceptions were conducted or are scheduled for upcoming semesters. Analysis of assessment results and any improvement plan implementation takes place at the beginning of each subsequent semester following assessment.

In Fall 2015, previous assessments at the course level were plugged into the overall Program Level Assessment Plan. These are detailed in the “*PSLO Curriculum Matrix & Timeframe*” document. Our department has been able to assess the following PSLO's through our previous course level assessment efforts; PSLO 1, 2, 3, 5.

As mentioned above, previous assessment efforts have been recorded within the “*PSLO Curriculum Matrix & Timeframe*” document. In addition, this document is also used to help plan future assessments at the program level. Currently, the document has planned assessments through Fall 2019. This only acts as a guide in planning assessment. Re-assessment of PSLO's as well as changes within the program could alter the schedule detailed.







**AEC**

## Architectural Technology

Summer 2018

**Mark Broyles AIA**, Assistant Professor and Chair

Mark.Broyles@ccd.edu

### Architectural Technology Program Assessment Plan

**Chair: Mark Broyles**

#### Program Student Learning Outcomes

- **Design Thinking:** Proficiency in all aspects of design drawing as synthetic, central activity in achieving a mindset of collaborative creation and innovative problem-solving.
- **Digital Representation:** Competency and competitive productivity in mainstream digital design and documentation technology.
- **Construction Theory:** Basic understanding of contemporary construction process and construction materials, methods, and systems as they inform the design disciplines.
- **Sustainable Design:** Ability to apply fundamentals of accepted sustainable design strategies in the design and development of buildings.

Curriculum Map

We will be using the design drawing presentations of our students in AEC 225

Architectural Design and Development, our studio which synthesizes much of the course learning objectives of our degree program.

**I-Introduced R-Reinforced P-Practiced D-Demonstrated**

	Design Thinking	Digital Representation	Construction Theory	Sustainable Design
AEC 100	I			I
AEC 102	R	R	I	R
AEC 104	I	R	R	I
AEC 123	R	R	P	R
AEC 125	R		I	R
AEC 218	R	R	R	P
AEC 225	D	D	D	D
AEC 236	R		R	R
AEC 280	P/D	P/D	P/D	P/D
CAD 217		P	R	R
CAD 224		P	R	R
CAD 225		I	R	R
CAD 227		P	R	R

## Assessment Schedule

In the Summer of each year, between the end of the Spring semester and beginning of the Fall semester and over a four-week period between the program will conduct its annual assessment of its PSLO(s) for the academic year. The assessment will be scored by a jury of instructors representative of the particular curriculum areas that we intend to evaluate.

## Assessment Timeline

The proposed Assessment schedule will alternate over a four-year period as follows:

Year 1: Develop actual benchmarks for each identified item below.

Year 1: Combined Outcome Assessment: Practice Readiness (as a starting point to gauge overall effectiveness and bring awareness to the interrelationship of all our curricular outcomes relative to the achievement of any one successful PSLO).

Year 2: Design Thinking and Sustainable Design

Year 3: Digital Representation and Construction Theory

Year 4: Combined Outcome Assessment (repeating the cycle)

## Benchmarks

### Combined Assessment Benchmarks:

#### AEC 104 Architectural Drawing Theory:

- Does the Work demonstrate basic use of drawing skills as design thinking tools important and valuable to the daily practice of architecture?
- Does the Work reflect appropriate standards of professionalism and care expected by employers and clients?
- Does the Work represent job-ready competencies in understanding, representing, and analyzing plan, section,

elevation, axonometric, and perspectival views of architectural compositions and assemblies through the medium of hand drawing?

- Does the Work reflect an adequate understanding of analytical drawing as it pertains to materials assemblies and architectural detailing?

#### AEC 123

- Does the Work demonstrate sound basic concepts of steel and concrete-frame construction systems in a manner that would enable development of competent, constructible BIM models?
- Does the Work reflect effective use of freehand detailing skills and design thinking as it relates to the development of appropriate architectural detailing?
- Does the Work reflect basic principles of sustainable design in the development and analysis of non-combustible building construction?

#### AEC 218

- Does the Work reflect utilization of hand-drawing skills in the development and communication of sustainable design concepts?
- Does the Work reflect sufficient understanding of construction technologies (building materials and their incorporation into assemblies and larger systems) to enable evaluation and insight into problems of sustainable building construction?

#### CAD 227

Does the Work reflect connections to hand drawing skills in the development of BIM concepts?

Does the Work reflect sound construction principles and an understanding of issues of constructability?

Does the Work demonstrate an ability to make informed decisions based on principles of sustainable design?

Does the Work represent a professional level of organization, clarity, consistency, and accuracy?

#### Use of Results

During the annual assessment meeting the chair will meet with the instructors to review the assessment results from the prior year. Assessment will be used as the basis for critiquing the current approaches to the materials and methodologies in the contributing courses and for development of more curricular integration and cross-learning across the course offerings.

The assessment results and any planned actions will be shared with the Dean of CTE, our Advisory Board, and CU Denver's College of Architecture stakeholders.

#### Continuous Improvement of the Assessment Process

During the annual assessment meeting, there will be discussion of the current tools in use and a determine made as to whether the tools warrant any revision. Also, the chair and adjunct instructors will determine whether to continue with the current assessment timeline or to make any changes.

## *CADD Program*

### *Computer Aided Drafting & Design Assessment Plan*

*Summer 2018*

*Rick Glesner, Professor and Full Time Lead*

*rick.glesner@ccd.edu*

*Program Chair: Mark Broyles*

#### *Program Student Learning Outcomes*

*1. Understanding the Mechanical Design Environment:*

Students develop proficiency in all aspects of drafting mechanical designs in both 2D and 3D parametric modeling, as well as drafted legal documentation.

*2. Drafted Digital Documentation:*

Students will come to understanding and executing both 2D and 3D drawing environments, as well as drafting standards.

*3. Understanding what Designing for Manufacturability means and how to apply it:*

The Computer Aided Drafting and Design program stresses material and manufacturing implications throughout the design, modeling, and drafting process.

*4. Adhering to ANSI 14.0 & ISO Standards:*

*ANSI* (American National Standards Institute) promotes the use of U.S. standards internationally, advocates U.S. policy and technical positions in international and regional standards organizations, and encourages the adoption of international standards as national standards where they meet the needs of the user community.

[https://www.ansi.org/about\\_ansi/introduction/introduction](https://www.ansi.org/about_ansi/introduction/introduction)

*ISO* (International Organization for Standardization) has published 22205 [International Standards](#) and related documents, covering almost every industry, from technology, to food safety, to agriculture and healthcare. ISO International Standards impact everyone, everywhere.

<https://www.iso.org/drafting-standards.html>

*5. Additive and Subtractive Prototyping and Manufacturing:*

The Computer Aided Drafting and Design program engages the student in the new technologies of 3D printing and 3D scanning.

## Curriculum Map

I-Introduced/R-Reinforced/P-Practiced/D-Demonstrated

Prefix/#	Name	1	2	3	4	5
CAD 101	Computer Aided Drafting I	I/P/D	I/P/D		I/P/D	
CAD 102	Computer Aided Drafting II	R/P/D	R/P/D	I/P/D	R/P/D	I/P/D
CAD 240	AutoDesk Inventor	R/P/D	R/P/D	R/P/D	R/P/D	R/P/D
CAD 255	SolidWorks	R/P/D	R/P/D	R/P/D	R/P/D	R/P/D
CAD 217	Rhino	R/P/D	R/P/D	R/P/D	R/P/D	R/P/D
CAD 246	AutoDesk Fusion 360	R/P/D	R/P/D	R/P/D	R/P/D	R/P/D
CAD 244	Advanced Inventor	R/P/D	R/P/D	R/P/D	R/P/D	R/P/D
CAD 259	Advanced SolidWorks	R/P/D	R/P/D	R/P/D	R/P/D	R/P/D
CAD 262	3D Printing	R/P/D	R/P/D	R/P/D	R/P/D	R/P/D
CAD 264	3D Scanning to 3D Modeling	R/P/D	R/P/D	R/P/D	R/P/D	R/P/D
CAD 280	Internship	D	D	D	D	D
CAD 289	Capstone	D	D	D	D	D

## Assessment Schedule

In the summer of each year, between the end of the Spring semester and beginning of the Fall semester and over a four-week period between, the program will conduct its annual assessment of its PSLO(s) for the academic year. The assessment will be scored by a jury of instructors representing the particular curriculum areas that we intend to evaluate.

## Assessment Timeline

The proposed Assessment schedule will alternate over a four-year period as follows:

Year 1: *Combined Outcome Assessment:*

Practice Readiness as a starting point to gauge overall effectiveness and adherence to ANSI & ISO mandates.

Year 2: *Understanding the Mechanical Design Environment:*

Year 3: *Drafted Digital Documentation:*

Year 4: *Additive and Subtractive Prototyping and Manufacturing*

Year 5: *Combined Outcome Assessment* (repeating the cycle)

## *Benchmarks-Year 1*

### *CAD 102 Computer Aided Drafting & Design:*

- Does the Work demonstrate basic use of 2D drafting skills and tools crucial to the daily practice of mechanical design?
- Does the Work reflect appropriate standards of professionalism and adherence to the proper drafting standards expected by employers?
- Does the Work represent job-ready competencies in understanding and representing the mechanical design in 3<sup>rd</sup> angle orthographic projection, sections, and axonometric projections?
- Does the Work reflect an understanding of a drawing set as it defines the materials and sub-assemblies needed to define the design to support manufacturing?

### *CAD 240 AutoDesk Inventor*

- Does the Work demonstrate basic use of 3D drafting skills and tools crucial to the daily practice of mechanical design?
- Does the Work reflect appropriate standards of professionalism and adherence to the proper drafting standards expected by employers?
- Does the Work represent job-ready competencies in understanding and representing the mechanical design in 3<sup>rd</sup> angle orthographic projection, sections, and axonometric projections?
- Does the Work reflect an understanding of a drawing set as it defines the materials and sub-assemblies needed to define the design to support manufacturing?

## Use of Results

During the annual assessment meeting, the department chair will meet with the CADD program instructors to review the assessment results from the prior year.

Assessment will be used as the basis for critiquing current approaches to the materials and, if necessary, for increasing adherence to industry standards.

The assessment results and any planned actions will be shared with the Dean of CTE, and our Advisory Board.

## Continuous Improvement of the Assessment Process

During the annual assessment meeting, there will be discussion of the current tools in use. Determination will be made as to whether the teaching tools warrant any revision. Also, the chair and adjunct instructors will determine whether to continue with the current assessment timeline or to make any changes.

# **Biology Program Assessment Plan**

## **Our Vision**

The Center for Math & Science is a world-class center teaching our students how to use knowledge in the areas of Science, Technology, Engineering, and Mathematics (STEM) for ongoing participation in the workforce, transfer studies, and the world at large.

## **Our Mission**

CCD's Center for Math & Science prepares intellectually confident students to apply STEM concepts in the global community. We provide a rich academic foundation in a supportive setting, including accessible, highly qualified faculty and state of the art learning environments. Rigorous, affordable, convenient: start here to go anywhere.

The Biology Department Program goal is to produce science graduates who have a comprehensive understanding of the following skill sets; academic behavior and values, as well as with proficiency in the following scientific concepts:

### **Academic Behaviors and Values Skill Sets**

- Critical thinking and problem solving skills through the scientific method
- Leadership skills
- Awareness of ethical and global implications in science

**The Community College of Denver's science faculty are committed to understand the idea of assessment and will participate in the following activities:**

- College wide Assessment training and understanding the importance of assessment to the health of the college
- Improved teaching /learning methods by attending department, college, and regional meetings
- Ability to teach up-to-date courses
- Potential to publish assessment outcomes (data sets)

## **Biology Department Assessment Exam**

- Pre/Post Biology Exams

# **Biology Department Program Outcomes**

## **Program Goals**

The main goal of the CCD Biology Department is to create scientifically literate science students who have the ability to analyze and apply science principles to the world around them.

## **I. Program Learning Outcomes: General Education Requirements**

- Develop a working understanding of the Biological Levels of Organization.
- The ability to apply scientific technology and the scientific method to solve problems
- The ability to process scientific issues and apply these concepts to global issues
- Numerical Knowledge and Skills: Students will use appropriate math and statistical concepts to interpret scientific data sets
  
- Computer literacy, scientific problem solving, math reasoning skills, critical thinking, ability to judge scientific validity, able to write and speak effectively.
- Up-to- date knowledge of scientific technology and issues
- Develop Scientific Ethical values
- Undergraduate Research experience and skill

## **Biology Department Student Learning Objectives**

1. Apply concepts and terminology in molecular, cellular, organismal, and ecological biology
2. Interpret scientific literature and present a synthesis of it accurately in oral and written form
3. Demonstrate Teamwork/Leadership skills
4. Recognize the relationship between structure and function at all levels: molecular, cellular and organismal
5. Demonstrate critical thinking and problem solving skills using experimental design and the scientific method
6. Demonstrate ethical conduct in scientific activities

## Assessment Timeline

Assessment Process	What	Who will conduct it?	When
<b>Preparation</b>	Discuss and Complete Assessment Report(PLSOs)	All Full time Faculty	First Year
<b>Data Collection</b>	Pre/Post Biology Exam	All Biology Faculty	Every semester
<b>Analysis</b>	Pre/Post Biology Exam	Department Chair and full time faculty	Three times a year
<b>Reporting/Use</b>	Program Review of Pre/Post Exam questions. Departmental Discussion and review of exam results. Revise exam and Assessment PSLOs	Department Chair  Full time faculty  Full time faculty	Three times a year  Three times a year  Once a year

## Biology Department Student Learning Assessment Plan

The Biology Departmental Assessment Plan has been designed to evaluate how the Science curriculum, research and other activities complement each other to achieve the graduating student skills and knowledge.

### Biology Core Courses Student Learning Outcomes

Program Student Learning Objective (PSLO)	Biology Core Course I=Introduction D=Demonstrate M=Mastery	Methodology Pre/Post Test Question (s)	N Number of students assessed	History Number of years this outcome has been assessed
Recognize the relationship between structure and function at all levels: chemical, molecular, cellular and organismal  Describe the levels of organization of life	BIO 111-I BIO 112 -D BIO 201-D BIO 202-M BIO 204-M	2,3,5,11,12,20,21,22,23		
Apply concepts and terminology in molecular, cellular, organismal, and ecological biology	BIO 111-I BIO 112 -D BIO 201-D BIO 202-M BIO 204-M	4,13,14,15,16,17,18,25		
Interpret scientific literature and present a synthesis of it accurately in oral and written form Describe the general process of the scientific method	BIO 111-I BIO 112 -D BIO 201-D BIO 202-M BIO 204-M	1,9,10		
Explain the basic characteristics that are common to all living organisms.  Explain why the study of evolution is important in understanding life.	BIO 111-I BIO 112 -D BIO 201-D BIO 202-M BIO 204-M	6,7,8,19,24		

Community College of Denver

Business Technology

Mary Murphy, Chair

June 2018

## Mission/Goals

*The Community College of Denver's Business Technology (BTE) program will strive to ensure that their students receive a high quality education that reflects the demands of the industry and in order to prepare students for meaningful and productive employment.*

The BTE advisory board will aid CCD in identifying industry trends in order to update BTE competencies essential for student employment success.

## Program Student Learning Outcomes

The following PSLOs are modified to fit the curriculum of the specific associate of applied science degree.

- Accurately type 40 GWAM with 5 or fewer errors and with proper posture.
- Demonstrate the ability to accurately engage in file management.
- Follow complex instructions in creating forms, tables, and spreadsheets
- Follow directions and anticipate needs of supervisor in a professional, calm and friendly manner
- Effective and accurate use of a calculator or excel spreadsheet in simple mathematical equations

PSLOs are communicated to every faculty member and instructor in one-on-one training that relates the learning outcomes of the program to the learning outcomes of the college. This is done on an annual basis in a departmental meeting to enforce the one-on-one learning.

Program student learning outcomes are discussed in every class, and we are creating a common module to put into our learning management system (D2L).

Curriculum Maps

AAS	Administrative Professional				
Core Courses	Accurately type 40 GWAM with 5 or fewer errors and with proper posture.	Demonstrate the ability to accurately engage in file management	Follow complex instructions in creating forms, tables, and spreadsheets	Follow directions and anticipate needs of supervisor in a professional, calm and friendly manner	Effective accurate a calcula excel spreads simple mathem equation
BTE 100	I	I		I	I
	Timed Writings	Keyboarding software		Paper	Ten-Pac
BTE 102	D	D	I	I	
	Timed Writings	Lessons/Workplace Success File Management	Letters, Tables, Memos	Workplace Success	
BTE 103	M	D	D	D	
	Timed Writings	File Management Concepts	Reports, Forms, Templates, Citations, Mail Merge, Graphics, Track Changes	Workplace Success Paper	

Core Courses	Accurately type 40 GWAM with 5 errors or less with proper posture	Demonstrate efficient records and file management systems	Demonstrate document design at an intermediate level using all tools in an application suite	Articulate the principles of customer service	Demonstrate mathematical efficiency of calculators software
BTE 120	D		D	D	D
	Chapter Lessons			A research paper on customer service	Excel Spreadsheets
BTE 125		I			
		Simulated Records Management Packet			
BTE 156					M
					Whole Number Fractions Decimals
BTE 225		M	M	D	D
		Office Management Simulated Packet	Office Management Simulated Packet	Office Management Simulated Packet	Excel Financial Documents

BTE 257		D	D		D
		File Management Concepts	Technology Labs		Techn La
BTE 287	M	M	M	M	M
	In-Box Activities	In-Box Activities	In-Box Activities	In-Box Activities	In-B Activ

I = Introduced  
D = Demonstrated  
M = Mastered

AAS	Administrative Professional: Healthcare				
Core Courses	Accurately type 40 GWAM with 5 or fewer errors and with proper posture	Demonstrate the ability to accurately engage in file in a medical setting	Follow complex instructions in creating forms, tables, and spreadsheets using correct medical language	Follow directions and anticipate needs of supervisor in a professional, calm and friendly manner	Effective an accurate us calculator o spreadshee simple mat equations
BTE 100	I	I		I	I
	Timed Writings	Keyboarding software		Paper	Ten- Pac
BTE 102	D	D	I	I	
	Timed Writings	Lessons/Workplac e Success  File Management	Letters, Tables, Memos	Workplace Success Responses	
BTE 103	M	I	D	D	
	Timed Writings	File Management Concepts	Reports, Forms, Templates, Citations, Mail Merge, Graphics, Track Changes	Workplace Success Responses	

Core Courses	Accurately type 40 GWAM with 5 errors or less with proper posture	Demonstrate efficient records and file management systems	Demonstrate document design at an intermediate level using all tools in an application suite	Articulate the principles of customer service	Demonstrate mathematical efficiency of calculators software
BTE 120	D		D	D	D
	Chapter Lessons			A research paper on customer service	Excel Spreadsheets
BTE 125		I			
		Simulated Records Management Packet			
BTE 156					M
					Whole Number Fractions Decimals
BTE 225		M	M	D	D
		Office Management Simulated Packet	Office Management Simulated Packet	Office Management Simulated Packet	Excel Financial Documents

Core Courses/ Support Courses	Accurately type 40 GWAM with 5 errors or less with proper posture	Demonstrate efficient records and file management systems	Demonstrate document design at an intermediate level using all tools in an application suite	Articulate the principles of customer service	Demonstrate mathematical efficiency of calculators software
BTE 257		D	D		D
		File Management Concepts	Technology Labs		Techn La
MOT 209			D	D	
				Chapter Lessons	
HPR 178			D	D	
				Chapter Lessons	
BTE 187	M	M	M	M	M
	In-Box Activities	In-Box Activities	In-Box Activities	In-Box Activities	In-Box Activ

I = Introduced  
D = Demonstrated  
M = Mastered

The associate of applied science in legal administrative professionals is being discontinued in 2018-2019.

#### Assessment Methods and Results

Every learning outcome is measured using timed in-class examinations to ensure that the learning has been met. This is done on a five year plan to go through all PSLOs, and to develop improvements in instruction for each outcome not met.

Currently, a five year plan is being developed to focus on one outcome for each year. Up to the present, we have been attempting to measure every outcome every semester, and feel that method was not achieving strong goals.

Each faculty member and instructor is involved in assessment. Random student artifacts are gathered from the relevant semester and

redacted. Then, those artifacts are assessed against a common, normed rubric. The department sets 80% at "meets" as their goal for each PSLO, and will work on improvements in the classroom toward meeting that goal before moving onto the next PSLO.

Assessment results are used to change classroom instructional methods in order to improve the student outcomes on that PSLO. Those changes are also assessed to ensure that they meet our goals.

At our advisory committee meetings, they are updated on the progress of our assessment practices and assist in creating improvement strategies.

### Continuous Improvement

The assessment plan is reviewed and updated by the department every five years. If at an advisory board or departmental meeting we determine that our plan has become out dated, we immediately update the plan to reflect new industry standards. The chair maintains responsibility for initiating this update as well as for ensuring that the results of assessment are integrated into the appropriate courses.

Core Courses	Accurately type 40 GWAM with 5 or fewer errors and with proper posture.	Demonstrate the ability to accurately engage in file management	Follow complex instructions in creating forms, tables, and spreadsheets	Follow directions and anticipate needs of supervisor in a professional, calm and friendly manner	Effective and accurate use of a calculator or excel spreadsheet in simple mathematical equations
BTE 100	I	I		I	I
	Timed Writings	Keyboarding software		Paper	Ten-Key Packet
BTE 102	D	D	I	I	
	Timed Writings	Lessons/Workplace Success File Management	Letters, Tables, Memos	Workplace Success	
BTE 103	M	D	D	D	
	Timed Writings	File Management Concepts	Reports, Forms, Templates, Citations, Mail Merge, Graphics, Track Changes	Workplace Success Paper	

Core Courses	Accurately type 40 GWAM with 5 errors or less with proper posture	Demonstrate efficient records and file management systems	Demonstrate document design at an intermediate level using all tools in an application suite	Articulate the principles of customer service	Demonstrate mathematical efficiency on electronic calculators and software
BTE 120	D		D	D	D
	Chapter Lessons			A research paper on customer service	Excel Spreadsheet
BTE 125		I			
		Simulated Records Management Packet			
BTE 156					M
					Whole Numbers, Fractions, Decimals
BTE 225		M	M	D	D
		Office Management Simulated Packet	Office Management Simulated Packet	Office Management Simulated Packet	Excel Financial Documents

BTE 257		D	D		D
		File Management Concepts	Technology Labs		Technology Labs
BTE 287	M	M	M	M	M
	In-Box Activities	In-Box Activities	In-Box Activities	In-Box Activities	In-Box Activities

I = Introduced

D = Demonstrated

M = Mastered

<b>Core Courses</b>	Accurately type 40 GWAM with 5 or fewer errors and with proper posture	Demonstrate the ability to accurately engage in file in a medical setting	Follow complex instructions in creating forms, tables, and spreadsheets using correct medical language	Follow directions and anticipate needs of supervisor in a professional, calm and friendly manner	Effective and accurate use of a calculator or excel spreadsheet in simple mathematical equations
BTE 100	I	I		I	I
	Timed Writings	Keyboarding software		Paper	Ten-Key Packet
BTE 102	D	D	I	I	
	Timed Writings	Lessons/Workplace Success File Management	Letters, Tables, Memos	Workplace Success Responses	
BTE 103	M	I	D	D	
	Timed Writings	File Management Concepts	Reports, Forms, Templates, Citations, Mail Merge, Graphics, Track Changes	Workplace Success Responses	

Core Courses	Accurately type 40 GWAM with 5 errors or less with proper posture	Demonstrate efficient records and file management systems	Demonstrate document design at an intermediate level using all tools in an application suite	Articulate the principles of customer service	Demonstrate mathematical efficiency on electronic calculators and software
BTE 120	D		D	D	D
	Chapter Lessons			A research paper on customer service	Excel Spreadsheet
BTE 125		I			
		Simulated Records Management Packet			
BTE 156					M
					Whole Numbers, Fractions, Decimals
BTE 225		M	M	D	D
		Office Management Simulated Packet	Office Management Simulated Packet	Office Management Simulated Packet	Excel Financial Documents

Core Courses/ Support Courses	Accurately type 40 GWAM with 5 errors or less with proper posture	Demonstrate efficient records and file management systems	Demonstrate document design at an intermediate level using all tools in an application suite	Articulate the principles of customer service	Demonstrate mathematical efficiency on electronic calculators and software
BTE 257		D	D		D
		File Management Concepts	Technology Labs		Technology Labs
MOT 209			D	D	
				Chapter Lessons	
HPR 178			D	D	
				Chapter Lessons	
BTE 187	M	M	M	M	M
	In-Box Activities	In-Box Activities	In-Box Activities	In-Box Activities	In-Box Activities

I = Introduced  
D = Demonstrated  
M = Mastered

# **Program Assessment Plan**

**Business Administration**

**Chair: Dr. Carol Miller**

**Faculty**

**William Carter**

**Lynn Wilson**

**Dr. Martin Sabo**

**Fall 2015**

## Business Administration Mission Statement Carol Miller PhD.

### Business Administration Mission Statement

The mission of the Center for Career and Technology is to provide student-centered learning by offering responsive relevant and real educational programs to our students. We strive to infuse our learning opportunities with Community College of Denver Institutional Outcomes.

### Business Administration Vision Statement

To prepare Community College of Denver business students to advance in their educational and long term career goals.

### Business Administration Department Goals

Students will gain knowledge of business definitions and concepts, with the ability to apply an appropriate framework for business.

Students will develop effective thinking and problem solving skills with the ability to apply analytical and critical thinking techniques.

Students will be able to demonstrate the ability to create business documents, formal reports and professional communication using information gathered through planning and organizing research techniques.

Students will develop the ability to evaluate an effective course of action related to the understanding of ethical behavior in CCD

Students will development the ability to participate in a successful team within a global environment.

### Program Student Learning Outcomes

PSLO 1 - Demonstrate practical knowledge of customer service concepts. [CS](#)

PSLO 2 – Design and implement a customer service strategy to enhance marketing plan. [CS](#)

PSLO 3 – Investigate the practicalities of owning and operating a small business [ENP](#)

PSLO 4 – Compare and contrast marketing strategies to determine impact on the potential customers. [MAR](#)

PSLO 5 – Create an effective marketing plan. [MAR](#)

PSLO 6 – Apply sound business judgment reflecting how to synthesize business competencies with institutional [AAS-MAR](#)

Selected outcome

We will assess PSLO 1 using direct assessment methods. There will be a series of commons test questions and questions on homework assignments across all classes of MAR 160 Customer Service and MAR 216, Principles of Marketing taught both traditionally and on-line. The data will be collected by each of the faculty teaching one of these classes. The homework will focus on memorization of terms while the test questions apply and analysis the concept. Qualitative data will be collected.

The MAR faculty will create the rubrics as they pertain to the specific test and homework assignment questions. Once the test and assignments are completed by the students the test will be redacted by the teacher of record in preparation for review by all three BUS full-time faculty. The rubric will have 3 levels of achievement. 80% of the students will get at least a 2, an achievement score of 70% success or higher.

The data will be evaluated using the following: Exceeds expectation, Meets Expectation, Does not Meets Expectation

The outcomes will be shared will all BUS faculty (full and part-time), dean and interested parties at the end of the year center meeting in preparation of ongoing assessment.

Complex thinker will be a major part of the PSLO 2 strategy in the marketing class. Student will be tasked with designing a customer service strategic to enhance a plan to retention existing customer and well as using customer to recruit new.

Each student will be responsible for providing a strategy that can be assessed against the rubric to evaluate both and content and appropriateness of the reliable sources. Student will be required to use effective communication to deliver a written and oral presentation.

Feedback and TimeLine

Assessment in the MAR 216 class began in the fall of 2015, while the assessment in MAR 160 will begin fall 2016. Work on the PSLO 2 will begin in spring 2017. PSLO 3 will begin spring 2017.

**Student Learning Outcomes    Business Administration – AA Degree**

<b>Core Courses</b>	<b>Knowledge of Business Definition and Concepts</b>	<b>Ability to Conduct Research</b>	<b>Competencies in Various Modes of Technology</b>
<b>BUS 115</b>	<p>Beginning</p> <p align="center">Test Business Plan</p>	<p>Beginning</p> <p align="center">Business plan Class project Interview &amp; report</p>	<p>Beginning</p> <p align="center">Presentations</p>
<b>BUS 216</b>	<p>Intermediate</p> <p align="center">Writing a Brief</p>	<p>Mastery</p> <p align="center">Brief Analysis</p>	<p>Mastery</p> <p align="center">Case study Presentation Group presentation</p>
<b>BUS 217</b>	<p>Intermediate</p> <p align="center">Write Business Letters &amp; emails Group discussion Test</p>	<p>Intermediate</p> <p align="center">Term Paper</p>	<p>Mastery</p> <p align="center">Class Presentation Paper presentation</p>
<b>BUS 226</b>	<p>Beginning</p> <p align="center">Statistic Analysis</p>	<p>Intermediate</p> <p align="center">Statistical analysis</p>	<p>N/A</p> <p align="right">N/A</p>

**Student Learning Outcomes Business Administration - Entrepreneurship Certificate**

<b>Core Courses</b>	<b>Knowledge of Business Definition and Concepts</b>	<b>Ability to Conduct Research</b>	<b>Competencies in Various Modes of Technology</b>
<b>BUS 110</b>	Beginning Presentation	Beginning Devise marketing plan	Beginning Prezi or wevideo
<b>BUS 115</b>	Beginning Test Business Plan	Beginning Business plan Class project	Beginning Presentations
<b>BUS 216</b>	Intermediate Writing a Brief	Mastery Brief Analysis	Mastery Case study Presentation Group presentation
<b>BUS 217</b>	Intermediate Write Business Letters Group discussion	Mastery Term Paper	Mastery Class Presentation Paper presentation
<b>MAN 160</b>	Beginning Class discussion Paper	Intermediate Research Paper	Intermediate Create spreadsheet
<b>MAN 216</b>	Intermediate Case study Test	Intermediate Competitor analysis Research paper	Mastery Computer gen. pres.
<b>MAR 111</b>	Beginning Presentation Activity	Beginning Case study	Beginning Presentation

**Student Learning Outcomes    Business Administration - Entrepreneurship Certificate**

<b>MAR 160</b>	<p><b>Beginning</b></p> <p align="center">Text Group activity</p>	<p><b>Beginning</b></p> <p align="center">Project</p>	<p><b>Beginning</b></p> <p align="center">Computer gen. pres.</p>
<b>MAR 216</b>	<p><b>Intermediate</b></p> <p align="center">Group Activities</p>	<p><b>Intermediate</b></p> <p align="center">Term paper Case study</p>	<p><b>Mastery</b></p> <p align="center">Computer gen. pres.</p>

**Student Learning Outcomes Business Administration – Retail Management Certificate**

<b>Core Courses</b>	<b>Knowledge of Business Definition and Concepts</b>	<b>Ability to Conduct Research</b>	<b>Competencies in Various Modes of Technology</b>
<b>BUS 115</b>	<p>Beginning</p> <p>Test Business Plan</p>	<p>Beginning</p> <p>Business plan Class project</p>	<p>Beginning</p> <p>Presentations</p>
<b>BUS 216</b>	<p>Intermediate</p> <p>Writing a Brief</p>	<p>Mastery</p> <p>Brief Analysis</p>	<p>Mastery</p> <p>Case study Presentation Group presentation</p>
<b>BUS 217</b>	<p>Intermediate</p> <p>Write Business Letters Group discussion</p>	<p>Mastery</p> <p>Term Paper</p>	<p>Mastery</p> <p>Class Presentation Paper presentation</p>
<b>MAN 128</b>	<p>Intermediate</p> <p>Presentation</p>	<p>Intermediate</p> <p>Case Study</p>	<p>Intermediate</p> <p>Computer gen. pres.</p>
<b>MAN 200</b>	<p>Intermediate</p> <p>Term Paper</p>	<p>Mastery</p> <p>Case study analysis</p>	<p>Intermediate</p> <p>Computer gen. pres.</p>





**Student Learning Outcomes Business Administration – AAS Management**

	<b>Paper</b>		
<b>MAN 200</b>	Intermediate  Term Paper	Mastery  Case study analysis	Intermediate  Computer gen. pres.
<b>MAN 216</b>	Intermediate  Case study Test	Intermediate  Competitor analysis Research paper	Mastery  Computer gen. pres.
<b>MAN 226</b>	Intermediate  Test Group exercise	Intermediate  Term paper Case study	Mastery  Computer gen. pres.



**Student Learning Outcomes    Business Administration – AAS Marketing**

<b>MAR 160</b>	<p><b>Beginning</b></p> <p>Text Group activity</p>	<p><b>Beginning</b></p> <p>Project</p>	<p><b>Beginning</b></p> <p>Computer gen. pres.</p>
<b>MAR 216</b>	<p><b>Intermediate</b></p> <p>Group Activity</p>	<p><b>Mastery</b></p> <p>Chapter group project</p>	<p><b>Mastery</b></p> <p>Computer gen. pres.</p>

# Community College of Denver Anthropology Program Assessment Plan

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March 31, 2016  
Danielle Langworthy  
Department Chair

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## Program Mission

### Department Mission

The mission of the Sociology, Anthropology and Women’s Studies department is to provide students with the foundation and perspectives needed to articulate and navigate the complexities of the social structures and behaviors in their communities at multiple scales, from the local to the global. Our programs and departments offer a variety of courses that engage students’ critical thinking skills, and thus prepare them for a diverse, globalized world and workplace, and provide the foundation essential for an educated and tolerant public.

### Program Curriculum

The anthropology program includes a Degree with Designation, for which students acquire 60 credits. Those credits include general education (courses in English, math, arts & humanities, natural and physical sciences, social sciences, and communications) in addition to four main anthropology courses: cultural anthropology, biological anthropology, archaeology, and one 200-level GT-approved anthropology course. Individual courses in anthropology have objectives and competencies established through the Colorado Community College System.

### Program Requirements for Degree with Designation

ANT 101	Cultural Anthropology	3
ANT 107	Archaeology	3
ANT 111	Biological Anthropology	4
One guaranteed transfer ANT course	Various	3
ENG 121	English Composition I	3
ENG 122 or	English Composition II	3
ENG 122 and a GT-CO3 course	English Composition II and a GT-CO3 course	(3+)
MAT 121	College Algebra	4
Three guaranteed transfer Arts and Humanities courses	Various	9
One guaranteed transfer History course	Various	3
Three guaranteed transfer Social & Behavioral courses	Various	9
Two guaranteed transfer Natural & Physical Sciences courses		8
COM 115 or	Public Speaking	3
COM 125 or	Interpersonal Communication	(3)
COM 220	Intercultural Communication	(3)
Electives	Various	5
Total		60

### Required Program Courses: Student Learning Outcomes and Competencies

#### ANT 101 – Cultural Anthropology

1. Explain the methods of research and investigation utilized by anthropology, both scientific and humanistic.
2. Describe the history, purpose, branches, and features of anthropology as well as its relation and relative position within the general framework of academic disciplines.
3. Identify and explain the procedures used by anthropologists to study world cultures, especially field and comparative methods.
4. Differentiate the qualities, both specific and universal, of culture and some of the important anthropological

theories formulated to explain its formation and development.

5. Compare and contrast distinct cultures with regard to any cultural facet.
6. Explain the academic and applied goals of the field, and especially with regard to the promotion of intercultural tolerance and understanding.
7. Describe the field of linguistics and its important contributions concerning the foundations of human language (historical linguistics) its features (descriptive linguistics) and its intrinsic relationship to culture.
8. Define the important cross-cultural systems developed by human groups to reckon kinship and descent, and social affiliation.
9. Compare and contrast a given number of cross-cultural systems of familial descent.
10. Describe strategies developed by different world cultures for the establishment of marriage, divorce, and residence.
11. Identify the non-kinship systems of establishing human relations and association such as age, gender, and status.
12. Describe some of the institutions developed by humans for the purpose of organization and problem resolution.
13. Describe some of the methods used now and in the past by humans for the purpose of food acquisition and other material comforts.
14. Explain the universal nature and purpose of law and some of the cross-cultural strategies developed to impose legal rules of conduct.
15. Discuss the important anthropological ideas regarding the origins, causes, and effects of war.
16. Define cross-cultural patterns of political organization and explain how they may relate to particular circumstances.
17. Define the cultural institutions developed by humans to explain origins, causes, and events as well as express ethical, moral and esthetic values.
18. Define the anthropological theories regarding the origins and development of religion and magic, as well as their mythical, ritualistic and dogmatic aspects.
19. Explain the existence of folklore as a human cultural universal, its purpose with regard to mythological, epic, and historical events, and its value both as instruction and entertainment.
20. Explain the culturally specific and universal aspects of human values and their formation as a part of human conduct and attitudes.
21. Select and apply contemporary forms of technology to solve problems or compile information.
22. Write and speak clearly and logically in presentations and essays.

### **ANT 107 – Introduction to Archaeology**

1. Explain the historical development of professional archaeology and its relationship to general anthropology
2. Demonstrate scientific processes and how they are applied in archaeology
3. Evaluate theories of cultural adaptation and culture change developed by anthropologists, using information gathered by archaeologists
4. Describe social organization and archaeological evidence for it derived from houses, communities, and social systems
5. Explain economic organization and archaeological evidence for how material needs are met through the production, distribution, and consumption of goods and services
6. Identify principles of communication systems, including the development of the earliest writing
7. Explain the development of political authority and power as revealed by archaeological evidence
8. Analyze the recognition and interpretation of evidence of religion and ideology
9. Explain the rise of civilization in the Old World
10. Explain the rise of civilization in the New World
11. Present an archaeological understanding of why civilizations fall

### **ANT 111 – Biological Anthropology**

1. Use terminology, facts, and methodologies, and concepts related to anthropology, evolution, classification, and ecology and recognize the role of science in society.
2. Employ the scientific method of inquiry, including, but not limited to, examining current/classic research, case study exploration, or formulating/testing hypotheses, analyzing results, and deriving conclusions.

3. Analyze and apply the scientific and anthropological concepts learned to interpret new situations.
4. Apply concepts learned in the lecture to the laboratory.
5. Identify, describe, and/or categorize the branches of anthropology, how they relate to each other, and to a basic understanding of the biological and behavioral nature of humankind and related animals.
6. Explain the basic principles of genetics and evolution, as they relate to the biological development of the human species and modern biological variation in the human species.
7. Identify the principles of the classification of biological organisms.
8. Evaluate the important scientific explanations regarding the biological origins and development of the primate and human species and the fossil discoveries on which they are based.
9. Discuss the study of ecology, its relevance to biological anthropology, and its contribution toward a better understanding of the relationship between organisms, including humans, and their environments.
10. Apply contemporary forms of technology to solve problems or compile information.
11. Write and speak clearly and logically in presentations and essays.
12. Demonstrate the ability to collect and analyze data, and evaluate data in a variety of formats, such as graphs, tables, and charts.

### **ANT 250 – Medical Anthropology**

1. Identify the history, purpose, and features of the field of medical anthropology.
2. Define the methods of research and investigation utilized by medical anthropology, including how anthropologists study pain, health, illness, disease, birth, and death.
3. Analyze the epistemologies of health, illness, and disease.
4. Evaluate the relationships between culture and behaviors and beliefs about health, illness, and death.
5. Explain anthropological questions and positions to others.
6. Compare the role of Western medical thought to the medical beliefs and behaviors of other cultures (ethnomedicine).
7. Read, analyze and apply learned skills to new situations.
8. Write and speak clearly and logically in presentations and essays.
9. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.
10. Connect medical anthropology to related disciplines (e.g., criminology, psychology, pathology, etc.)

## Program Assessment

The assessment plan for the Anthropology program at the Community College of Denver ensures our students have the foundation for critical thinking needed to articulate and navigate the complexities of the social structures and behaviors in their communities at multiple scales, to enter a diverse, globalized world and workplace, and to be part of an educated and tolerant public. This program provides the foundation for those who wish to continue on to bachelor's programs in anthropology at four-year institutions.

### Program Student Learning Outcomes (PSLOs)

1. Evaluate anthropological methods of research and their ethical principles.
2. Apply anthropological theory and data in the explanation of human conditions.
3. Interpret, locate, evaluate, and employ anthropologically relevant data in order to draw and defend evidence-based conclusions.
4. Integrate anthropological theory, research, and data in order to assess various explanations of human phenomena (biological, cultural or archaeological).

### Curriculum Map

Anthropology	Course Numbers			
Outcomes	ANT 101 Cultural Anthropology	ANT 107 Archaeology	ANT 111 Biological Anthropology	ANT 250 Medical Anthropology
Evaluate anthropological methods of research and their ethical principles.	<u>I, D, A</u>  WA2 T 7-16 Q 1	I, D	I, D	I, D
Locate, interpret, evaluate, and employ anthropologically relevant data in order to draw and defend evidence-based conclusions.	I, D	<u>I, D, A</u>  TP	I, D	I, D
Integrate anthropological theory, research, and data in order to assess various explanations of human phenomena (biological, cultural or archaeological).	I	I, D	<u>I, D, A</u>  L TP	I, D, A
Describe each subfield of anthropology, and be able to explain how each is unique while contributing to a unified field.	<u>I, D, A</u>  T 1-6	I, D	I, D	I, D

#### Key

I = Introduced  
D = Demonstrated  
A = Formally Assessed

#### Assignments

TP – Term Paper  
T – Test  
WA – Written Assignment  
L – Labs  
Q – Quiz

## Assessment Strategies and Methods

### Assessment Method Criteria Matrix

<b>Key</b> ✓ = Adequate tool + = Valuable tool - = Not an effective tool for criterion
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Criteria of value to program	Program: Anthropology				
	Methods				
	Content Analysis	Course Embedded Assessment	Institutional Data	Pre- and Post- Surveys	Syllabus Analysis
<b>Aligns with Curriculum</b>	+	+	✓	-	+
<b>Aligns with PSLOs</b>	+	+	-	-	+
<b>Reasonable Planning Time</b>	+	+	+	-	+
<b>Reasonable Analysis Time/Cost</b>	✓	✓	+	-	✓
<b>Value to Student Learning</b>	+	+	-	-	+

### Learning Outcomes by Measures Matrix

<b>Key</b> ✓ = Adequate tool + = Valuable tool - = Not an effective tool for criterion
---

PSLOs	Program: Anthropology				
	Methods				
	Content Analysis	Course Embedded Assessment	Institutional Data	Pre- and Post- Surveys	Syllabus Analysis
Evaluate anthropological methods of research and their ethical principles.	+	+	-	-	✓
Locate, interpret, evaluate, and employ anthropologically relevant data in order to draw and defend evidence-based conclusions.	+	+	-	-	-
Integrate anthropological theory, research, and data in order to assess various explanations of human phenomena (biological, cultural or archaeological).	+	+	-	-	-
Describe each subfield of anthropology, and be able to explain how each is unique while contributing to a unified field.	✓	✓	-	-	-

**Linking Across the Plan**

<b>PSLOs to be Assessed</b>	<b>Assessment Measure</b>	<b>Population</b>	<b>Reporting/Use</b>
Evaluate anthropological methods of research and their ethical principles.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> <li>• Syllabus Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> <li>• Randomly selected students</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>
Locate, interpret, evaluate, and employ anthropologically relevant data in order to draw and defend evidence-based conclusions.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> <li>• Randomly selected students</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>
Integrate anthropological theory, research, and data in order to assess various explanations of human phenomena (biological, cultural or archaeological).	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> <li>• Randomly selected students</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>
Describe each subfield of anthropology, and be able to explain how each is unique while contributing to a unified field.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> <li>• Randomly selected students</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>

**Assessment Process Matrix**

Assessment Process	What	Who will conduct it?	When
<b>Preparation</b>			
	Discuss/Complete PLSOs	All FT Faculty in the Program Invite all PT Faculty	Fall, Year One
	Curriculum Mapping		Fall, Year One
	Develop Assessment Strategies and 5-Year Plan		Spring, Year One
<b>Data Collection</b>			
	Content Analysis	All FT Faculty in the Program Invite all PT Faculty	Fall, Spring Annually
	Course Embedded Assessment		Fall, Spring Annually
	Performance Assessment		Fall, Spring Annually
	Institutional Data	Department Chair	Fall, Spring Annually
	Syllabus Analysis		Fall, Spring Year One
<b>Analysis</b>			
	Content Analysis	All FT Faculty in the Program Invite all PT Faculty	End of Spring Annually
	Course Embedded Assessment		End of Spring Annually
	Institutional Data		Fall, Spring Annually
	Syllabus Analysis		End of Spring Year One
<b>Reporting/Use</b>			
	Program Review of results	All FT Faculty in the Program Invite all PT Faculty	Annually
	Revise PSLOs, Curriculum and/or Instruction, Assessment protocol as determined		Annually
	Course-level Report	Department Chair with the assistance of 1 FT faculty	Annually
	Program-level Report	Department Chair	Every 5 years

**Assessment Timeline**

	<b>Fall Semester (beg.)</b>	<b>Fall Semester (end)</b>	<b>Spring Semester (beg.)</b>	<b>Spring Semester (end)</b>
<b>Year One</b>				
Preparation	<ul style="list-style-type: none"> <li>• Departmental discussions regarding PSLOs</li> </ul>	<ul style="list-style-type: none"> <li>• Complete PSLO Statements</li> <li>• Syllabus Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Map Outcomes to Current Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Assessment Strategies and 4-Year Plan (Next Program report due in 4 years)</li> <li>• Syllabus analysis</li> </ul>
<b>Year Two</b>				
Data Collection		<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Course Embedded Assessment</li> <li>• Institutional Data</li> </ul>		<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Course Embedded Assessment</li> <li>• Institutional Data</li> </ul>
Analysis		<ul style="list-style-type: none"> <li>• Institutional Data</li> </ul>		<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Course Embedded Assessment</li> <li>• Institutional Data</li> </ul>
Reporting/Use				<ul style="list-style-type: none"> <li>• Program review of results</li> <li>• Revise PSLOs, Curriculum and Instruction, Assessment Protocol as determined</li> <li>• Course-level report</li> </ul>
<b>Year Three</b>				
Data Collection		<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Course Embedded Assessment</li> <li>• Institutional Data</li> </ul>		<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Course Embedded Assessment</li> <li>• Institutional Data</li> </ul>
Analysis		<ul style="list-style-type: none"> <li>• Institutional Data</li> </ul>		<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Course Embedded Assessment</li> <li>• Institutional Data</li> </ul>

Reporting/Use				<ul style="list-style-type: none"> <li>• Program review of results</li> <li>• Revise PSLOs, Curriculum and Instruction, Assessment Protocol as determined</li> <li>• Course-level report</li> </ul>
<b>Year Four</b>				
Data Collection		<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Course Embedded Assessment</li> <li>• Institutional Data</li> </ul>		<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Course Embedded Assessment</li> <li>• Institutional Data</li> </ul>
Analysis		<ul style="list-style-type: none"> <li>• Institutional Data</li> </ul>		<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Course Embedded Assessment</li> <li>• Institutional Data</li> </ul>
Reporting/Use				<ul style="list-style-type: none"> <li>• Program review of results</li> <li>• Revise PSLOs, Curriculum and Instruction, Assessment Protocol as determined</li> <li>• Course-level report</li> <li>• Program-level report</li> </ul>

## Assessment Plan

- 1. PSLOs to focus on:**
  - a. Evaluate anthropological methods of research and their ethical principles.
  - b. Apply anthropological theory and data in the explanation of human conditions.
  - c. Interpret, locate, evaluate, and employ anthropologically relevant data in order to draw and defend evidence-based conclusions.
  - d. Integrate anthropological theory, research, and data in order to assess various explanations of human phenomena (biological, cultural or archaeological).
- 2. What will be assessed?**
  - a. Level of mastery of the program outcomes in selected assignments by all students with a Degree with Designation in Anthropology who have completed the obligatory 5 classes (ANT 101, ANT 107, ANT 111, and one 200 level GT course).
- 3. Assessment Methods**
  - a. Content Analysis
  - b. Course Embedded Assessment
  - c. Performance Assessment
  - d. Syllabus Analysis
  - e. Institutional Data
- 4. Time Frame**
  - a. The first year will consist of generating PSLOs and mapping them to the curriculum. This year will include Syllabus Analysis.
  - b. Evaluation of the artifacts will take place annually following the spring semester, with the exception of the Institutional Data, which will be assessed each semester.
- 5. Who will do the assessment?**
  - a. The department chair and full-time faculty member, along with any and all part-time faculty who would like to be involved, will conduct assessment associated with Content Analysis, Course Embedded Assessment, and Performance Assessment, and Syllabus Analysis.
- 6. Type of Feedback**
  - a. Following each evaluation period, faculty assessors will submit their evaluations and data.
  - b. The chair will compile the data and determine the areas of strength and areas for improvement in the program.
- 7. Closing the Loop**
  - a. Following the evaluation period and data analysis, all department faculty will be informed of the findings and will meet to discuss how to improve the curriculum for the coming year.

## **CCD's Visual Arts Program Student Learning Outcomes**

### **Critical Thinking:**

- PSLO 1: Create, analyze, and/or evaluate works of art through multiple lines of interpretation.
- PSLO 2: Formulate a research question on an art historical, cultural or issue-based topic; collect, select and analyze data; create and present relevant findings/implications either visually or textually.

### **A CCD graduate is an Effective Communicator:**

#### **In Studio Art Courses:**

- PSLO 3: Demonstrate competency with manipulating two- and/or three- dimensional art materials and techniques, and apply visual art principles.
- PSLO 4: Create works of art that synthesize quality technical execution with content and concept to demonstrate a functional knowledge of contemporary art practices.

#### **In Art History Courses:**

- PSLO 3\*: Analyze and articulate the history and theories of art practices.
- PSLO 4\*: Scrutinize primary and secondary sources and identify and interpret text, subtext, and context.

### **A CCD graduate is Globally Aware:**

- PSLO 5: Articulate the cultural and historical importance of art making in relation to cultural/social issues around the world.

## Curriculum Mapping Matrix: Linking Outcomes to the Curriculum

**Key**  
 I = Introduced  
 E = Emphasized  
 U = Utilized  
 A = Currently Formally Assessed

Program Name: DWD Studio Arts	Course Numbers/Program Requirements or Options															
Outcomes	ART 110		ART 111		ART 112		ART 121		ART 131		ART 132		ART 139		ART 128	
<b>PSLO 1 Critical Thinking</b>	A		A		U		A		U		U		U		U	
<b>PSLO 2 Critical Thinking</b>	I		E		E		U		I		U		E		U	
<b>PSLO 3 Effective Communicator</b>	I		U		U		U		U		U		U		U	
<b>PSLO 4 Effective Communicator</b>	I		I		I		I		E		U		U		U	
<b>PSLO 5 Globally Aware</b>	E		E		E		I		I		E		I		I	
<b>IO Numeric Thinker</b>	I		I		I		I		E		E		E		E	
<b>IO Personally Responsible</b>	E		E		E		E		E		E		E		E	
<b>IO Effective/Ethical User of Technology</b>	EU		E		E		I		I		I		E		E	

Program Name: DWD Art History	Course Numbers/Program Requirements or Options													
Outcomes	ART 110		ART 111		ART 112		ART 121		ART 131		ART 132		ART 207	
<b>PSLO 1 Critical Thinking</b>	A		A		U		A		U		U		U	
<b>PSLO 2 Critical Thinking</b>	I		E		E		U		I		U		E	
<b>PSLO 3 Effective Communicator</b>	I		U		U		U		U		U		U	
<b>PSLO 4 Effective Communicator</b>	I		I		I		I		E		U		I	
<b>PSLO 5 Globally Aware</b>	E		E		E		I		I		E		E	
<b>IO Numeric Thinker</b>	I		I		I		I		E		E		I	
<b>IO Personally Responsible</b>	E		E		E		E		E		E		E	
<b>IO Effective/Ethical User of Technology</b>	EU		E		E		I		I		I		E	

<b>Assessment Process</b>	<b><u>What</u></b>	<b><u>Who will conduct it?</u></b>	<b><u>When</u></b>
<b>Preparation</b>			
	Departmental Discussion/Complete PSLOs	All FT Faculty in the Program	Fall, 2015
	Map Outcomes		Fall, 2015
	Develop Assessment Strategies and 3 Year Plan		
<b>Data Collection</b>			
	Curriculum analysis of PSLO #1 in select classes	Select Faculty	Spring, 2016
	Embedded assessment for PSLO #1		Fall, 2016
	Embedded assessment, reflection of PSLO's #1 in select classes		Fall, 2017
<b>Analysis</b>			
	Curriculum analysis of PSLO #1 in select classes	Select Faculty	Spring, 2016
	Analyze embedded assessment PSLO #1.		Spring, 2017
	Analyze embedded assessment, reflection of PSLO's #1 in select classes		Spring, 2018
<b>Reporting/Use</b>			
	Draft program level report form	Select Faculty	Fall, 2015
	Program discusses/reviews results of curriculum analysis of PSLO #1.	All FT Faculty	Fall, 2016
	Deliver program level report form	Department Chair	Fall, 2016
	Program discusses/reviews results of embedded assessment of PSLO #1.	Select FT and adjunct Faculty	Spring, 2017
	Close the Loop on PSLO #1	Select FT and adjunct Faculty	Fall, 2017
	Deliver program level report form	Department Chair	Fall, 2017
	Revisit Assessment protocol as determined and construct new 3	All FT faculty, adjuncts invited to	Spring, 2018

year plan	participate	
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## Visual Arts Assessment Plan

### Visual Arts Timeline for Assessment Plan

	Fall Semester (beg.)	Fall Semester (end)	Spring Semester (beg.)	Spring Semester (end)
<b>Year One (fall 2015-sp 2016)</b>				
Preparation and Data Collection	<ul style="list-style-type: none"> <li>• Departmental Discussion/Complete PSLOs</li> </ul>	<ul style="list-style-type: none"> <li>• Map Outcomes</li> <li>• Develop Assessment Strategies and 3 Year Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum analysis of PSLO #1 in select classes</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum analysis of PSLO #1 cont.</li> </ul>
<b>Year Two (fall 2016-sp 2017)</b>				
Data Collection		<ul style="list-style-type: none"> <li>• Embedded assessment in select classes for PSLO #1</li> </ul>		
Analysis	<ul style="list-style-type: none"> <li>• Curriculum analysis of PSLO #1 in select classes</li> </ul>		<ul style="list-style-type: none"> <li>• Embedded assessment in select classes for PSLO #1</li> </ul>	
Reporting/Use	<ul style="list-style-type: none"> <li>• Program discusses/reviews results of curriculum analysis of PSLO #1.</li> </ul>	<ul style="list-style-type: none"> <li>• Program level report form (Oct. 15<sup>th</sup>)</li> </ul>		<ul style="list-style-type: none"> <li>• Program discusses/reviews results of embedded assessment of PSLO #1.</li> <li>• Discuss ideas for closing the loop on PSLO #1.</li> </ul>
<b>Year Three (fall 2017-sp2018)</b>				
Data Collection	<ul style="list-style-type: none"> <li>• Implement closing the loop changes</li> <li>• Embedded assessment, reflection in select classes for PSLO #1</li> </ul>			
Analysis			<ul style="list-style-type: none"> <li>• Analyze embedded assessment, reflection in select classes for PSLO #1.</li> </ul>	
Reporting/Use	<ul style="list-style-type: none"> <li>• Draft program level report form</li> </ul>	<ul style="list-style-type: none"> <li>• Program level report form (Oct. 15<sup>th</sup>)</li> </ul>		<ul style="list-style-type: none"> <li>• Program discusses/reviews results of embedded assessment, reflection in select classes for PSLO #1.</li> <li>• Discuss ideas for closing the loop on PSLO #1.</li> </ul>

				<ul style="list-style-type: none"><li>• Revisit Assessment protocol as determined and construct new 3 year plan.</li></ul>
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## Program Student Learning Outcomes for Chemistry Dwd Program

### Interdisciplinary Science Department Mission Statement

The mission of the Interdisciplinary Science Department is to provide a dynamic integrated education by providing opportunities that synergize and connect collaborative efforts between quantitative and qualitative sciences.

### Chemistry Program Mission Statement

The Chemistry program's mission is to provide students with the critical background and central science needed to create a foundation for Chemistry, Health Sciences and Natural Sciences as the student further their studies in either living or non-living matter.

As part of the Chemistry Dwd program the learning outcomes that students will acquire are as follows. Students will:

1. Students will become literate in the language and culture of Chemistry.
2. Chemistry students will use sound logic and reasoning skills to collect, analyze, and present findings and report on those findings.
3. Chemistry students will find and solve a variety of real-life problems.

## Program Outcomes Mapped to Institutional Outcomes

### Institutional Outcomes

<b>PROGRAM OUTCOME</b>	Numeric Thinker	Personally Responsible	Effective User of Technology	Globally Aware	Complex Thinker	Effective Communicator
<b>1</b>	✗			✗	✗	✗
<b>2</b>	✗				✗	✗
<b>3</b>				✗	✗	✗

### Curriculum Map for Chemistry

**I-Introduced    D-Developed    M-Mastery**

	PSLO-1 Language Literacy	PSLO-1 Culture Literacy	PSLO-2 Logic/Reasoning Skill	PSLO-2 Data Collection	PSLO-2 Data Analysis	PSLO-2 Data Presentation	PSLO-3 Problem Solving
Che 101	I	I	I	I	I	I	I
Che 109	I	I	I	I	I	I	I
Che 111	I	I	I	I	I	I	I
Che 112	D	D	D	D	D	D	D
Che 211	M	M	M	M	M	D/M	M
Che 212	M	M	M	M	M	D/M	M

## Assessment Schedule

Faculty meet to discuss and plan assessment activities twice per year. The first meeting is in September as we imbed assessment projects into the annual goals. The second is in January during the mid-year meeting as we review and modify the progress of the work and prepare for the April report.

## Assessment Timeline

1<sup>st</sup> Year Plan-17/18 established the PSLOs, completed an initial curriculum map, and continued use of ACS national metric and pre/post-test approaches for assessment.

2<sup>nd</sup> Year Plan-18/19 will focus on PSLO 3. We will collect the assignment mix in courses to determine which can serve as assessment assignments, and this will help us verify the I/D/M curricular mapping. We will map the ACS and pre/post-tests to PSLOs using topic designations. We will also set benchmarks by September 2018 based on current baseline data. We will also use these data to identify topics in need of support and plan ways to improve student learning.

At the second assessment meeting in 18/19, we will determine whether we want to continue with PSLO 3 or switch to another PSLO. And then each year at the second assessment meeting, we will determine which PSLO we will assess in the next academic year.

## Benchmarks

We will refine our benchmarks using data from the 17/18 year. Currently the ACS national average is a standard benchmark that all Che 111 and Che 112 students are compared to, but further utility and sharper definition of this for specific goals will take shape in 18/19.

### Use of Results

Results of assessment will be discussed during the faculty annual goals and year end evaluation and used to develop a development plan for providing support or curriculum enhancements in order to improve student outcomes in succeeding years.

### Continuous Improvement of Assessment Process

Every year end the department will strategize the approach we have taken and decide if the PSLO's need to be modified, adjusted or added to. The curriculum map will be updated as course curriculum changes in response to new data and new views or foci will be determined by the department as a team. The assessment for the following year will either continue as planned if the department team deems it useful or it will be modified to shift focus any potential areas of program delivery that the team discovers during the previous year.

**Community College of Denver  
Communication Degree With Designation  
Program Student Learning Outcomes**

*September 2015*

In the Spring of 2012, Communication faculty from public two and four year higher education institutions throughout Colorado convened and settled upon an articulation agreement for students in the COM discipline. The requirements of the approved degree would give CCD students a plan to complete an Associate of Arts degree that emphasized Communication classes among the rest of the degree requirements and would allow a transfer student junior status at a 4-year school. The degree would allow the student to graduate with an Associate's degree by completing 60 credit hours, and completing a Bachelor's degree within 120 credit hours.

The committee agreed upon several Communication classes in the CCCS and CCD catalog that would be guaranteed acceptance towards a Bachelor's degree at 4-year schools as part of a 60-credit Associate's degree package. They include: COM 115, Public Speaking; COM 125, Interpersonal Communication; COM 217, Group Communication; and COM 220, Intercultural Communication. The group also gave the student the flexibility to take one additional COM class, although whether it counted as an elective or as a class fulfilling a COM requirement within a Bachelor's Degree program would be dependent on the specific four-year school the student would transfer to. (The decision was largely the result of COM 225, Organizational Communication being offered at a wide variety of section numbers at the four year institutions.)

After several years, the Degree was ratified and officially offered for the first time in Colorado Community Colleges in the Spring of 2015. With the implementation, the Communication Department at CCD now has an "official" degree program to offer students that know already at the community college level that they want to study the Communication discipline. At the time of this writing this plan, there are 37 students officially enrolled at the Community College of Denver that are pursuing Associate of Arts Degrees with a Designation in Communication.

With the movement to offering a Degree with Designation in our discipline, the COM department has decided to implement Student Learning Outcomes, program-wide. While before we offered various Communication classes that may or may not have had much in common, we'd like to be more intentional and strategic about how and what we teach in each of our COM courses; especially the four that are guaranteed to transfer within the Associate's Degree package to four years schools.

The Program Student Learning Outcomes chosen by the COM Department are taken from the National Communication Association's "Learning Outcomes in Communication Project." Posing the question "What Should a Graduate with a Communication Degree Know, Understand, and Be Able to Do?" this Lumina Foundation-funded project identified nine learning outcomes for Communication departments to attain. This project, however, was done with Communication majors in mind: that of the four-year variety. We have selected the outcomes from this list that we believe are most applicable to students that complete a DWD in Communication at CCD. We hope that these outcomes will adequately prepare a CCD student to take their COM discipline knowledge to the next level at a public four year school in Colorado.

The Program Student Learning Outcomes we've chosen are listed as follows. Students that graduate with an Associate's Degree with Designation in Communication from the Community College of Denver will be able to:

**Describe the Communication Discipline and Its Central Questions** <sup>1,5</sup>

- Explain the origins of the Communication Discipline
- Categorize the various career pathways for students of Communication
- Articulate the importance of communication expertise in career development and civic engagement

**Employ Communication Theories, Perspective, Principles and Concepts** <sup>1,3</sup>

- Explain Communication theories perspectives, principles, and concepts
- Apply Communication theories perspectives, principles, and concepts

**Create Messages Appropriate to the Audience, Purpose, and Context** <sup>1,2,3,4</sup>

- Locate and use information relevant to the goals, audience, purposes, and contexts
- Select creative and appropriate modalities and technologies to accomplish communicative goals
- Adapt messages to the diverse needs of individuals, groups, and contexts
- Critically reflect on one's own messages after the communication event

**Utilize Communication to Embrace Difference** <sup>3,4</sup>

- Articulate the connection between communication and culture
- Recognize and appreciate individual and cultural similarities and differences
- Respect diverse perspectives and the ways they influence communication
- Adapt one's communication in diverse cultural contexts

*CCD Institutional Outcomes Addressed:*

1 = Complex Thinker

2 = Effective and Ethical User of Technology

3 = Effective Communicator

4 = Globally Aware

5 = Personally Responsible

6 = Numeric Thinker

<b>Program Name: Communication Degree with Designation</b>	<b>Course Numbers/Program Requirements</b>			
<b>Outcomes</b>	<b>COM 115</b>	<b>COM 125</b>	<b>COM 217</b>	<b>COM 220</b>
Describe the COM Discipline	I	U	U	U
Employ COM Theories	I	E	E	E
Create Appropriate Messages	E	E	E	E
Utilize COM to Embrace Differences	I	U	U	E

**Table Key:**

I = Introduced

E = Emphasized

U = Utilized

A = Currently Formally Assessed

N = Not Addressed

For more information concerning Learning Outcomes in Communication from the National Communication Association, see: <https://www.natcom.org/LOC/>

For more information concerning Institutional Outcomes from Community College of Denver, see: <http://catalog.ccd.edu/institutional-outcomes.htm>

Assessment Plan of Program Level Outcomes

Fall 2015-Spring 2017 (first PSLO)

Fall 2017-Spring 2019 (second PSLO)

Fall 2019-Spring 2021 (third PSLO)

Fall 2021-Spring 2023 (fourth PSLO)

What we will assess: Depends on the PSLO

Assessment Methods: Depends on the PSLO

Time Frame: Two years for each PSLO

Who will conduct assessment: All full-time faculty

Feedback: Will be shared with all faculty, full-time and adjunct

Closing the Loop: Adjustments will be made to assignments/classes based on results

	Fall (beg)	Fall (end)	Spring (beg)	Spring (end)
2015-2016				
Preparation	Complete PSLO statements (begun in Spring 2015)	<ul style="list-style-type: none"> <li>• Match Outcomes to current curriculum</li> <li>• Develop assessment strategies and 4 year plan</li> </ul>		
Data Collection			Assessment administered	
Analysis				
Reporting/Use				
2016-2017				
Data Collection				
Analysis				
Reporting/Use				
2017-2018				
Data Collection				
Analysis				
Reporting/Use				
2018-2019				
Data Collection				
Analysis				
Reporting/Use				

## **Criminal Justice Program Assessment Plan**

**Chair: Thomas Williams**

### **Program Student Learning Outcomes**

The program learning outcomes for the AA DWD in Criminal Justice, the Criminal Justice AAS, and the Homeland Security certificate are:

1. Students will be able to differentiate between criminal and civil laws in order to ascertain which laws are enforceable through the criminal justice system.
2. Student will be able to apply an appropriate situational awareness framework to adequately respond to various circumstances.
3. Students will be able to effective communicate in the variety of situations encountered in criminal justice environments.

## Curriculum Map

The curriculum map below reflects the non-scaffolded nature of the possible course sequences.

### I-Introduced R-Reinforced M-Mastery

PSLOs	Students will be able to differentiate between criminal and civil laws in order to ascertain which laws are enforceable through the criminal justice system.	Student will be able to apply an appropriate situational awareness framework to adequately respond to various circumstances.	Students will be able to effectively communicate verbally in the variety of situations encountered in criminal justice environments.
<b>CJR 110</b>	I	I	I
<b>CRJ 125</b>	R	M/simulator	M/simulator
<b>CRJ 145</b>		R	M/presentation
<b>CRJ 127</b>		R	
<b>CRJ 205</b>	M/Case study		M/presentation
<b>CRJ 236</b>			R
<b>CRJ 135</b>	M/Case study		M/presentation
<b>CRJ 210</b>	M/Case study		
<b>CRJ 230</b>		R	
<b>CRJ 231</b>		R	
<b>CRJ 257</b>			R
<b>CRJ 275</b>			R
<b>PSM 110</b>		R	R
<b>PSM 104</b>		R	R
<b>PSM 204</b>		R	

### **Assessment Schedule**

At the end of the spring semester of each year, the program will conduct its annual assessment of its PSLO(s) for the academic year. Artifacts included on the curriculum map above will be sampled from the prior academic year (e.g., for the 2018-19 assessment cycle, artifacts will be case studies from Spring 2018, Summer 2018, and Fall 2018).

### **Assessment Timeline**

Assessment will be a three-year cycle. The Law Outcome will be year one (2018-19); the Situational Awareness Outcome will be year two (2019-20); and the Verbal Communication Outcome will be year three (2020-21).

### **Benchmarks**

For all three outcomes, based on a 4-point rubric, the benchmark is 80% of the sample assessed at least at a 3 on all aspects of the rubrics.

### **Use of Results**

During the annual assessment meeting the chair will meet with faculty and adjunct instructors to review the assessment results from the prior year. The chair, faculty, and adjuncts will determine any appropriate changes to either the curriculum or pedagogy for the coming year. The assessment results and any planned actions will be shared with the dean for the center for of career and technical education and the criminal justice advisory board. Feedback from the dean and the summer advisory board meeting on the year's assessment results and proposed changes and/or professional development theme for the upcoming academic year will be shared with the criminal justice faculty and adjuncts at the department meeting at the beginning of the fall semester to determine the appropriate incorporation of their feedback.

### **Continuous Improvement of the Assessment Process**

During the annual assessment meeting, there will be discussion of the current tools in use and a determine made as to whether the tools warrant any revision. Also, the chair, faculty, and adjunct instructors will determine whether to continue with the current assessment timeline or to make any changes.

# Linking PSLOs, Assessment Methods, and Reports/Use Computed Tomography 2017-2018 AY

Community College of Denver

## **Computed Tomography Program**

Lori Yost, Chair

Fall 2017

# **Linking PSLOs, Assessment Methods, and Reports/Use Computed Tomography 2017-2018 AY**

## **Mission of the Computed Tomography Program**

The mission of the Computed Tomography Certificate Program within the Radiologic Sciences Program, is to pledge to provide the health care community with ethical, competent, and professional computed tomography technologists.

## **Program Student Learning Outcomes**

In the computed tomography program, all program student learning outcomes (PSLO) are mapped to CCD's institutional outcomes.

**PSLO 1:** RTE CT students will identify the components of the imaging equipment through an embedded online labeling activity. They will apply their knowledge through an online quiz which includes specific questions about the function and purpose of each part of the equipment. (mapped to ethical and effective user of technology)

**PSLO 2:** RTE CT students will demonstrate evidence of complex thinking skills through a comprehensive case study that starts with the scheduling of a patient, preparation, applied protocols, image acquisition, examination review, pathology, reporting, to final prognosis. (mapped to complex thinker)

# Linking PSLOs, Assessment Methods, and Reports/Use Computed Tomography 2017-2018 AY

## Curriculum Map

	RTE 257 CT Basics	RTE 280 CT Internship I	RTE 280 CT Internship II	RTE 280 CT Internship III if applicable	RTE 280 CT Internship IV if applicable	RTE 280 CT Internship V if applicable
<p><b>1. Complex Thinker</b> CT Students will demonstrate critical thinking and problem solving skills in through image analysis, construction of protocols and processes, and image acquisition based on patient variables.</p>	I E A	I E	E C A	N/C or C	N/A or C	N/A or C
<p><b>2. Effective and Ethical User of Technology</b> CT Students will exhibit technical literacy of computed tomography equipment in the didactic and clinical setting.</p>	I E A	I E A	E C A	N/C or C	N/C or C	N/C or C

Key :

I + Introduced

E= Emphasized

C= Competent

A= Currently Formally Assessed

N-not applicable

## Linking PSLOs, Assessment Methods, and Reports/Use Computed Tomography 2017-2018 AY

### Assessment Plan

Below is a table of how each PSLO is assessed and how the results are reported.

PSLO	Assessment measure, how?	Population, whom?	Reporting
1. RTE CT students will identify the components of the imaging equipment through an embedded online labeling activity. They will apply their knowledge through an online quiz which includes specific questions about the function and purpose of each part of the equipment.	RTE 257 CT Basics will use two assessments to measure this learning outcome. One as an equipment labeling activity. The number of attempts and time to complete will be measured until this the activity is completed. The second assessment will using the scores of a 30 question multiple choice quiz. Scores must be 80% to progress. RTE 280 Internships will use a Professional Development Assessment tool to measure the clinical skill and use of the CT equipment. The section used in the evaluation has a value of 15 points. No benchmarks set at this time, since this is a new program and	Computed Tomography certificate students. These students are registered through the American Registry of Radiologic Technologists (ARRT) and have been employed in the profession for a minimum of one year and are obtaining post-primary certification.	CT Program Coordinator/ Instructor will evaluate the outcomes which could lead to a change in curriculum if warranted.  Results will be discussed with the RTE Advisory Board

## Linking PSLOs, Assessment Methods, and Reports/Use Computed Tomography 2017-2018 AY

	clinical internships begin mid-October.		
2. RTE CT students will demonstrate evidence of complex thinking skills through a comprehensive case study that starts with the scheduling of a patient, preparation, applied protocols, image acquisition, examination review, pathology, reporting, to final prognosis.	RTE 257 will use two assessments to measure this student learning outcome. A short answer quiz with a value of 30 points requiring a score of 80 % to proceed. A multiple choice exam given with a value of 30 points requiring a score of 80% to proceed. RTE 280 Internship II Case Study graded with rubric which is a final evaluation to demonstrate program competency.	Computed Tomography certificate students. These students are registered through the American Registry of Radiologic Technologists (ARRT) and have been employed in the profession for a minimum of one year and are obtaining post-primary certification.	CT Program Coordinator/ Instructor will evaluate the RTE 257 outcome which could lead to a change in curriculum if warranted. The CT Coordinator will evaluate the outcome of the final case study project which could lead to a change in curriculum if warranted.  Results will be discussed with the RTE Advisory Board

### Time Line (Schedule) of when each will be assessed

CT PSLO 1 First semester (didactic course RTE 257) and during the first and second internships, which occur consecutively after the didactic course is successfully completed.

CT PSLO 2 First semester and Second or final internship, whichever comes first as determined by the CT lead/clinical coordinator.

## **Linking PSLOs, Assessment Methods, and Reports/Use Computed Tomography 2017-2018 AY**

### **What do you do with the results – how do you use them to improve the program?**

The collected data trends and results are discussed with the RTE faculty during the RTE Assessment meetings that occur twice a semester in early fall and late spring. Next, a report is written by the RTE Program Director during the summer semester that includes the trends and benchmarks. The results are also discussed at the monthly faculty/clinical instructor meetings and changes are made as necessary, to the course, the assessment rubric, or the program, either immediately or applied in the following academic year.

The written report, which includes recommendations or changes, is shared with the RTE Advisory Board members through email early fall semester with any solicited comments. The prior year plan results are discussed at the Fall Advisory Board meeting, as well as the current plan, with any revisions for the next academic year.

The 2017-18 AY is the first cycle for the CT PSLO's and will be assessed for a three year cycle to check for trends and benchmark attainment, which could include modifications. When the loop is closed, other assessments will be developed.

Assessment Plan

Economics

Community College of Denver

Lynn Wilson, Chair  
Emma Cummings, Lead Faculty

June 2018

## Mission of the Economics Department

Economics is the study of choice among nations, governments, individuals, and businesses. The economics DWD prepares students to master economics foundations by learning scarcity, unemployment, price stability, economic growth, balance of trade, and fiscal and monetary policy in preparation for a four year degree. The law of supply and demand, market structures, and the theory of pricing are also deeply explored in preparation for advanced learning.

## Program Student Learning Outcomes

There are six program student learning outcomes in the Economics DWD, each of which provide students with the basic skills necessary to transfer to their four year institution.

PSLO1. Explain scarcity in terms of choice.

PSLO 2. Identify real price versus nominal price.

PSLO 3. Calculate real gross domestic product (GDP).

PSLO 4. Compare and contrast how the legislative and the Federal Reserve work in tangent, and separately, in the creation of fiscal and monetary policy.

PSLO 5. Describe the interaction of how the law of supply and demand influences prices.

PSLO 6. Distinguish the characteristics and the pricing of the five market structures: perfect competition, monopoly, oligopoly, monopolistic competition, monopsony.

## Curriculum Map

Currently, the DWD in Economics has only two economics courses: ECO 201 which is macroeconomics, and ECO 202 which is microeconomics. Within our five year plan we do intend to increase these offerings, but our curriculum map is currently shown below.

	ECO 201	ECO 202
PSLO 1	I, U	U, M
PSLO 2	I, M	I, U
PSLO 3	I, M	
PSLO 4	I, M	
PSLO 5	I, U	U, M
PSLO 6	I	U, M

I – introduce  
U – utilize  
M – master

Each PSLO will be assessed in the course within each it should be mastered as shown above.

## Assessment Measures and Results

Each PSLO will be assessed using a rubric. Every year, the economics department will work with both faculty and instructors to identify a common quiz or assignment all students will be given. A randomized sampling of those artifacts will be collected by each section of the relevant class. Those will be redacted, and blind coded to show modality and section. Then, the rubric will be normed by a sub-set of faculty and instructors who will then assess the artifacts. A sample rubric is below.

PSLO1. Explain scarcity in terms of choice.

	Does not Meet	Meets	Exemplary
Define economics	Student cannot define economics.	Student can identify that economics is the study of choice.	Student can additionally identify that without scarcity, we could have everything and would never need to choose.
Define scarcity	Student can only identify one or no elements.	Student can describe that scarcity is a condition where we have limited resources and unlimited wants.	Student can additionally identify that shortages are not scarcity.
How scarcity affects economics	Student cannot articulate that there is a relationship between economics and scarcity.	Student recognizes that there is a relationship.	Students understands and can explain that without scarcity there would be no choice, and therefore no economics.

Once those assessment results are determined, they will be used to improve the identified courses within the program. Two years on, those improvements will themselves be assessed to determine if the changes in the courses have led to an improvement in the student program learning outcomes.

FY 19

- ECO 201 will be assessed

FY 20

- ECO 202 will be assessed

FY 21

- ECO 201 improvements will be assessed

FY 22

- ECO 202 improvements will be assessed



# COMPUTER INFORMATION SYSTEMS ASSESSMENT PLAN

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### **CIS/ IT Mission Statement**

Community College of Denver's CIS/IT program will strive to ensure that their students receive a high quality education that reflects the demands of the industry and is on the cutting edge of technology in order to prepare students for meaningful and productive employment.

The CIS advisory board will aid CCD in identifying industry trends to assist in pinpointing the necessary skills and abilities needed by the faculty, and the essential competencies needed in the curriculum to ensure that students are poised for success.

### **CIS/ IT Vision Statement**

It is the goal of the CCD CIS/IT program to have the most technically superior certificate and degree programs in the Colorado metropolitan area. The CCD advisory board foresees the need to continually upgrade the resources of the CIS/IT program by maintaining highly trained faculty, and providing students access to technologically current equipment and coursework.

## Program Objectives for Assessment

### Major Courses

1. Define the basic hardware and software concepts associated with personal computers and conduct routine PC troubleshooting
2. Describe the different components of a basic network and how they interrelate using the OSI model
3. Create, modify, use and print word processing documents, spreadsheets, relational databases and presentations
4. Understand the challenge of managing information systems within an organization
5. Demonstrate the ability to pass practice tests on current A+ and Network+ objectives
6. Demonstrate the ability to physically and logically build networks from scratch including the configuration of all hardware devices and the NOS
7. Write a program using processes, loops, control structures and functions
8. Demonstrate how to provide customer service using interpersonal and business communication skills

### Curriculum Mapping Assessment Matrix

Key **I**=Introduced, **E**=Emphasized, **U** = Utilized, **A**= formally Assessed

Program Name: <i>Computer Information Systems</i>					Course Numbers/Program Requirements or Options										
Outcomes	CIS 118	CIS 267	CSC 119	CNG 116	CNG 120	CNG 124	CNG 125	CIS 135	CIS 145	CIS 155					
1. Define the basic hardware and software concepts associated with personal computers and conduct routine PC troubleshooting	A	E	NA	A	A	U	U	NA	NA	NA					
2. Describe the different components of a basic network and how they interrelate	I	U	NA	U	U	A	A	NA	NA	NA					

using the OSI model														
3. Create, modify, use and print word processing documents, spreadsheets, relational databases and presentations	I	U	U	U	U	U	U	E	E	E				
4. Understand the challenge of managing information systems within an organization	I	E	NA											
5. Demonstrate the ability to pass practice tests on current A+ and Network+ objectives	I	NA	NA	A	A	A	A	NA	NA	NA				
6. Demonstrate the ability to physically and logically build networks from scratch including the	I	U	U	U	E	E	E	NA	NA	NA				

configurati on of all hardware devices and the NOS														
7. Write a program using processes, loops, control structures and functions	NA	U	E	NA										
8. Demonstrat e how to provide customer service using interperson al and business communica tion skills	I	U	U	U	E	U	E	NA	NA	NA				

## **Computer Information Systems/Information Technology 12 Step Assessment Strategy for AY 2015/2016 through AY 2019/2020**

1. The four courses selected for this assessment plan will be CNG 116 –Hardware, CNG 120 –A+ certification, CNG 124 Network+ I and CNG 125 Network+ II.
  - a. These four courses are a culmination of the hardware literacy and networking concepts taught in CIS 118 and other major courses such as CIS 267
  - b. All students that obtain a certificate or a degree in either CIS or IT will be required to take the four courses listed above
  - c. There will be three sections of each course offered annually
2. After census date has passed, students will be given a Transcender code and shown how to register the code for the appropriate course
3. Students will be shown the difference between Optimize, Preset and Random
4. Student will be allowed one week to become familiar with the testing process
5. **Approximately one week after census date students will be required to take Preset B**
  - a. **The grade will be recorded as the entry level assessment score but not used as a grade**
6. The students will have two additional preset exams recorded as grades for their specific class
7. The students will have two random scores recorded as grades for their specific class
8. **At the end of the class (7.5 weeks) students will again be required to take preset B**
  - a. **The grade will be recorded as the assessment exit exam but not used as a grade**
9. The instructor will calculate the grade range for each student (between entry and exit)
  - a. The instructor will calculate an average improvement value for the class
10. The chair will calculate an average improvement value for the course
  - a. While this is a value for the course, it represents competency across the curriculum because of the topics and the requirement for the degrees and certificates
11. After the initial assessment taking place in the spring 2016 the faculty will meet and determine where the students should be academically in the specific topics covered and create a matrix of desired improvement from pretest to post test
12. Initial performance and post-test performance will be compared by instructor to ensure equivalent learning takes place in all sections of all courses in the program

FY 23

- New course developed in ECO will be assessed

#### Continuous Improvement

This assessment plan will be reviewed annually by the chair, faculty, and instructors to ensure that it accurately reflects the practices of the department. The review will also include an update on last year's assessment results, and a plan to make improvements to the relevant course based on these results. This will be the responsibility of the chair of the department.

## **Program Level Assessment Plan**

### **Dental Hygiene**

- Plan developed by the Dental Hygiene Department for academic year 2016-2017.
  - Michelle Kohler, DDS, Program Director, primary contact for assessment plan
  - Alisha Anyan, RDH, BA, MS, Second Year Coordinator
  - Paige McEvoy, RDH, MS, First Year Coordinator
  - Mary Catherine Dean, RDH, MS, BAS Coordinator

### **Mission, Goals, and Student Learning Outcomes:**

- The mission of the Dental Hygiene department within the Community College of Denver is to achieve excellence in the preparation of dental hygienists for delivering the highest quality of oral health assessments, diagnosis and treatment planning, and clinical care in their professional careers. The program provides superior instruction and curriculum development in all areas of the dental hygiene process of care to develop the student skills necessary for graduates to contribute critical thinking, problem solving, and evidence-based decision making to their respective employers. Graduates are personally responsible, ethical professionals capable of delivering care to all types of patients within diverse community populations necessary in this 21<sup>st</sup> century workforce.

### **Outcomes:**

Students will:

- Accurately assess a patient including all aspects from medical history and vital signs to periodontal status in order to provide a comprehensive treatment plan.
  - Medical history/patient medications
  - ASA Classification
  - Radiograph exposure/interpretation
  - Extraoral/Intraoral examination – variations of normal, hard charting, existing conditions, decay
  - Periodontal Charting
  - Periodontal Risk Assessment
  - Caries Risk Assessment
  - Treatment Plan
  - Post-treatment Follow-up and Reassessment
  - Correct use of intraoral and extraoral photos

- Patient ethnic/cultural considerations
- Patient motivation factors
- Patient ability to understand and perform oral hygiene self-care
- Based on the knowledge gathered in the patient assessment, provide a comprehensive treatment plan that takes into account all relevant factors.
  - Treatment Plan that is concise
  - Treatment Plan that is culturally sensitive
  - Treatment plan that takes into account patient motivation
  - Treatment plan that takes into account patient's ability to perform the requisite recommendations
  - Post-treatment Follow-up and Reassessment

### **Assessment Plan**

Presentation: Students are given an assignment called the “Complex Patient.” This assignment is a compilation and assimilation of all skills learned throughout the Dental Hygiene program. The assignment is introduced in the summer semester with full details of the assignment given in the first semester of the students’ second year during clinic theory with the assumption that students will search for and start an assessment on a suitable patient as soon as possible. The final presentation is given at the end of clinic theory class in the second year, spring semester shortly before graduation. The details of the assignment are as follows:

#### **Complex Patient Requirements**

1. Periodontal classification II, III or IV
2. Moderate, heavy or super heavy deposit load
3. Minimum of one medication (can be herbal or RX).
4. Cannot be a former or current RDH student or DDS
5. You should be able to modify behaviors in this patient to achieve improved oral health
6. Things to consider (not a complete list but this should get you thinking): what was the original plaque score, will decreasing this be a goal? How will you decrease this? Will decreasing this reduce periodontal or caries risk? What is the patient’s periodontal risk/caries risk? Does the patient’s health status play a role in his/her oral condition? If so, can this be modified? If yes, how? What is the patient’s dental IQ? In what way(s) can you impact this? What is the long term prognosis for periodontal disease? Caries? What is the familial history? Can you make an impact on other family members?

## PROTOCOLS

1. You will deliver a case presentation via PowerPoint during clinic theory your 2<sup>nd</sup> semester of 2<sup>nd</sup> year.
2. You will be given the specifications of what is to be presented in the PowerPoint at the beginning of your clinic theory course 2<sup>nd</sup> semester, 2<sup>nd</sup> year. A rubric will be provided spring semester.
3. You will need to track this patient for at least 2 visits after completion of the initial treatment (can include 2 maintenance or a 6 week re-eval and a maintenance).
4. You must take intraoral photos at every visit- minimum of 3 sets.
5. If you identify a patient during summer clinic that you think would be suitable for your complex patient requirement, you must make an appointment with Mrs. Hoffer to discuss why this patient should qualify. Be prepared to justify your choice.
6. You will be collecting information about:
  - a. Dental history
  - b. Intraoral and extraoral information
  - c. Social history/background
  - d. Periodontal examination information
  - e. Current radiographs and RI
  - f. Completed Initial Therapy, a 4-6 week re-eval and a maintenance appointment
  - g. Treatment plan

RECOMMENDATION: Do not wait until spring semester to choose this patient. It will make scheduling and evaluation of maintenance appointments difficult.

Grading Plan: Presentation will be graded by the course instructor of record and two additional faculty members (either full-time or adjunct) for calibration and objectivity. A rubric will be given to all faculty members grading to calibrate results and have consistency among graders. Rubric is included below.

Evaluation and Remediation (if necessary): Overall results of all students will be compared and checked for consistencies in errors by the instructor of record while compiling grading rubrics from the three examiners. Errors generated in particular categories that arise in 30% of the class or more will be investigated on the program level for student and instructor performance. These issues will be brought to the Program Director for examination and discussion during the quarterly curriculum management meetings with all faculty. For example, student errors in the periodontal examination part affecting more than 30% of students will be tracked among the assessment matrix to improve outcomes in those particular courses delivering that information. The errors will be charted in a matrix format to determine which classes are providing introductory instruction and reinforcement in the particular area where the error occurred. A plan to redevelop or boost the curriculum in those areas will be determined which could include the addition of an Objective Simulated Clinical Examination (OSCE), a process evaluation, or

a project addressing the particular deficiency. The type of addition will be dependent upon the area where the error occurred and what would be the most appropriate way to fix the deficiency. Other student errors will be likewise tracked and assessed. These errors will also be matched against incoming NBDHE scores in that particular category as well for confirmation or disagreement.

## Complex Patient Assessment – Student Grading Rubric

<b>Criteria</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>
<b>Grammar/Syntax/Spelling Must be presented in power point</b>	Not presented as a .ppt presentation and/or has >5 spelling/grammatical errors.	2-5 grammatical/spelling errors. Presentation was fair quality (poorly organized and lacked creativity)	1-2 grammatical/spelling errors. Presentation was good but not of excellent quality.	No grammatical/spelling errors. Presentation was EXCELLENT (creative and organized)
<b>Intraoral photos</b>	No intraoral photos	Incomplete series of photos ( pre, post or maintenance missing) Only 1 set taken.	2 sets of Intraoral photos present but of poor quality and do not depict an area of disease/concern.	All 3 sets of intraoral photos present and of good quality
<b>Patient Requirements</b>	Does not meet the minimum periodontal class and deposit load	Does not meet minimum periodontal class and/or deposit load (MISSING ONE BUT NOT BOTH)		Meets both periodontal class and deposit load specified in Appendix II
<b>Medical history</b>	Medical history information not included	Medical history information included but not relevant to treatment provided nor to the presentation. No medications.	Medical history information included that is relevant to treatment provided but all information not included; no medications.	Medical history information is relevant to treatment provided and is thorough and complete. At least one Rx or herbal medication.
<b>Dental history</b>	Dental history information not included; risk assessment not addressed from historical standpoint.	Dental history information included but not relevant to treatment provided nor to the presentation and/or incorrect risk assessment	Dental history information included that is relevant to treatment provided but all information not included; not thorough.	Dental history information included that is relevant to treatment provided and is thorough and complete.
<b>Intraoral and Extraoral soft tissue exam</b>	No mention of either the intraoral nor extraoral exam ( one mentioned but not the other)	Intraoral and extraoral information included but not relevant to treatment	Intraoral and extraoral information included that is relevant to treatment provided but all	Intraoral and extraoral information included that is relevant to treatment

		provided nor to the presentation.	information not included; not thorough	provided and is thorough and complete.
<b>Dental examination</b>	Dental examination information not included; risk assessment not addressed from current information (related to history)	Dental examination information included but not complete, thorough nor related to risk assessment or treatment referred or rendered.	Dental examination information included and thorough but not related to risk assessment nor treatment	Dental examination information included that is relevant, thorough and related to risk assessment.
<b>Periodontal examination</b>	All periodontal examination information not included	Periodontal examination information included but not thorough/complete and/or not related to treatment provided nor outcomes/maintenance	Periodontal examination information included that is relevant and related to outcomes/maintenance but not thorough/complete	Periodontal examination information included that is relevant, related to outcomes/maintenance and is thorough/complete.
<b>Radiographic Interpretation</b>	Current radiographs and radiographic Interpretation not available for presentation.	Current radiographs and RI available but of poor quality and not sufficient to the patients treatment needs.	Current radiographs and RI available, of good quality but not sufficient to the patient or treatment needs.	Current radiographs and RI available that are of good quality and sufficient to meet the patients treatment needs.
<b>Periodontal Therapy Care Delivered</b>	Did not complete patients Initial Therapy scaling.	Completed Initial Therapy but did not complete a 4-6 week re-eval or maintenance appointment	Completed Initial Therapy and a 4-6 week re-eval but did not complete a maintenance appointment	Completed Initial Therapy, a 4-6 week re-eval and a maintenance appointment
<b>Treatment Plan</b>	Treatment plan not included	Treatment plan included but did not address all topics of treatment nor maintenance/follow-up needs.	Treatment plan included which addresses all topics of treatment but does not address maintenance/follow-up needs.	Thorough and complete treatment plan.
<b>Outcomes synopsis</b>	Synopsis of treatment and outcomes included	Synopsis of treatment and outcomes included but not thorough		Synopsis of treatment and outcomes included and thorough

<b>Presentation delivery</b>	Poor presentation skills: read directly from paper, did not connect with audience, did not follow a format	Fair presentation skills: made some eye contact during delivery, read directly from notes about 75% of the time, somewhat followed a consistent format	Good presentation skills: good eye contact, read from notes about less than 50% of the time, followed a consistent format.	Excellent presentation skills: excellent eye contact, referred to notes rather than read from them, presentation had a consistent and organized flow.
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## Curriculum Map

I = Introduced, R = Reinforced, M = Mastery

Assessment: W = Written (would include research paper), IN = Internship, EX = Examination

Dental Hygiene	Course Number/Program Requirements								
	DEH 101 (Clinic Theory)	DEH 102 (Preclinic)	DEH 103 (Dental Anatomy)	DEH 104 (Radiology)	DEH 111 (Med Emerg)	DEH 116 (Preventive)	DEH 123 (H&N Anatomy)	DEH 122 (Perio I)	DEH 126 (Dent Mat)
Assessment of Patient	I/EX	I/EX	I/W/EX	I/EX	I/EX	I/EX	I/EX	I/W/EX	I/EX

Dental Hygiene	Course Number/Program Requirements									
	DEH 132 (Pharm)	DEH 153 (Clinic Th)	DEH 170 (Clinic)	DEH 171 (Summer Clinic)	DEH 133 (Local Anes)	DEH 138 (Nitrous)	DEH 150 (Lasers)	DEH 202 (Nutrition)	DEH 204 (Community I)	
Assessment of Patient	I/EX	I/EX	I/EX	R/EX	R/EX	R/EX	R/EX	R/W/EX	R/EX	

Dental Hygiene	Course Number/Program Requirements									
	DEH 224 (Perio II)	DEH 213 (Oral Path)	DEH 268 (Clinic Th)	DEH 270 (Clinic)	DEH 271 (Clinic)	DEH 221 (Ethics)	DEH 225 (Community II)	DEH 285 (Clinic Th)	DEH 282 (Perio III)	
Assessment of Patient	R/W/EX	R/W/EX	R/EX	R/EX	M/EX	M/W	M/IN	M/W/EX	M/W	

## **Program Level Assessment Plan – BAS Dental Hygiene 2017-2018**

### **Dental Hygiene**

- Plan developed by the Dental Hygiene Department for academic year 2017-2018.
  - Michelle Kohler, DDS, Program Director, primary contact for assessment plan
  - Mary Catherine Dean, RDH, MS, BAS Coordinator

### **Mission, Goals, and Student Learning Outcomes:**

The Bachelor of Applied Science (BAS) in Dental Hygiene Program is designed to assist graduates of AAS, AA, AS and Certificate dental hygiene programs in the completion of their bachelor's degree. Student's graduating from the Community College of Denver's AAS Dental Hygiene program graduate with 93 credit hours. To attain their BAS degree in dental hygiene, students must complete 120 credit hours. The goal of CCD's BAS program is to prepare its graduates to participate in a broader range of career opportunities. Typically, AAS graduates enter the profession prepared to practice in the clinical setting specifically private dental practice. The BAS degree prepares students to participate in public health dental hygiene, dental hygiene education, sales and marketing careers in the dental and medical industry, and independent or entrepreneurial dental hygiene.

### **Program Student Learning Outcomes (PSLOs) for the BAS:**

At the completion of the Community College of Denver's Bachelor of Applied Science in Dental Hygiene, graduates will demonstrate professionalism and ethics at all times and achieve competency in the following areas.

Students will:

1. Be able to critically evaluate research studies and apply knowledge to his/her area of expertise.
2. Be competent in the assessment, planning and implementation of community oral health interventions to diverse populations.
3. Be prepared to assume a leadership role in any clinical, public health, administrative or academic environment.
4. Demonstrate effective communication.
5. Be competent in the development, planning, implementation and assessment of materials designed with an educational focus.

## Assessment Plan

Assessment of the BAS PSLOs will be accomplished through a portfolio assignment. The purpose of this assignment is twofold. First, to introduce students to the Program Level Competencies; and second, to give students responsibility for demonstrating achievement of the PSLO's through a collection of their activities and work during the Bachelor of Applied Science program. This assignment is a requirement for graduation and successful completion of the program.

In 2017-2018, we will continue to assess the student's ability to be an effective communicator. With only one year of evaluation, we feel it is important to continue the assignment.

### How do you plan to complete your assessment this year?

- a. **What direct measure of student learning will you use?** We will continue to use the rubric (see page 5) developed to evaluate the Portfolio this includes both student self-assessment and faculty evaluation of the portfolio.
- b. **What exactly are you assessing?** The BAS student's ability to self-assess their attainment of the program learning outcomes through evaluation of their learning. The ability to clearly communicate to others that attainment and the activity or assignment that they feel best demonstrates the attainment of the learning outcome.
- c. **Please describe in some detail the tool(s) you will use. (i.e. rubrics, portfolios, surveys)** We will continue to use Microsoft Sway as the medium for the delivery of the portfolio. The creativity and flexibility of this free software makes it an easy tool for portfolio development. The rubric developed for both faculty and student self-assessment will also continue to be used. The rubric is adapted for each submission. The rubric for the final submission is seen on page 5 and the assignment instructions are below on page 3 and 4.
- d. **How do you intend to conduct this assessment?** The assessment is ongoing, but the final assessment is completed at the conclusion of the student's final eight-week session in the program. This is immediately prior to graduation. One course is selected each eight-weeks to be the submission point and the same faculty member will evaluate each student's portfolio.
- e. **Please describe in some detail the students and artifacts that will be involved in this assessment.** The students involved in the assignment are degree completion students enrolled in the Bachelor of Applied Science in dental hygiene program at the Community College of Denver. Artifacts are their completed work from various assignments and activities while completing course work in the program.
- f. **How does this year's assessment prepare for future program assessments?** The assignment not only helps students recognize their personal and professional growth and learning but helps the faculty review the course assignments and content for its appropriateness and continuation in the Program.

## INSTRUCTIONS FOR ASSIGNMENT

1. Each student will familiarize him or herself with the Program Competencies (see above).
2. Through documentation and reflection demonstrate acquisition of competencies. Evidence of work (written assignments, discussion posts, presentation materials, etc) is shown through a display of artifacts. Artifacts are chosen by the student. Documentation of the artifact, its inclusion in the portfolio, and a reflection statement describing how they feel the artifact demonstrates the PSLO is completed for each of the PSLO's or competencies.
3. Each PSLO/competency, is documented twice. Two items/artifacts (written paper, activity, video, etc.) from work completed during the course of the entire Program are compiled into the portfolio.
4. A written explanation, reflection and description of how and why the artifact provides evidence of achievement of the competency must be included for each artifact chosen.
5. The Portfolio will be compiled using Microsoft Sway.
6. At the conclusion of each 8-week session in the BAS program, a copy of the updated Sway Portfolio presentation is submitted in the appropriate DEH course D2L Dropbox folder. Credit is given for updating the assignment in one of the eight-week session courses for which the student is enrolled. Directions and a D2L Dropbox are provided in the specific course for submission of the update and final submission. Please refer to the "Content" section of the current D2L courses for the specific location of the Dropbox.
7. In addition, a self-assessment of the Portfolio using the same rubric the faculty member will use to evaluate your Portfolio must be completed and submitted.
8. It will be each student's responsibility to organize their Portfolio in a manner that reflects organization and the ability to communicate professionally while showcasing their achievements. All Portfolios must include the following:
  - **Introductory statement** – an overview of the Portfolio providing a brief description of you (the student) as a person and a professional. This can be a written or a video statement embedded in the presentation.
  - **Explanatory statements** - For each of the entries, a total of 8 entries (two per competency), the competency will be identified, an explanation of why the artifact was chosen, a reflection on the impact the activity or assignment had on you (the student), what the artifact represented, and a description of the artifact itself that was chosen to demonstrate the competency.
  - **Summative Reflection/Evaluation** – the final entry in the ePortfolio should be a reflection that looks back over the whole program experience and summarizing how you as an individual have grown personally and professionally over the course of participation in the BAS program. This can be a written entry or a video entry. If there is one artifact that exemplifies the whole experience, highlight or document that artifact in this final evaluation.

### Recommendations for Developing the Portfolio:

- Students should familiarize themselves with the Program Level Student Outcomes/Program Competencies before beginning development of the portfolio. As each competency is read, think about the activities, assignments, and experiences during the eight weeks of BAS course work. Identify an artifact(s) that best exemplify(ies) the achievement of the competency.
- Create a digital archive of the artifacts and convert a copy of the items to either a JPEG or PDF file. JPEG files are image files and these are good if you want to display a photo or a screenshot of a paper or graphic. PDF files will hold their formatting and you may want to use these for papers or written artifacts that you produced in Word, PowerPoint, Excel, etc. Keep a folder on a flash drive, your hard drive or using cloud storage of these items so that they are easily retrievable when you need them.
- For your Descriptive and Reflection statements it will be important to provide the rationale for why the chosen artifact is important and the personal impact that it had on you, the student. Be sure when you write your Reflection statement that you are consistent with tense either in the current or past tense.

## Portfolio Rubric – Final Submission

Criteria	Excellent! 10 points	Good Job! 7 points	Don't give up! You can do this! 5 points
<b>Competency Review</b>	<p>Development of portfolio clearly shows review of Program Student Learning Outcomes /Competencies. At the conclusion of the fourth 8-week session, two new competencies have been chosen for documentation. These competencies repeat only two from those chosen for the previous 8-week assignments. One competency has been chosen if only one course is being taken this eight weeks.</p> <p>The competency is clearly stated in the Portfolio and presented with the artifact and reflection statement.</p>	<p>Development of portfolio clearly shows review of Program Student Learning Outcomes /Competencies. At the conclusion of the fourth 8-week session, one additional competency has been chosen for documentation when two are necessary or no competency has been chosen when one course is being taken.</p> <p>The competency is clearly stated in the Portfolio and presented with the artifact and reflection statement.</p>	<p>It is unclear that the student has reviewed the Program Student Learning Outcomes /Competencies. No documentation has been provided demonstrating review and/or selection of competencies.</p> <p>The competency statement has not been clearly stated and reader/viewer is unable to clearly identify the specific competency being documented.</p>
<b>Artifact Collection</b>	<p>One artifact has been chosen to demonstrate each of the two Program Student Learning Outcomes/Competencies from the fourth 8-week session of classes.</p>	<p>One artifact has been chosen to demonstrate one new Program Student Learning Outcomes /Competencies from the fourth 8-week session of classes.</p>	<p>No artifacts have been selected and documented to demonstrate Program Student Learning Outcomes /Competencies from the second 8-week session of classes.</p>
<b>Artifact Explanation and Description</b>	<p>For each artifact chosen, a written explanation and description of how and why the artifact provides evidence of competency achievement is included. The explanation and description clearly state how and why the artifact was chosen and sufficient detail has been provided for the reader to connect the artifact and the competency.</p>	<p>For chosen artifact, a written explanation and description of how and why the artifact provides evidence of competency achievement is included. The explanation and description lack clarity and fails to demonstrate how and why the artifact was chosen. Insufficient detail has been provided for the reader to connect the artifact and the competency.</p>	<p>Either only one artifact has been chosen or a written explanation and description of how and why the artifact provides evidence of competency achievement is not included. If a description and explanation has been provided for the one artifact documented the explanation and description lacks clarity and fails to demonstrate how and why the artifact was chosen. Insufficient detail has been provided for the reader to connect the artifact and the competency.</p>
<b>Reflection Statement/ Summative</b>	<p>Both the Reflection and Summative Final Evaluation Statements are unique to the individual. These statements help the reader to</p>	<p>The Reflection and Summative Evaluation Statements are unique to the individual. These statements fail to provide the reader with an</p>	<p>The Reflection and/or Summative Evaluation Statements are incomplete or fail to provide insight into the impact of the experience, activity or</p>

<b>Evaluation Statement</b>	understand the impact of the activity, assignment or experience both personally and professionally on the individual. These statements inform the reader if the experience was enriching. If it changed the writer's perspective or point of view. If it changed the behavior or thought process of the writer. The Summative statement also summarizes the entire BAS experience.	understanding of the impact of the activity/activities, assignment or experience either personally or professionally on the individual. It fails to inform the reader if the experience was enriching, or if it changed the writer's perspective or point of view. The Summative statement does not clearly summarize the BAS experience.	assignment on the individual. It is difficult for the reader to understand of the impact either personally or professionally that the experience, activity, or assignment had on the individual. The Summative Evaluation statement is not included.
<b>Microsoft Sway/ Spelling, Grammar, Punctuation</b>	The Portfolio is built using Microsoft Sway. The writer of the portfolio has incorporated different medium (images, text, video) into a creative and unique presentation.  No spelling, grammatical, or punctuation errors.	The Portfolio is built using Microsoft Sway. The writer of the portfolio has used only one type of medium (images, text, video) in their presentation. Creativity is evident, but the writer has failed to fully develop their idea or presentation to make it unique.  Few (1 to 3) spelling, grammatical, or punctuation errors	The writer has failed to build their Portfolio using Microsoft Sway. They have shared folder or cloud storage area with faculty, but it is an unorganized collection of artifacts.  Minimal (3 to 5) spelling, grammatical, or punctuation errors
<b>Overall Score</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1 0 or more</b>

**Curriculum Map – PSLO’s for the BAS DEH as it relates to this program**

**I = Introduced, E = Emphasized, M = Mastery**

**Assessment: W = Written (would include research paper), P = Presentation, IN = Internship, EX = Examination**

<b>Outcome</b>	<b>DEH 301</b>	<b>DEH 302</b>	<b>DEH 325</b>	<b>DEH 355</b>	<b>DEH 341</b>	<b>DEH 387</b>	<b>DEH 411</b>	<b>DEH 425</b>	<b>DEH 476</b>	<b>DEH 478</b>	<b>DEH 481</b>	<b>DEH 482</b>
PSLO’s for CCD												
Students will be able to critically evaluate research studies and apply knowledge to his/her area of expertise.	I/W	I/W/EX	E/W	E/W/EX	E/W		M/W	M/W/EX	E/W/EX	M/IN	M/IN	M/IN
Students will be competent in the assessment, planning and implementation of community oral health interventions to diverse populations.	I/W		E/W	E/W/EX		E/W/EX		E/W/EX	E/W/EX	M/IN	M/IN	M/IN
Students will be prepared to assume a leadership role in any clinical, public health, administrative or academic environment.	I/W	E/W				E/W/EX					M/IN	M/IN
Students will demonstrate effective communication.	I/W	E/W/P	E/W	E/W/P	E/W	M/W/P	M/W/P	M/W/P	E/W	M/W	M/IN	M/IN
Students will be competent in the development, planning, implementation and assessment of materials designed with an educational focus.	I/W				E/W/P		M/W/P					M/IN

**Relationship of PSLO's for the BAS DEH to CCD's Institutional Outcomes**

<b>Outcome</b>	<b>DEH 301</b>	<b>DEH 302</b>	<b>DEH 325</b>	<b>DEH 355</b>	<b>DEH 341</b>	<b>DEH 387</b>	<b>DEH 411</b>	<b>DEH 425</b>	<b>DEH 476</b>	<b>DEH 478</b>	<b>DEH 481</b>	<b>DEH 482</b>
A CCD graduate is a Complex Thinker	X	X	X	X	X	X	X	X	X	X	X	X
A CCD graduate is an Effective and Ethical User of Technology	X	X	X	X	X	X	X	X	X	X	X	X
A CCD graduate is Effective Communicator	X	X	X	X	X	X	X	X	X	X	X	X
A CCD graduate is Globally Aware.	X		X	X	X		X	X	X	X	X	X
A CCD graduate is Personally Responsible.	X	X	X	X	X	X	X	X	X	X	X	X
A CCD graduate is a Numeric Thinker.		X	X					X		X		

**Community College of Denver**  
**Early Childhood Education**  
**Program Level Assessment Plan**  
**September 13, 2016**

## ECE Program Assessment Plan

### **1. PSLOs to focus on:**

“Students prepared in early childhood degree programs must understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.” (NAEYC Standard Summary, page 13).

Early childhood certificate and degree candidates will know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way and in partnership with families and other professionals to positively influence the development of every child.

### **2. What will you assess?**

We will assess NAEYC (*National Association for the Education of Young Children*) Standard 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES. Our faculty embrace this position and integrate observations throughout our degree and certificate programs. Students have a variety of opportunities to learn about and complete different types of observational techniques such as: observation and documentation panels; program assessments and rating scales; anecdotal records and running records.

### **3. Assessment Methods**

We will use rubrics for each assignment which are aligned with NAEYC Standard 3a. Understanding the goals, benefits and uses of assessment, 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, 3c. Understanding and practicing appropriate assessment, and 3d. Knowing about assessment partnerships with families and other professionals. The assignments will vary from course to course, but each assignment will measure at least one component of this standard. The following courses will embed learning opportunities in key assessments as a method for measuring NAEYC Standard 3:

ECE 101: Introduction to Early Childhood Education

ECE 102: Introduction to Lab Techniques in Early Childhood

ECE 103: Guidance of Young Children

ECE 236: Child Growth and Development Lab

ECE 238 Child Growth and Development

### **4. Time Frame**

We will have completed the data gathering of our program assessment at the end of December, 2016. We will begin analyzing data by January, 2017. We will submit our results by February, 2017. We will be closing the loop by the end of the Spring 2017 semester.



AAS Objectives															General Education Courses				
	Course Number -->														MAT	ENG			
<b>Institutional Outcomes</b>																			
Complex Thinker																			
Effective and Ethical User of Technology																			
Effective Communicator																			
Globally Aware																			
Personally Responsible																			
Numeric Thinker																			
<b>Legend:</b>																			
I=Introduction																			
R=Reinforced																			
P=Practiced																			
D=Demonstrated																			
A 14=Assessed in 2014																			
CA 17=Continued Assessment in 2017																			

## Fermentation Science Program Assessment Plan

(Please note, none of the courses for this program have ever run at CCD. Much of the assessment plan will have further details added once the program is able to run.)

**Chair: Mark Haefele**

### Program Student Learning Outcomes

1. Students will be able to apply fermentation science to produce both foods and drinks.
2. Students will demonstrate knowledge about fermented foods and drinks as applicable to industry.

### Curriculum Map

The Fermentation Science DWD is a non-scaffolded program, and students will only choose two of the three FER courses offered. Specific assessment methods will be identified once any of the courses are able to run, especially FER 203 and FER 101.

#### I-Introduced E-Emphasized

PSLOs	FER 101	FER 201	FER 203
1. apply fermentation science to produce both foods and drinks	I	I	E
2. demonstrate knowledge about fermented foods and drinks as applicable to industry	E	I	I

### Assessment Schedule

The assessment schedule will be set once a course in FER is able to run.

It is anticipated that the assessment schedule will be annual, as the courses are not likely to run more than once per year once they are able to be run.

### **Assessment Timeline**

The second PSLO (knowledge about fermented foods and drinks) will be the first PSLO to be assessed once the FER 101 course is able to be run. It is predicted at the FER 101 course is the most likely one to be able to run.

### **Benchmarks**

The benchmarks will be set once the assessment methods and tools are developed. Again this will happen once any of the courses are able to be run.

### **Use of Results**

What is likely to happen once any FER course runs is that during the annual assessment meeting the chair will meet with any faculty and adjunct instructors to review the assessment results from the year. The chair, faculty, and adjuncts will determine any appropriate changes to either the curriculum or pedagogy for the coming year. The assessment results and any planned actions will be shared with the department and the dean.

### **Continuous Improvement of the Assessment Process**

Once the program is run, during the annual assessment meeting, there will be discussion of the current tools in use and a determine made as to whether the tools warrant any revision. Also, the chair, faculty, and adjunct instructors will determine whether to continue with the current assessment timeline or to make any changes.

## English / College Composition and Reading Program Student Learning Outcomes

Fall 2015



CCD Institutional Outcomes: <https://www.ccd.edu/about-ccd/vision-mission-strategic-plan>

At the end of this packet you'll find the definitions of these outcomes.

Center for Arts and Humanities  
Campus Box 850, P.O. Box 173363  
Denver, CO 80217-3363  
Tel 303.556.2473  
Fax 303.556.3851

[www.ccd.edu](http://www.ccd.edu)



## CCR/ENG Vision Statement

CCD's CCR and English students achieve transferrable writing, reading and critical thinking skills for their personal, academic and professional goals while cultivating civic and creative contributions to their communities.

### Curriculum Map Matrix Key

I = Introduced  
 E = Emphasized  
 U = Utilized  
 A = Currently Formally Assessed  
 S = Should be Assessed

### Institutional Outcome Key

CT = Complex Thinker  
 EC = Effective Communicator  
 ET = Ethical User of Technology  
 G = Globally Aware  
 N = Numeric Thinker  
 P = Personally Responsible

Program: ENG		Course Numbers/Program Requirements or Options		
Program Student Learning Outcome	Institutional Outcomes Aligned			
		CCR 092	ENG 121	ENG 122
1. Students will demonstrate appropriate writing strategies for various audiences, purposes and writing contexts.	G, EC, CT	I, E, U, S	E, U, S	U, S
2. Students will evaluate the credibility of multiple sources of information and synthesize them effectively into their own writing.	G, EC, CT, P, N	I, U	E, U, A	E, U, A
3. Students will responsibly apply contemporary forms of technology to communicate and solve academic challenges.	ET, P, G, EC, CT	I, U	E, U, A	E, U, A

Program: CCR		Course Numbers/Program Requirements or Options		
Program Student Learning Outcome	Institutional Outcomes Aligned			
		CCR 092	CCR 093	CCR 094
1. Students will demonstrate appropriate writing strategies for various audiences, purposes and writing contexts.	G, EC, CT	I, E, U, S	E, U, S	U, S
2. Students will evaluate the credibility of multiple sources of information and synthesize them effectively into their own writing.	G, EC, CT, P, N	I, U	E, U, A	E, U, A
3. Students will responsibly apply contemporary forms of technology to communicate and solve academic challenges.	ET, P, G, EC, CT	I, U	E, U, A	E, U, A
4. Students will exhibit behaviors of persistent and successful college students.	P, ET, EC, CT	I, U, E, A	I, U, E, S	I, U, E, S

**\*\*NOTE: CCR is aligning with ENG in this assessment round.**

## Program Assessment Plan for 2015-2016

PSLO	Assessment Measure	Population	Timeline	Who	Reporting/Use
Students will evaluate the credibility of multiple sources of information and synthesize them effectively into their own writing.	<ul style="list-style-type: none"> <li>Annotated Bibliography formative assessment</li> <li>Tracking application for formative assessment into the capstone assignment</li> <li>In-class survey about the application of learning outcome in students' chosen career/discipline.</li> <li>Data collection of randomized sample of what students came through the CCR sequence or which ones began at ENG 121.</li> </ul>	Learners in ENG 122.	Spring 2016	Program assessment team of Wade Fox, Jody Thomas, Caroline Chapman and Stephen Thomas	<ul style="list-style-type: none"> <li>CCD's program level report</li> <li>Departmental review of results</li> <li>Revise program instruction as needed</li> </ul>

### **A CCD GRADUATE IS A NUMERIC THINKER.**

Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; they will interpret and draw inferences from data and mathematical models; they are able to represent mathematical information symbolically, graphically, numerically, and verbally.

### **A CCD GRADUATE IS PERSONALLY RESPONSIBLE.**

Students will incorporate ethical reasoning into action; they will explore and articulate the values of professionalism in personal decision-making. They exemplify dependability, honesty, trustworthiness, and accept personal accountability for their choices and actions. Students will exhibit self-reliant behaviors, including: managing time effectively, accepting supervision and direction as needed, perseverance, valuing contributions of others, and holding themselves accountable for obligations.

### **A CCD GRADUATE IS GLOBALLY AWARE.**

Students will consider the interconnectedness of our community and world; They will understand how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environment, technological, and economic impacts of their actions.

### **A CCD GRADUATE IS AN EFFECTIVE COMMUNICATOR.**

Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; Students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective written and oral communication in academic, public, and professional discourse.

### **A CCD GRADUATE IS A COMPLEX THINKER.**

Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.

### **A CCD GRADUATE IS EFFECTIVE AND ETHICAL USER OF TECHNOLOGY.**

Students will exhibit technological literacy and the skills to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

# Humanities Program Assessment Plan

Center for Arts & Humanities

Community College of Denver

June. 4, 2018

## Contents:

1. HUM Program Student Learning Outcomes
2. HJUM Assessment Plan Overview
3. Assessment Prompt—Spring 2018
4. Assessment Rubric 2018
5. HUM Program Assessment Matrix
6. HUM PSLO Curriculum Map

## **HUM Discipline Program Student Learning Outcomes (PSLOs)**

PSLO 1: Students will identify the elements of a cultural artifact\* using the technical language of the appropriate discipline.

PSLO 2: Students will analyze and interpret cultural artifacts within the contexts they were originally created.

**PSLO 3: Students will evaluate the significance of the artifact in the student's contemporary context.**

\*Artifact, in this context, refers to any appropriate work of art—literary text, painting, sculpture, music, and film, as well as any other work of artistic significance—that might be taught in any HUM course (World Mythology, HUM Survey Sequence [121,122,123], Cultural History of Rock and Roll, Introduction to Film, etc.).

1. Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific **terminology to demonstrate knowledge of the artifact's significance.**

2. Students will analyze and interpret cultural artifacts within the contexts they were originally created. Specifically:

- a. Students will articulate the cultural, political, and/or economic context and their **implications for the artifact's significance.**
- b. **Students will articulate significant biographical details of the creator's life and their implications for the artifact's significance.**
- c. Students will interpret the significance of the artifact in the context of its cultural attitudes toward race, class, gender, and other areas of study.

**3. Students will evaluate the significance of the artifact in the student's contemporary context.**

Specifically:

- a. Students will identify and articulate significant contemporary theories related to race, class, gender and other areas of study.
- b. Students will apply significant theories related to race, class, and gender to interpret the cultural, political, and/or economic contemporary significance of the artifact.

## **PROGRAM ASSESSMENT USING POETRY INTERPRETATION ESSAYS**

### **1. PSLOs to focus on:**

Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.

### **2. What will you assess?**

Students' ability to perform the PSLOs above in a brief interpretive essay.

### **3. Assessment Methods**

Essays reviewed and evaluated by departmental committee.

### **4. Time Frame**

Students will complete essays in the last third of the semester in all HUM 115 sections.

### **5. Who Will Do the Assessment?**

Department Chair, fulltime faculty and appointed committee.

### **6. Type of Feedback.**

At the end of each evaluation, the committee will analyze evaluation data and write a brief report describing the strengths and weaknesses that the essays demonstrate.

### **7. Closing the Loop**

The department will meet as a whole to discuss findings and develop recommended methods of improving department procedures and curricula.

### Humanities Assessment

1. Please read the myth below.
2. Write a 2-3 page essay in which you briefly, in a few sentences, review what you know about the Trickster archetype, and then apply that information to interpret the following passage. In your essay's thesis statement, identify the myth and provide your own statement about the underlying meaning of the story. Then, in the body of your essay, please analyze the particular details of the myth utilizing the appropriate terminology (quoting specifically wherever possible) to explain, support, and develop your interpretation.
3. After you are finished with your essay, please put it in your instructor's dropbox on this site.

#### Iktomi Takes Back a Gift

[Lakota]

*Tunka, Inyan, the Rock, is the oldest divinity in the Lakota cosmology. Everything dies; only the Rock is forever.*

Iktomi, the tricky Spider-Man, was starving. There had been no game for a long time. Iktomi was just skin and bones. His empty stomach growled. He was desperate. Then it occurred to him to go for help to Inyan, the Rock, who has great powers, and who might answer his prayers.

Iktomi wrapped himself in his blanket, because it was late in the year and cold. Then he went to a place where a large upright rock was standing. This rock was lila wakan, very sacred. Sometimes people came to pray to it.

When Iktomi arrived at that place he lifted up his hands to Inyan: "Tunkashila, onshimalaye, grandfather, have pity on me. I am hungry. If you do not help me, I will starve to death. I need meat, grandfather."

Iktomi took his blanket from his shoulder and draped it around Inyan. "Here grandfather, tunkashila, accept this gift. It is the only thing I have to give. It will keep you warm. Please let me find something good to eat."

After praying to Inyan for a long time, Iktomi went off to search for food. He had a feeling Inyan would answer his prayers, and he was right. Iktomi had not gone very far when he came upon a freshly killed deer. It had an arrow piercing its neck, the feathered nock sticking out on one side of the neck and the arrowhead on the other.

“Ohan,” said Iktomi, “the deer has been able to run for a distance after being hit and the hunter has lost it. Inyan has arranged it that way. Well, that is only fair. Did I not give him my blanket? Well, anyhow, pilamaya, tunkashila—thank you, grandfather!”

Iktomi took his sharp knife out of its beaded knife sheath and began to skin and dress the deer. Then he gathered wood and, with his strike-a-light and tinder, made a fire. There was not much wood and it was wet. It wasn't much of a fire. And it had grown very cold. Iktomi was shivering. His teeth were chattering. He was saying to himself: “What good is my blanket to Inyan? He is just a rock. He does not feel either cold or heat. He does not need it. And, anyway, I don't think Inyan had anything to do with my finding this deer. I am smart. I saw certain tracks. I smelled the deer. So there, I did it all by myself. I did not have to give Inyan anything. I shall take my blanket back!”

Iktomi went back to the sacred rock. He took the blanket off him. “Tunkashila,” he said, “this blanket is mine. I am freezing. You don't need this blanket; I do.”

Iktomi wrapped the blanket tightly around his body. “Ah, that feels good,” he said. “Imagine, giving a blanket to a rock!”

When Iktomi came back to the place where he had left the deer, he discovered it had disappeared—vanished, gone! Only a heap of dry bones was left. There were no tracks or any signs that somebody had dragged the deer away. It had been transformed into dry bones by a powerful magic.

“How mean of Inyan,” said Iktomi, “and how stupid of me. I should have eaten first and then taken the blanket back.”

HUM Program Assessment Rubric

PSLO 1. Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific terminology to **demonstrate knowledge of the artifact's significance.**

	Exemplary Demonstration of Outcome	Outcome Demonstrated	Outcome Developing	Zero to minimal evidence of progress toward outcome
Students will analyze the artifact to its component parts.	Specific, precisely accurate, and thorough identification of elements applying discipline-appropriate terminology demonstrated	Discipline-appropriate terms are applied to identify multiple elements, and are most often used precisely.	Discipline-appropriate terms are applied to identify multiple elements, but command of terms is imprecise.	Discipline-appropriate terms absent or applied entirely inaccurately.
Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.	Statement of connections between elements and articulations of their significance is coherent, precise, and defensible.	Statement of the significance of elements is almost always present, coherent, precise, and defensible.	Statement of the significance of elements is usually present and generally coherent, but includes some imprecision or vagueness.	Statement of the significance of elements is absent or consistently incoherent.

Assessment Process Matrix

Assessment Process	What	Who will conduct it	When
Preparation	Develop assessment plan, distribute plan to instructors of HUM 115, form HUM program assessment team from dept. faculty. Revision of these materials is ongoing and will be revisited in dept. meetings each fall and spring.	Dept. faculty	Fall 2016/ongoing revision
Data Collection	Interpretation essays from all sections of HUM 115 will be collected via D2L dropbox	Instructors of HUM 115 deliver instructions and materials to students, students submit completed essays to D2L	This will happen by the end of each spring semester (eventually outcomes and courses will rotate)
Analysis	Each fall, HUM program assessment committee faculty (full time and adjunct) will score essays using the rubric we've developed, producing qualitative data.	Dept. faculty (program assessment committee)	This will happen early in each fall semester
Reporting/Use	The HUM program assessment committee will produce a report including scoring data and discussion of trends/patterns in data. The HUM dept. will meet to discuss the report and recommend changes to procedures, curricula, or suggest best practices to best support student success in accomplishing PSLOs.	Dept. faculty	Report will be completed each fall, dept. meetings in late fall will set recommendations to be implemented going into the next assessment loop.

## Curriculum Mapping

Program: Humanities

Revised Date: January 31, 2017

### Program Student Learning Outcomes

#### Key

I = Introduced

E = Emphasized

U = Utilized

A = Currently Formally Assessed

Course	PSLO 1	PSLO 2
HUM 103	I, E, U,	I, E, U
HUM 115	I, E, U, A/Essay	I, E, U
HUM 121	I, E, U	I, E, U
HUM 122	I, E, U	I, E, U
HUM 123	I, E, U,	I, E, U

Health and Wellness Program Assessment Plan

Chair: Michelle Hoffer

Program Student Learning Outcomes

Students will accurately assess personal dietary intake and compare it to guidelines and standards.

Curriculum Map

- Embedded questions within the final exam will demonstrate the student has been introduced to the PSLO in HWE 143.
- An assignment is built into the course that will demonstrate the student has had reinforcement of the PSLO in HWE 124.
- A final project with a grading rubric is built into all sections of HWE 100 that reinforces and assesses students have mastered the PSLO.

Outcome	I-Introduced R-Reinforced M-Mastery		
<b>PSLO's for CCD</b>	HWE 100	HWE 124	HWE 143
Students will accurately assess personal dietary intake and compare it to guidelines and standards.	M	R	I

Assessment Schedule

In the end of the spring semester of each year, the program will conduct its annual assessment of its PSLO(s) for the academic year.

Assessment Timeline

A standardized final project with grading rubric is going to be utilized in all sections of HWE 100 to assess the PSLO.

## Benchmarks

The benchmark is for all completers of the certificate to receive at least a three on the rubric and for 70% of all non-certificate completers to receive at least a three.

## Use of Results

During the spring assessment meeting the chair will meet with all invited faculty and adjunct to review the assessment results from the prior year. The chair, faculty, and adjuncts will determine any appropriate changes to either the curriculum or pedagogy for the coming year. The assessment results and any planned actions will be shared with the faculty, adjuncts, and health sciences dean.

## Continuous Improvement of the Assessment Process

During the spring assessment meeting, there will be discussion of the current tools in use and a determine made as to whether the tools warrant any revision. Also, the chair, faculty, and adjunct instructors will determine whether to continue with the current assessment timeline or to make any changes.

**Curriculum Map Certificate in Food, Nutrition and Wellness**

**HWE Department, AY 17-18**

**I-Introduced    R-Reinforced    M-Mastery**

<b>Outcome</b>			
<b>PSLO's for CCD</b>	<b>HWE 100</b>	<b>HWE 124</b>	<b>HWE 143</b>
HWE students will demonstrate daily menu planning for health using whole food principles.	R	I	M
Students will accurately assess personal dietary intake and compare it to guidelines and standards.	<b>M</b>	R	I
Students will demonstrate and apply healthy, whole food meal planning principles to different population groups	I, R	I	M
Students will be able to demonstrate lifestyle (diet, fitness, wellness) modifications for healthy living and prevention of chronic diseases.	I, R	R, M	R, M

\*Met with Katie on 12/20/17

Focus on 1 PSLO each year. Use already built rubrics and artifacts within the courses that can support or help us identify that outcomes are working or need to be re-evaluated. Use this to talk to faculty about ways we can improve things in the classroom to obtain these PSLO's.

How are students doing as a group, how can we make it better. Use samples of artifacts.

How are students doing as a broad question. All students!

Literature Program (Degree with Designation in English) Assessment

Center for Arts & Humanities

Community College of Denver

Jan. 12, 2016 Revised Draft

Contents:

1. LIT Program Student Learning Outcomes
2. LIT Assessment Plan Overview
3. Poetry Interpretation Essay Assessment Tool
4. Poetry Interpretation Essay Rubric (revised)
5. LIT Program Assessment Matrix
6. LIT PSLO Curriculum Map

## **Literature Program Student Learning Outcomes**

PSLO 1: Students will identify and interpret the elements of literary texts.

PSLO 2: Students will interpret texts within their contexts.

1. Students will identify and interpret the elements of literary texts. Specifically:
  - a. Students will identify literary elements using literary terminology.
  - b. Students will articulate the significance of literary elements.
  - c. **“Students will write an interpretative theme statement based on their analysis of the textual elements.”**
  
2. Students will interpret texts within their contexts. Specifically:
  - a. Students will articulate the cultural, political, and economic context of the work and author.
  - b. **Students will articulate significant biographical details of authors’ lives.**
  - c. Students will compose interpretive statements that apply knowledge of the **writer’s context and biography.**

## PROGRAM ASSESSMENT USING POETRY INTERPRETATION ESSAYS

### ***DWD in English (Literature)***

#### **1. PSLOs to focus on:**

**PSLO #1:** *Students will identify and interpret the elements of literary texts. Specifically:*

- a. Students will identify literary elements using literary terminology.*
- b. Students will articulate the significance of literary elements.*
- c. Students will synthesize theories of interpretation of whole texts.*

#### **2. What will you assess?**

Students' ability to perform the PSLOs above in a brief interpretive essay.

#### **3. Assessment Methods**

Essays reviewed and evaluated by departmental committee.

#### **4. Time Frame**

Students will complete essays in the last third of the semester in LIT 115 and LIT 205 courses.

#### **5. Who Will Do the Assessment?**

Department Chair and appointed committee.

#### **6. Type of Feedback.**

At the end of each evaluation, the committee will analyze evaluation data and write a brief report describing the strengths and weaknesses that the essays demonstrate.

#### **7. Closing the Loop**

The department will meet as a whole to discuss findings and develop recommended methods of improving department procedures and curricula.

## LIT 115

### Poetry Assessment

1. Please read the poem, "The Possessive," by Sharon Olds below.
2. Next, please write a 2-3 page essay that interprets the poem's meaning and explains how various poetic techniques such as imagery, metaphor and symbol are used to develop and explore this underlying idea. In your essay's thesis, please identify the poet, the name of the poem, and your statement of the underlying meaning of the poem. Then, in the body of your essay, please analyze the particulars of the poem, quoting specifically wherever possible, to support and develop your interpretation.
3. After you are finished with your essay, please put it in your instructor's dropbox on this site.

#### "The Possessive"

Sharon Olds

1980

My daughter—as if I  
owned her—that girl with the  
hair wispy as a frayed bellpull

has been to the barber, that knife grinder,  
and had the edge of her hair sharpened.

Each strand now cuts  
both ways. The blade of new bangs  
hangs over her red-brown eyes  
like carbon steel.

All the little  
spliced ropes are sliced. The curtain of  
dark paper-cuts veils the face that  
started from next to nothing in my body—

My body. My daughter. I'll have to find  
another word. In her bright helmet  
she looks at me as if across a  
great distance. Distant fires can be  
glimpsed in the resin light of her eyes:

the watch fires of an enemy, a while before  
the war starts.

## LIT 201

### Assessment Prompt

4. Please read the following passage from Book IV of the *Aeneid* below.
5. Next, please write a 2-3 page essay that interprets the passage's meaning and explains how various literary techniques such as imagery, metaphor and symbol are used to develop and explore this underlying idea. In your essay's thesis, please identify the poet, the name of the work, and your statement of the underlying meaning of the passage. Then, in the body of your essay, please analyze the particulars of the passage, quoting specifically as necessary and noting literary devices to support and develop your interpretation.
6. After you are finished with your essay, please put it in your instructor's dropbox on this site.

Straightway Rumor flies through Libya's great cities,  
Rumor, swiftest of all the evils in the world.  
She thrives on speed, stronger for every stride,  
slight with fear at first, soon soaring into the air  
she treads the ground and hides her head in the clouds.  
She is the last, they say, our Mother Earth produced.  
Bursting in rage against the gods, she bore a sister  
for Coeus and Enceladus: Rumor, quicksilver afoot  
and swift on the wing, a monster, horrific, huge  
and under every feather on her body—what a marvel—  
an eye that never sleeps and as many tongues as eyes  
and as many raucous mouths and ears pricked up for news.  
By night she flies aloft, between the earth and sky,  
whirring across the dark, never closing her lids  
in soothing sleep. By day she keeps her watch,  
crouched on a peaked roof or palace turret,  
terrorizing the great cities, clinging as fast  
to her twisted lies as she clings to words of truth.  
Now Rumor is in her glory, filling Africa's ears  
with tale on tale of intrigue, bruited her song  
of facts and falsehoods mingled...  
“Here this Aeneas, born of Trojan blood,  
has arrived in Carthage, and lovely Dido deigns  
to join the man in wedlock. Even now they warm  
the winter, long as it lasts, with obscene desire,  
oblivious to their kingdoms, abject thralls of lust.”

## Literature 205—Ethnic Literature

### Assessment Prompt

7. Please read the poem, “Little Sister Born in this Land,” by Elías Miguel Muñoz (p. 152)
8. Next, please write a 2-3 page essay that interprets the poem’s meaning and explains how various poetic techniques such as imagery, metaphor and symbol are used to develop and explore this underlying idea. In your essay’s thesis, please identify the poet, the name of the poem, and your statement of the underlying meaning of the poem. Then, in the body of your essay, please analyze the particulars of the poem, quoting specifically wherever possible, to support and develop your interpretation.
9. After you are finished with your essay, **please put it in the LIT 205 Assessment shell** on D2L (you will notice this will appear on your choices in the next few days).
10. All essays must be typed and in MLA format with quotations cited in MLA format as well. Essays that do not have MLA citations and/or Works Cited will not be graded.

## LIT 225

### Assessment Prompt

11. Please read the following passage from Act I scene 2 of King Henry IV, Part 1 below.
12. Next, please write a 2-3 page essay that interprets the passage's meaning and explains how various literary techniques such as imagery, metaphor and symbol are used to develop and explore this underlying idea. In your essay's thesis, please identify the poet, the name of the work, and your statement of the underlying meaning of the passage. Then, in the body of your essay, please analyze the particulars of the passage, quoting specifically as necessary and noting literary devices to support and develop your interpretation.
13. After you are finished with your essay, please put it in your instructor's drop box on this site.

I know you all, and will awhile uphold  
The unyoked humour of your idleness:  
Yet herein will I imitate the sun,  
Who doth permit the base contagious clouds  
To smother up his beauty from the world,  
That, when he please again to be himself,  
Being wanted, he may be more wonder'd at,  
By breaking through the foul and ugly mists  
Of vapours that did seem to strangle him.  
If all the year were playing holidays,  
To sport would be as tedious as to work;  
But when they seldom come, they wish'd for come,  
And nothing pleaseth but rare accidents.  
So, when this loose behavior I throw off  
And pay the debt I never promised,  
By how much better than my word I am,  
By so much shall I falsify men's hopes;  
And like bright metal on a sullen ground,  
My reformation, glittering o'er my fault,  
Shall show more goodly and attract more eyes  
Than that which hath no foil to set it off.  
I'll so offend, to make offence a skill;  
Redeeming time when men think least I will.

## LIT Program Assessment Rubric

PSLO 1. Students will identify and interpret the elements of literary texts. Specifically:

- a. Students will identify literary elements using literary terminology.
- b. Students will articulate the significance of literary elements.
- c. Students will write an interpretative theme statement based on their analysis of the textual elements.

	Exemplary Demonstration of Outcome	Outcome Demonstrated	Outcome Developing	Zero to minimal evidence of progress toward outcome
Students will identify literary elements using literary terminology.	Specific, precisely accurate, and thorough identification of literary terminology demonstrated	Literary terms are used to identify multiple elements, and are most often used precisely.	Literary terms are used to identify multiple elements, but command of terms is imprecise.	Literary terms absent or used entirely inaccurately.
Students will articulate the significance of literary elements.	Connections between literary elements and articulations of their significance are clear. Statements of the significance of literary elements are coherent, relevant, and supported by text-based evidence/analysis.	Statements of the significance of literary elements always or almost always present, coherent, relevant, and supported.	Statements of the significance of literary elements are usually present and generally coherent, but include some imprecision, vagueness, or inadequate support.	Statements of the significance of literary elements absent, consistently incoherent, or unsupported.
Students will write an interpretative theme statement based on their analysis of the textual elements.	Theme statement present, coherent, and supported by multiple pieces of relevant, insightfully analyzed text-based evidence.	Theme statement present, coherent, and adequately supported by text-based evidence/analysis.	Theme statement at least implied and supported by some evidence.	Theme statement absent, utterly incoherent, or entirely unsupported.

Assessment Process Matrix

Assessment Process	What	Who will conduct it	When
Preparation	Develop assessment plan, distribute previously developed poetry essay assessment tool to instructors of LIT 115 & 205, form LIT program assessment team from dept. faculty. Revision of these materials is ongoing and will be revisited in dept. meetings each fall and spring.	Dept. faculty	Fall 2015/ongoing revision
Data Collection	Poetry interpretation essays from all sections of LIT 115 & 205 will be collected via D2L dropbox	Instructors of 115 & 205 deliver instructions and materials to students, students submit completed essays to D2L	This will happen by the end of each fall semester (eventually outcomes and courses will rotate)
Analysis	Each spring, LIT program assessment committee faculty (full time and adjunct) will score essays using the rubric we've developed, producing qualitative data.	Dept. faculty (program assessment committee)	This will happen early in each spring semester
Reporting/Use	The LIT program assessment committee will produce a report including scoring data and discussion of trends/patterns in data. The LIT dept. will meet to discuss the report and recommend changes to procedures, curricula, or suggest best practices to best support student success in accomplishing PSLOs.	Dept. faculty	Report will be completed each spring, dept. meetings in late spring and early fall will set recommendations to be implemented going into the next assessment loop.

## Curriculum Mapping

Program: Literature

Revised Date: 15 Sept. 2015

### Program Student Learning Outcomes

#### Key

I = Introduced

E = Emphasized

U = Utilized

A = Currently Formally Assessed

Course	PSLO 1	PSLO 2
LIT 115	I, E, U, A / Essay	I, E, U
LIT 126	I, E, U	I, E, U
LIT 201	I, E, U	I, E, U
LIT 202	I, E, U	I, E, U
LIT 205	I, E, U, A / Essay	I, E, U
LIT 225	I, E, U	I, E, U
LIT 246	I, E, U	I, E, U
LIT 259	I, E, U	I, E, U

## Geography Assessment Plan

### Program Student Learning Outcomes:

1. Each student will demonstrate, the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.
2. Each student will acquire an understanding of and appreciation for the relationship between geography and culture.
3. Each student will read, interpret, and generate maps and other geographic representations as well as extract, analyze, and present information from a spatial perspective.
4. Each student will demonstrate an understanding the interconnection between people and places and show a general comprehension of how variations in culture and personal experiences may affect our perception and management of places and regions.
5. Each student will demonstrate a general understanding of cultural geographic processes, the global distribution of cultural mosaics.
6. Each student will show an understanding of global human population patterns, factors influencing the distribution and mobility of human populations including settlement and economic activities and networks, and human impacts on the physical environment.
7. Each student will be able to think in spatial terms to explain what has occurred in the past as well as using geographic principles to understand the present and plan for the future.

### Institutional Learning Outcomes:

A CCD graduate is a **Complex Thinker**. Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning. PSLO: 1, 3 4, 5, 6, 7

A CCD graduate is an **Effective Communicator**. Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective writing and oral communication in academic, public, and professional discourse. PSLO: 1

A CCD graduate is **Globally Aware**. Students will consider the interconnectedness of our community and world; they will understand how cultural differences (such as beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environmental, technological, and economic impacts of their actions. PSLO: 2, 3, 4, 5, 6, 7

**Curriculum Map**

Course	PSLO	ISLO	Assessment
GEO 105	ALL	ALL	ALL
GEO 106	ALL	ALL	ALL

**Schedule for Assessment:**

During weeks 13-15 Fall, Spring, and Summer semesters

**Methods of Assessment for Each Outcome**

**GEORGRAPHY DEPARTMENT –WRITNG ASSESSMENT**

In an in-class essay format, compare and contrast how a person living in an urban area of North America would be impacted by Globalization with a person living in a rural area of Southeast Asia”

**Prompt & Grading Rubric for GEO Assessment**

**Student Prompt**

In an in-class essay format, compare and contrast how a person living in an urban area of North America would be impacted by Globalization with a person living in a rural area of Southeast Asia”

**Excellent Response –9, 8, 7**

**Score Range: Excellent—all criteria must be true**

**Accuracy:** The student consistently integrates the cultural and social context accurately.

**Broader Significance:** The student consistently and thoughtfully indicates the broader cultural and social significance by explaining its causes, effects, or other broader implications.

**Competent Response—6, 5, 4**

**Score Range: Moderate--most criteria must be true**

**Accuracy:** The student often but not consistently integrates the cultural and social context accurately.

**Broader Significance:** The student often attempts to indicate the broader cultural significance of by explaining its causes, effects, or other broader implications. The work does, however, imply an adequate mastery of the material.

### **Unsuccessful Response 3, 2, 1**

**Score Range: Unsuccessful —most criteria must be true**

**Accuracy:** The student often does not identify the social and cultural context accurately.

**Broader Significance:** The student either does not attempt to indicate the broader cultural significance or, what he or she does attempt is fragmented, illogical or inaccurate. Overall, the work does not imply an adequate mastery of the material.

### **Timeline for Assessing Each Outcome:**

We assess the outcomes in each history course sometime during weeks 13-15 of the semester. We do this to ensure that the data gleaned will be meaningful for future course-wide discussions and decisions. This also allows the instructors some flexibility in administering, including giving them the option of using it as their final (either all or part). We offer the students some form of points so that the students will take the assessment seriously (again so that the data will be meaningful). We allow the students the same amount of time for the exercise (45 minutes) again for the same reason. Variance of times would not provide usable data. The artifacts are collected by the instructors, and forwarded to the department chair for storage.

### **Benchmarks for the outcomes to be assessed:**

There are three levels of performance in our assessment, excellent, competent, and unsuccessful. While our goal is that each student is able to perform at least at the competent level, experience has taught that there will be some for a variety of reasons (tired, don't care, won't pass, test anxiety, learning disabilities, ill, apathy, lack of previous academic experience / success, etc.), that 20-25% at "unsuccessful" 35-40% "competent," 30-35% "excellent."

### **Description of How Data Will Be Used:**

We meet as a department within the first week following the conclusion of the semester being assessed. We divide the artifacts amongst the faculty (full-time and part-time) no faculty is allowed to review artifacts from their own courses --- student information is redacted to allow for a blind reading of the artifacts. Each artifact is assigned a rating by the rating faculty member. If there is doubt as to the placement of the artifact amongst the three categories, a second faculty member blindly reads and places their rating; If need be, a third member reads and rates the category determined by two of the rating members reveals where the artifact will be placed.

Once the artifacts have been rated, we as a department discuss what we have learned, what our students need (based on the findings) and what strategies, to meet those needs we may wish to implement, or whether or not we wish to gather more data (the following semester) to see whether or not a given semester is an outlier, or if it is a trend that we need to address.

**Description of Continuous Process Improvement:**

We meet together often, and assessment is always a topic of conversation and consideration. We care deeply about what our students are learning and how they are learning it. We assess regularly throughout the academic year and use the data to make informed, data-driven decisions about strategies to strengthen areas of instruction

# **The Community College of Denver**

## **Graphic Design Program**

### **Student Learning Outcomes**

John Kjos, Chair, Graphic Design Program

#### **PSLO 1. Personally Responsible**

- Create design projects that meet sequential deadlines and the specific production/craft requirements.

#### **PSLO 2. Effective Communicator**

- Articulate in a clear and concise manner a wide range of design solutions visually and verbally.

#### **PSLO 3. Effective/Ethical use of Technology**

- Create design projects that demonstrate a high level of skill using a variety of software applications.

#### **PSLO 4. Creative Problem Solver**

- Demonstrate a diverse range of design concepts across a broad range of communications projects.

## CCD Graphic Design Curriculum Mapping Matrix Outcomes and Assessment Linked to Curriculum

I = Introduced  
E = Emphasized  
U = Utilized  
A = Formally Assessed

### Assessment Measure

P = Project  
E = Exam

### CCD MGD Graphic Design Program

Outcomes	MGD	MGD	MGD	MGD*	MGD	MGD
	101	116	105	111/12/14 203	289	
Personally Responsible	I P&E	E P	E&U P	I&U	P&E	U P A P&A
Effective Communicator	I P&E	E P	U P	U P	U P&A	A P&A
Effective&Ethical Technology	I P&E	E P&E	E P	E&U P&E	U P	A P&A
Creative Problem Solver	I P&E	I P&E	E P	U P	E&U P&A	A P&A

\*Please note; I've combined the software programs Adobe Photo Shop, Illustrator, and InDesign

## **CCD Timeline for Graphic Design Program Level Assessment Plan**

### **Year One**

#### **Fall Semester**

Preparation and Data Collection

Complete PSLOs

Map Outcomes

Strategies and 3-year plan

#### **Spring Semester**

Data Collection

Analysis of PSLO # 1 & 2 in select classes

### **Year Two**

#### **Fall Semester**

Data Collection

Assessment and reflection of PSLO # 1 & 2

Analysis of PSLO # 3 & 4 in select classes

#### **Spring Semester**

Data Collection

Assessment and reflection of PSLO # 3 & 4

Draft program level report form

### **Year Three**

#### **Fall Semester**

Data Collection

Assessment and reflection of PSLO # 1, 2, 3, & 4

Draft program level report form

Preliminary program level review

#### **Spring Semester**

Data Collection

Program reviews, discussion, & analysis

Deliver program level report form

Review and critique program level assessment  
process, procedures, and results.

## History Assessment Plan

### Program Student Learning Outcomes:

1. Each student will demonstrate, the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.
2. Each student will demonstrate the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.
3. Each student will distinguish between primary and secondary sources and identify and evaluate evidence.
4. Each student will demonstrate their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.

### Institutional Learning Outcomes:

A CCD graduate is a **Complex Thinker**. Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning. PSLO: 1, 2, 4

A CCD graduate is an **Effective Communicator**. Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective writing and oral communication in academic, public, and professional discourse. PSLO: 1

A CCD graduate is **Globally Aware**. Students will consider the interconnectedness of our community and world; they will understand how cultural differences (such as beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environmental, technological, and economic impacts of their actions. PSLO: 2, 3, 4

### Schedule for Assessment:

During weeks 13-15 Fall, Spring, and Summer semesters

## **Methods of Assessment for Each Outcome**

### **HISTORY DEPARTMENT –WRITNG ASSESSMENT**

In an essay format **compare and contrast** the two primary sources and place them in the historical context. In other words tell me who the author is, what is he/she getting at? Do more than just summarize, make connections. How does this relate to historical concepts and / or events we have discussed in class?

#### **Prompt & Grading Rubric for HIS Assessment**

##### **Student Prompt**

In an essay format **compare and contrast** the two primary sources and place them in the historical context. In other words tell me who the author is, what is he/she getting at? Do more than just summarize, make connections. How does this relate to historical concepts and / or events we have discussed in class?

#### **Excellent Response –9, 8, 7**

##### **Score Range: Excellent—all criteria must be true**

**Accuracy:** The student consistently analyzes the primary sources within its cultural context accurately.

**Broader Significance:** The student consistently and thoughtfully indicates the broader cultural significance of the primary sources by explaining its causes, effects, or other broader implications.

#### **Competent Response—6, 5, 4**

##### **Score Range: Moderate--most criteria must be true**

**Accuracy:** The student often but not consistently analyzes the primary sources within its cultural context accurately.

**Broader Significance:** The student often attempts to analyze the primary sources within the broader cultural significance of the term, but these attempts often lack precision. The work does, however, imply an adequate mastery of the material.

#### **Unsuccessful Response 3, 2, 1**

##### **Score Range: Unsuccessful —most criteria must be true**

**Accuracy:** The student often does not analyze the primary sources within its cultural context accurately.

**Broader Significance:** The student either does not attempt to analyze the primary sources within the broader cultural significance or, what he or she does attempt is fragmented, illogical or inaccurate. Overall, the work does not imply an adequate mastery of the material.

### **Timeline for Assessing Each Outcome:**

We assess the outcomes in each history course sometime during weeks 13-15 of the semester. We do this to ensure that the data gleaned will be meaningful for future course-wide discussions and decisions. This also allows the instructors some flexibility in administering, including giving them the option of using it as their final (either all or part). We offer the students some form of points so that the students will take the assessment seriously (again so that the data will be meaningful). We allow the students the same amount of time for the exercise (45 minutes) again for the same reason. Variance of times would not provide usable data. The artifacts are collected by the instructors, and forwarded to the department chair for storage.

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We meet as a department within the first week following the conclusion of the semester being assessed. We divide the artifacts amongst the faculty (full-time and part-time) no faculty is allowed to review artifacts from their own courses --- student information is redacted to allow for a blind reading of the artifacts. Each artifact is assigned a rating by the rating faculty member. If there is doubt as to the placement of the artifact amongst the three categories, a second faculty member blindly reads and places their rating; If need be, a third member reads and rates the category determined by two of the rating members reveals where the artifact will be placed.

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# Human Services Program

PROGRAM LEVEL ASSESSMENT PLAN  
COMMUNITY COLLEGE OF DENVER

## Table of Contents

CCD Institutional Outcomes

HSE Program Mission Statement

Curriculum

Requirements for Program Degree

- Certificate
- AAS Transfer degree “pre-social work” track
- AAS Human Services Transfer degree

## **Institutional Outcomes**

### **A CCD graduate is a Numeric Thinker**

Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; they will interpret and draw inferences from data and mathematical models; they are able to represent mathematical information symbolically, graphically, numerically, and verbally.

### **A CCD graduate is Personally Responsible.**

Students will incorporate ethical reasoning into action; they will explore and articulate the values of professionalism in personal decision-making. They exemplify dependability, honesty, trustworthiness, and accept personal accountability for their choices and actions. Students will exhibit self-reliant behaviors, including: managing time effectively, accepting supervision and direction as needed, perseverance, valuing contributions of others, and holding themselves accountable for obligations.

### **A CCD graduate is Globally Aware.**

Students will consider the interconnectedness of our community and world; They will understand how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environment, technological, and economic impacts of their actions.

### **A CCD graduate is an Effective Communicator.**

Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; Students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective written and oral communication in academic, public, and professional discourse.

### **A CCD graduate is a Complex Thinker.**

Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.

### **A CCD graduate is Effective and Ethical User of Technology.**

Students will exhibit technological literacy and the skills to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

## **Overview of the Human Services Program**

### **A. Mission**

To provide a learning environment that includes the opportunity for the development of a comprehensive understanding of the theoretical concepts of the behavioral sciences disciplines and their appropriate application in real life settings through practicum experiences and to assure that this environment is one wherein students have an opportunity to develop themselves to a fuller (or their fullest) potential for the purpose of serving more effectively themselves, their profession and the community within the context of valuing academic excellence and diversity in the society.

### **B. Instructional Philosophy**

The faculty serve in the capacity of catalyst, leaders and agents for change, and provide guidance through transitions that students, colleagues and the institution must make in order to achieve the mission.

### **C. Goals**

1. To facilitate the development of individuals who are academically competent and demonstrate excellence in the application of foundation theoretical concepts related to Human Services disciplines.
2. To enhance the character qualities of self-determination, persistence and commitment of service to self and community.
3. To provide an opportunity for individuals to grow beyond the expertise of the faculty and develop their own visions for change in the pursuit of excellence in a manner that is proactive and responsive to the needs of the community and its people.

## **B. Curriculum**

### **A. Description of Certificate and AAS Degrees**

The Human Services program offers three degree options:

- Residential Aid/Case Management Certificate, 25 credits
- Associate of Applied Science Human Services Transfer degree, 61 credits
- Associate of Applied Science Human Services Pre-Social Work, 63 credits

The following are general educational core and major requirements for the degrees:

**Certificate, 25 Credits Total**

**General Education Requirements: 6 credits**

Students must select a minimum of 6 credits from the general education guaranteed transfer (GT) core classes. Most of these courses may be used to fulfill general education requirements for both of the Associate of Applied Sciences degrees in Human Services. For applicability please consult with your program advisor. (Recommended Courses: ENG 121 and PSY 101, PSY 235 or SOC 101)

**Major Requirements: 19 credits**

HSE 106 – Survey of Human Services	3 credits
HSE 107 – Interviewing Principles and Practices	3 credits
HSE 108 – Therapeutic Systems	3 credits
HSE 188 – Human Services Practicum I	4 credits
HSE 209 – Crisis Theory and Intervention	3 credits
HSE Elective – One additional HSE course – student’s choice	3 credits

**Associate of Applied Science TRANSFER, 61 Credits Total**

**General Education Requirements: 31 credits**

ENG 121 and ENG 122 – English Composition I and II	6 credits
Physical/Life Science with a lab	4 credits
Social/Behavioral Sciences GT:SS3 (PSY, SOC, or ANT recommended)	3 credits
Social/Behavioral Sciences GT:SS1 or SS2 Course	3 credits
History – Choose from HIS 101, 102, 111, 112, 244, 247, 255	3 credits
MAT 120 – Math for Liberal Arts or higher (MAT 135 recommended)	3 credits
COM 115 or 125 – Public Speaking or Interpersonal Communication	3 credits
Arts/Humanities Courses (any two GT: AH classes)	6 credits

**Major Requirements: 30 credits**

HSE 106 – Survey of Human Services	3 credits
HSE 107 – Interviewing Principles and Practices	3 credits
HSE 108 – Therapeutic Systems	3 credits
HSE 188 – Human Services Practicum I	4 credits
HSE 205 – Human Services for Groups	3 credits
HSE 206 – Human Services for Families	3 credits
HSE 288 – Human Services Practicum II	4 credits
HSE 289 – Human Services Practicum III	7 credits

**Associate of Applied Science Pre-Social Work, 63 Credits Total**

**General Education Requirements: 35 credits**

ENG 121 and ENG 122 – English Composition I and II	6 credits
MAT 135 – Career Math or higher college level mathematics	3 credits
Physical/Life Science with a lab	4 credits
BIO 105 – Science of Biology with Lab	4 credits
COM 115 or 125 – Public Speaking or Interpersonal Communication	3 credits
PSY 101 and PSY 102 (Social/Behavioral Sciences)	6 credits
History – Choose from HIS 101 or 102	3 credits
Arts/Humanities Courses (any two GT: AH classes)	6 credits

<b>Major Requirements:</b>	<b>28 credits</b>
HSE 105 – Introduction to Social Welfare	3 credits
HSE 106 – Survey of Human Services	3 credits
HSE 107 – Interviewing Principles and Practices	3 credits
HSE 108 – Therapeutic Systems	3 credits
HSE 188 – Human Services Practicum I	4 credits
HSE 205 – Human Services for Groups	3 credits
HSE 206 – Human Services for Families	3 credits
POS 111 – American Government	3 credits
SOC 101 <u>or</u> ANT 101 – Intro to Sociology <u>or</u> Cultural Anthropology	3 credits

## Program Assessment

- 1) **Demonstrate awareness of one’s own culture and impact it may have on clients**
- 2) **Demonstrate knowledge of and application of the Human Services Code of Ethics in practice**
- 3) **Demonstrate group facilitation skills**

**Curriculum Mapping: Linking Outcomes to the Curriculum  
 Assessment Matrix: Linking Objectives to the Curriculum**

**Key:**

**I= Introduced**

**P= Practiced**

**M= Mastered**

<b>Program Name:</b>	<b>Course Numbers/Program Requirements or Options:</b>
----------------------	--

<b>Outcomes</b>	<b>HSE 105</b>	<b>HSE 106</b>	<b>HSE 107</b>	<b>HSE 108</b>	<b>HSE 188/288</b>	<b>HSE 205</b>	<b>HSE 206</b>
<b>Demonstrate awareness of one’s own culture and impact it may have on clients</b>	<b>I paper</b>	<b>I, P Paper and presentation</b>	<b>P Interview</b>	<b>P Presentation</b>	<b>P, M Reflection paper Practicum evaluations</b>	<b>P, M Small group facilitation Paper</b>	<b>P, M Papers genogram</b>
<b>Demonstrate knowledge of and application of the Human Services Code of Ethics in practice</b>		<b>I, P Papers Case scenarios</b>	<b>P Interview</b>	<b>P Presentation</b>	<b>P, M Reflection papers Practicum evaluations</b>	<b>P, M Small group facilitation</b>	<b>P, M Paper</b>
<b>Demonstrate group facilitation skills</b>	<b>I, P Group project</b>			<b>P Group presentation</b>	<b>P, M Group facilitation</b>	<b>P, M Group facilitation</b>	

## Analytic Rubric

<b>Frequencies</b>	<b>Needs Improvement</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>Demonstrate awareness of one's own culture and impact it may have on clients</b>			
<b>Demonstrate knowledge of and application of the Human Services Code of Ethics in practice</b>			
<b>Demonstrate group facilitation skills</b>			

Preparation	Departmental discussions regarding PSLO's	Complete PSLO statement map outcomes to current curriculum		Develop assessment strategies and 4-year plan
<b>Year Two</b>				
Data Collection		Data collection course embedded assessment tools		Data collection course embedded assessment tools
Analysis		Analytic rubric		Analytic rubric
Reporting/Use				Initial program report
<b>Year Three</b>				
		Data collection course embedded assessment tools		Data collection course embedded assessment tools
Analysis		Analytic rubric		Analytic rubric
Reporting/Use	review of results year 1			2-year report
<b>Year Four</b>				
Data Collection		Data collection course embedded assessment tools		Data collection course embedded assessment tools
Analysis		Analytic rubric		Analytic rubric
Reporting/Use		review of year 2 revise PSLOs as needed		complete program report and recommendations

Five Year Assessment Plan  
MACHINE TECHNOLOGIES  
Community College of Denver  
Eric Miller, Chair  
June 2018

## Mission and Goals

The machine technologies program will produce CNC machinists who are well prepared for current industry needs and will be recognized as attending the premiere training facility in Colorado for CNC machining.

This mission ensures that students who desire to be CNC machinists can achieve that goal in alignment with our college mission.

## Program Student Learning Outcomes

1. Students will know and explain the material removal process for product creation.
2. Students will create accurate products through the usage of machine tool equipment.
3. Students will inspect the accuracy of products created through a material removal process.

These PSLOs are verbally explained in each class and will be incorporated into every class D2L shell ensuring that all faculty, instructors, and students are well versed.

## Curriculum Map

Associate of Applied Science Degree:

PSLO	MAC 100	MAC 101	MAC 102	MAC 110	MAC 120	MAC 201	MAC 205	CAD 101	MAC 145	MAC 111 OR 202	MAC 121 OR 206	MAC 240	MAC 245	MAC 250	MAC 252
1	SR	I		E	E	E	E			U	U	U	U		I
2	SR	I	I	E	E	E	E		I	U	U	U	U	E	I
3	SR	I	I	E	E	E	E			E	E	E	E	U	U

Key

SR = Special topic requirement

I = Introduced

E = Emphasized

U = Utilized

A = Currently Formally Assessed

## Assessment Methods

1. *Students will know and explain the material removal process for product creation*
  - o Students will have the knowledge and theory of how the products are produced using machine technology equipment which will be assessed through written assignments and exams.
  
2. *Students will create accurate products through the usage of machine tool equipment*
  - o Each product has a tolerance level for each dimension, and the rubric is designed to subtract points for each failure to meet the acceptable tolerance level.
  
3. *Students inspect the accuracy of products created through a material removal process*
  - o Specialized inspection equipment is used to ensure the quality of the products they produce.

Here is a sample rubric that may be used.

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exceeds</b>
Knowledge of Process (PSLO 1)	Student is unable to explain the theory of material removal.	Student can explain the basic theory of material removal through the machining process.	Student is able to communicate in written form exceptional knowledge of the material removal process.

Machine Tool Use (PSLO 2)	Unable to produce an accurate part with the use of the machine tools.	Creation of a part within requested tolerance of project.	Creation of part within requested tolerance of project swiftly and without any assistance at all.
Support Equipment (PSLO 3)	Unable to appropriately use support equipment in the process of creating or evaluating a product.	Able to demonstrate accurate use of support equipment in the process of creating or evaluating a product.	Able to teach other students the accurate use of support equipment in the process of creation and evaluation of a product.

## Time Table

FY19 - PSLO 2 has the easiest direct measurement as it involves the assessment of a produced object. The machining program will begin with this PSLO as it trains all faculty and instructors in assessment.

FY20 – PSLO 3 will be evaluated after our quality lab is in place and running for at least one year.

FY21 – PSLO 1 will be evaluate in year three as the program anticipates a greater number of adjunct instructors who quality of instruction will need to be evaluated.

The program will then evaluate the next cycle.

Both faculty and instructors will be involved in artifact collection and assessment, and will together create an improvement plan based on the data. Students will be aware of the philosophy of program assessment and how their artifacts may be used.

## Assessment Results

Assessment results will be used to improve teaching methods and curriculum development to ensure that students meet the program student learning outcomes and are able to gain employment in their chosen field of study.

## Continuous Improvement

The Chair will maintain responsibility of the assessment process with appropriate input of the dean and director. At the end of each semester, the assessment plan will be reviewed to ensure its continuing effectiveness for machine technologies.

# Linking PSLOs, Assessment Methods, and Reports/Use Mammography 2017-2018 AY

Community College of Denver

## **Mammography Program**

Lori Yost, Chair

Fall 2017

# Linking PSLOs, Assessment Methods, and Reports/Use Mammography 2017-2018 AY

## Mission of the Program

The mission of the Mammography Certificate Program within the Radiologic Sciences Program, is to pledge to provide the health care community with ethical, competent, and professional mammography technologists.

## Program Student Learning Outcomes

In the mammography program, all program student learning outcomes (PSLO) are mapped to CCD's institutional outcomes as shown below.

**PSLO 1:** Mammography students will identify the components of the imaging equipment. They will apply their knowledge through an online test which includes specific questions about the function and purpose of each part of the equipment. (mapped to ethical and effective users of technology)

**PSLO 2:** Mammography students will demonstrate evidence of complex thinking skills through a comprehensive case study that starts with the scheduling of a patient, preparation, applied protocols, image acquisition, examination review, pathology, and reporting, interventional procedures, to final prognosis. (mapped to complex thinking)

**PSLO 3:** Mammography students will effectively communicate with patients and families, radiologists, peer technologists, and other departmental personnel to acquire adequate diagnostic images for an appropriate diagnosis. (mapped to effective communicator)

# Linking PSLOs, Assessment Methods, and Reports/Use Mammography 2017-2018 AY

## Curriculum Map

	RTE 250 Mammography	RTE 291 Mammography Internship I	RTE Mammography Internship II	RTE 291 Mammography Internship III if applicable	RTE 291 Mammography Internship IV if applicable	RTE 291 Mammography Internship V if applicable
<p><b>1. Complex Thinker</b> Mammography students will demonstrate critical thinking and problem solving skills through image analysis, construction of protocols and processes, and image acquisition based on patient variables.</p>	I E A	I E A	E C A	N/C or C	N/A or C	N/A or C
<p><b>2. Effective and Ethical User of Technology</b> Mammography students will exhibit technical literacy of mammography equipment and accompanying technology used in image</p>	I E A	I E A	E C A	N/C or C	N/C or C	N/C or C

## Linking PSLOs, Assessment Methods, and Reports/Use Mammography 2017-2018 AY

evaluation and quality assurance procedures.						
<b>3. Effective Communicator</b> Mammography students will effectively communicate with patients and families, radiologists, peer technologists, and other departmental personnel to acquire adequate diagnostic images for an appropriate diagnosis.	<b>I E</b> <b>A</b>	<b>I E</b> <b>A</b>	<b>E C</b>	<b>N/C</b> <b>or C</b>	<b>N/C</b> <b>or C</b>	<b>N/C</b> <b>or C</b>

Key :

I + Introduced

E= Emphasized

C= Competent

A= Currently Formally Assessed

N-not applicable

# Linking PSLOs, Assessment Methods, and Reports/Use Mammography 2017-2018 AY

## Assessment Plan

Below is a table of how each PSLO is assessed and how the results are reported.

PSLO	Assessment measure, how?	Population, whom?	Reporting
<p>1. Mammography students will identify the components of the imaging equipment They will apply their knowledge through an online test which includes specific questions about the function and purpose of each part of the equipment.</p>	<p>RTE 250 Mammography will use a formative assessment to measure this learning outcome. The online course will present a topical exam which must be completed with 80% to progress. The number of attempts will be measured for this outcome.                      RTE 291 Internships will use a Professional Development Assessment tool to measure the clinical skill and use of the mammography equipment. The section used in the evaluation has a</p>	<p>Mammography certificate students. These students are registered through the American Registry of Radiologic Technologists (ARRT) and are obtaining post-primary certification.</p>	<p>Mammography Program Coordinator/ Instructor will evaluate the outcomes which could lead to a change in curriculum if warranted.                       Results will be discussed with the RTE Advisory Board</p>

**Linking PSLOs, Assessment Methods, and Reports/Use Mammography 2017-2018 AY**

	value of 10 points. The scores from this tool will be averaged over the number of times it was used. The benchmark is 8/10.		
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## Linking PSLOs, Assessment Methods, and Reports/Use Mammography 2017-2018 AY

<b>PSLO</b>	<b>Assessment measure, how?</b>	<b>Population, whom?</b>	<b>Reporting</b>
<p>2. Mammography students will demonstrate evidence of complex thinking skills through a comprehensive case study that starts with the scheduling of a patient, preparation, applied protocols, image acquisition, examination review, pathology, and reporting, interventional procedures, to final prognosis.</p>	<p>RTE 291 Internship I, will use an image quality evaluation tool completed by the student and the clinical instructor independently, then will be compared. The scores will be compared for similarities and differences. Overall scores will be evaluated for positioning accuracy, as well as differences between the student and instructor to evaluate image criteria application. RTE 291 Internship II Case Study graded with rubric which is a final evaluation to demonstrate program competency.</p>	<p>Mammography certificate students. These students are registered through the American Registry of Radiologic Technologists (ARRT) and are obtaining post-primary certification.</p>	<p>Mammography Program Coordinator/ Instructor will evaluate the RTE 291 outcome which could lead to a change in curriculum if warranted. The Mammography Coordinator will evaluate the outcome of the final case study project which could lead to a change in curriculum if warranted.</p> <p>Results will be discussed with the RTE Advisory Board</p>

## Linking PSLOs, Assessment Methods, and Reports/Use Mammography 2017-2018 AY

<b>PSLO</b>	<b>Assessment measure, how?</b>	<b>Population, whom?</b>	<b>Reporting</b>
<p>3. Mammography students will effectively communicate with patients and families, radiologists, peer technologists, and other departmental personnel to acquire adequate diagnostic images for an appropriate diagnosis.</p>	<p>RTE 250 uses an embedded section of questions in an online exam on the topic of patient history and communication. These scores will be averaged. A benchmark has not been set since this is the first use of this online course. RTE 291 will use the professional development assessment tool, the sections related to patient care will be scored and averaged and are valued at 30 points. 24/30 points are required to progress.</p>	<p>Mammography certificate students. These students are registered through the American Registry of Radiologic Technologists (ARRT) and are obtaining post-primary certification.</p>	<p>Mammography Program Coordinator/ Instructor will evaluate the RTE 291 outcome which could lead to a change in curriculum if warranted. The Mammography Coordinator will evaluate the outcome of the final case study project which could lead to a change in curriculum if warranted.</p> <p>Results will be discussed with the RTE Advisory Board</p>

## Linking PSLOs, Assessment Methods, and Reports/Use Mammography 2017-2018 AY

### Time Line (Schedule) of when each will be assessed

**Mammography PSLO 1** First semester (didactic course RTE 250) and during the first and second internships, which occur consecutively after the didactic course is successfully completed.

**Mammography PSLO 2** First and second, or final internship, whichever comes first as determined by the mammography lead/clinical coordinator.

**Mammography PSLO 3** First semester (didactic course RTE 250) and during the first and second internships, which occur consecutively after the didactic course is successfully completed.

### What do you do with the results – how do you use them to improve the program?

The collected data trends and results are discussed with the RTE faculty during the RTE Assessment meetings that occur twice a semester in early fall and late spring. Next, a report is written by the RTE Program Director during the summer semester that includes the trends and benchmarks. The results are also discussed at the monthly faculty/clinical instructor meetings and changes are made as necessary, to the course, the assessment rubric, or the program, either immediately or applied in the following academic year.

The written report, which includes recommendations or changes, is shared with the RTE Advisory Board members through email early fall semester with any solicited comments. The prior year plan results are discussed at the Fall Advisory Board meeting, as well as the current plan, with any revisions for the next academic year.

The 2017-18 AY is the first cycle for these PSLO's and will be assessed for a three year cycle to check for trends and benchmark attainment, which could include modifications. When the loop is closed, other assessments will be developed.

## **Medical Assistant Program Assessment Plan**

**Chair: Derek Patton, MBS, CCMA, CNA**

### **Program Student Learning Outcomes**

Graduates of CCD's Medical Assistant Program will:

1. Provide patient care in accordance with regulations, policies, laws, and patient rights.
2. Be effective communicators, in both the oral and written form, with patients and all members of the healthcare team ensuring that confidentiality and all legal and ethical principles are followed.
3. Demonstrate professionalism in healthcare setting
4. Demonstrate safety and emergency practices in healthcare setting
5. Perform medical laboratory procedures.
6. Perform medical office administrative functions.

## Curriculum Map

**I-Introduced; R-Reinforced; M-Mastery; A-Assessed**

PSLOs	HPR 106	MOT 125	MAP 110	MOT 130	HPR 108	MAP 120	MOT 133	MOT 181	MAP 140	MOT 135	MAP 138	MOT 182	MAP 189	MAERB Competencies
Provide patient care in accordance with regulations, policies, laws, and patient rights.	I		I	R		R		A	M		M	A	M	I.P.1.a-d; I.P.4.a-f; I.P.5-7; III.P.1-3; V.P.1.a-c, 2; I.P.8; X.P.3; I.P.8
Be effective communicators, in both the oral and written form, with patients and all members of the healthcare team ensuring that confidentiality and all legal and ethical principles are followed.	I		I	I	I	R		A	M		M	A	M	V.P.1-5; V.P.8 and 11
Demonstrate professionalism in healthcare setting.	I		I	I	I	R		A	M		M	A		X.P.2.a-b; V.P.5.a-c; V.A.3.a-f; V.P.6; XI.P.2
Demonstrate safety and emergency practices in healthcare setting.		I					I	A	M	I	M	A		XII.P.5; XII.P.2.b; I.P.12; I.P.13.a-f
Perform medical laboratory procedures.		I					I		M	I	M	A		I.P.11.a-e; II.P.2; I.P.10
Perform medical office administrative functions.			I	I		R		A				A		VI.P.1; VI.P.3-4; VII.P.1.a-c; VII.P.1-3; IX.P.1; IX.P.2

### **Assessment Schedule**

The assessment process will begin the fall semester of each new cohort and data collection will occur based on the previous cohort. With the collection of data, the assessment will take place on an annual basis to reflect on the previous year's cohort and the selected PSLO for that academic year.

### **Assessment Timeline**

The Medical Assistant program currently has 6 PSLOs. We will assess each PSLO over the course of two cohorts (2 academic years). Every subsequent two years, we will assess the next PSLO, in order (1, 2, 3 and so forth).

### **Benchmarks**

All medical assistant students should obtain an 80% or higher on the MAERB standards as identified in the curriculum map and according to the 2015 Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting.

### **Use of Results**

During the annual assessment meeting the chair will meet with the medical assisting advisory board members, faculty, instructors, graduates (as identified on the advisory board) and current students (as identified on the advisory board) to review the assessment results from the prior year's cohort. The chair, faculty, and instructors will determine any appropriate changes to either the curriculum or pedagogy for the coming year. The assessment results and any planned actions will be shared with the all stakeholders of the medical assistant program including advisory board members, employers, graduates and the administration of the Community College of Denver.

### **Continuous Improvement of the Assessment Process**

During the annual assessment meeting, there will be discussion of the current tools in use and determine as to whether the tools warrant any revision. Also, the chair, faculty, and instructors will determine whether to continue with the current assessment timeline or to make any changes.

# Mathematics Program Assessment Plan

## Our Vision

The Center for Math & Science is a world-class center teaching our students how to use knowledge in the areas of Science, Technology, Engineering, and Mathematics (STEM) for ongoing participation in the workforce, transfer studies, and the world at large.

## Our Mission

CCD's Center for Math & Science prepares intellectually confident students to apply STEM concepts in the global community. We provide a rich academic foundation in a supportive setting, including accessible, highly qualified faculty and state of the art learning environments. Rigorous, affordable, convenient: start here to go anywhere.

## Introduction

The CCD mathematics faculty designed an assessment plan which is best suited for a young degree program in a growing institution improving student learning outcomes.

The assessment team used resources from the Mathematics Association of America (MAA) and the American Mathematical Society (AMS). The MAA focuses primarily on undergraduate mathematics education in the United States and has organized in depth studies on assessment of undergraduate mathematics programs. Many mathematics programs in US colleges and universities have implemented assessment practices based on the research of MAA and AMS affiliated committees; the advice given by assessment teams from such programs stress designing assessment methods around the needs of the program in question.

The assessment procedure addresses the two functions served by the mathematics program: 1) service courses, and 2) the mathematics Associate of Science (A.S.) program.

**Service Courses:** The mathematics faculty will continue to discuss the relevance of course content, the coordination of multi-section courses, student abilities and preparedness, as well as *course assessment practices* at the end of each semester. Service courses include: MAT 120, MAT 121, MAT 122, MAT 123, MAT 125 and MAT 135

The mathematics assessment team will use data from the CCD Office of Institutional Research (IR) so we can continuously improve student learning outcomes in the Service Courses. As a result, we will better serve the needs of other disciplines within CCD. The Assessment Team, program faculty, and CCD IR staff will analyze the data, which may include:

- Enrollment in math courses
- Student success rates
- The distribution of programs of students registering for each course and their relative success rates (as percentages)
- Distributions of how students meet the prerequisite(s) for courses, if possible

Additionally, faculty from Math and other disciplines will collaboratively analyze quantitative data to assess effectiveness of mathematics courses which are prerequisites of courses in other disciplines. Math faculty will interpret periodic reviews of current professional literature for trends in service type courses.

**Mathematics A.S. Program:**

Courses required for the mathematics A.S. program are Calculus 1, 2, and 3, Physics 1 and 2.

A breakdown of target areas of *assessment* and proposed *tools* are listed below. These have been compiled, and will be kept current, according to recommendations provided in the CCD Curriculum Guide and other such publications. As suggested by the guide and individuals recognized within the mathematics community as experts on program assessment at the undergraduate level, answers to questions appropriate only to CCD and the needs of the CCD mathematics program are sought.

## Summary of Assessment Plan

The Math Assessment Team will continuously assess learning outcomes for students enrolled in the Mathematics A.S. program. This report includes:

- The Proposed Assessment Cycle
- A description of Program Student Learning Outcomes.

### Proposed Assessment Cycle

The mathematics program assessment cycle will comprise of *Annual Reports* and three-yearly *Self-Studies*.

*Annual Reports*, along with supporting material where applicable, will be performed at the end of each academic year. These reports may include, as appropriate:

- a. Observations on current trends and areas of possible further investigation.
- b. Recommendations and/or proposals agreed upon by the mathematics faculty.
- c. Justifications for the above recommendations and/or proposals from the literature, or based on observations from annual program or CCD statistics.
- d. Implementation time-line of proposed changes, if applicable.

### Methods of Measuring Assessment Data

- a. Collect artifacts correlating to each PSLO. Each PSLO will be assessed every cycle.
- b. Population of students: students in MAT 201, 202, 204 courses
- c. Sample size for each assessment will be 12 to 15 student artifacts, pulled randomly from the population of students in a given course.
- d. The raters will encompass full-time faculty and adjunct instructors, and will include both individuals that teach MAT 201, 202, and 204 and individuals that do not.
- e. **The norming session:** A group of four to five raters and a facilitator will meet for 1 – 2 hours. Ideally the facilitator will identify at least three samples of student work to be used with a range of student work quality (i.e., high-performance, mid-

level performance and low performance) prior to the meeting. This will give faculty members a chance to understand each other's perspectives about what constitutes strong performance. If the program has "anchor" artifacts (clear examples of what different scores or levels of performance look like) from previous years, the process will be adjusted. Faculty raters and the facilitator will come together to:

- i.** Practice using the rubric on several samples of student artifacts
  - (a)** Raters should take some time to get to know the rubric. The facilitator will clarify if the ratings will be holistic (one score for the entire rubric) or analytic (one score for each element of the rubric).
  - (b)** Raters would all be given the same three samples (without the facilitator identifying the level of performance) and score it using the rubric on their own (without discussion from other participants).
- ii.** Discuss scores and develop a shared understanding of how to apply the criteria at the program level
  - (a)** Scores are collected from all raters and the group looks for patterns, where scores align and where they differ. Participants should be prepared to talk about their ratings and why they see the ratings as appropriate.
- iii.** Develop consensus on scoring so that reliable data can be generated for program assessment
  - (a)** Participants should talk through all questions and concerns. If individuals don't agree on a rating, they should attempt to meet a middle ground where all participants are confident they rate in the same way.
  - (b)** If participants cannot come to a consensus, the rubric may need to be adjusted and should be discussed at this time.
- iv.** Repeat as needed until raters are consistent in rating for the same or similar reasons.
  - v.** After the rubrics have been finalized and the participants are consistent on their scoring, raters will be given three new artifacts each from the sample. They can score the papers over a one-week period.
- f.** At the end of the one-week scoring process, a spreadsheet will be put together and raters will enter their raw data.
- g.** The group will meet to review and discuss the raw data.
- h.** An assessment report will be put together by the facilitator showing this data and its analysis and reviewed by the group.
- i.** The group will meet one last time to discuss the analysis and plan for improvement will follow and changes to classes/assessment for the next year will follow.

## **Mathematics A.S. Program Student Learning Outcomes (PSLOs)**

**PSLO 1:** The graduate will analyze functions presented in a variety of formats:

- Algebraic
- Graphic
- numeric
- verbal

**PSLO 2:** The graduate will use appropriate technology to represent spatial visualization of shapes, structures and their properties.

**PSLO 3:** The graduate will use mathematical models to accurately calculate solutions to real world applications.

In alignment with CCD's Institutional Outcomes, the Center for Math & Science educates students who will become:

- Complex Thinkers
- Effective and Ethical Users of Technology
- Effective Communicators
- Globally Aware
- Personally Responsible
- Numeric Thinkers

### Curriculum Map - Institutional Outcomes - CCD

Courses	Gen Ed Requirements						Electives	Science Requirements		Required Mathematics Courses			
	ENG 121 (3)	ENG 122 (3)	COM 115 or COM 125 (3)	CSC 160 (4)	Arts & Humanities Courses (9)	History Course (3)		Social & Behavioral Sciences (6)	Elective Courses (4-5)	PHY 211 (5)	PHY 212 (5)	MAT 201 (5)	MAT 202 (5)
<b>Numeric Thinker</b>									x	x	x	x	x
<b>Personally Responsible</b>									x	x	x	x	x
<b>Globally Aware</b>													
<b>Effective Communicator</b>									x	x			x
<b>Complex Thinker</b>									x	x	x	x	x
<b>Effective and Ethical User of Technology</b>											x	x	x

### Curriculum Map - Mathematics Program - CCD

Courses	Gen Ed Requirements						Electives	Science Requirements		Required Mathematics Courses			
	ENG 121 (3)	ENG 122 (3)	COM 115 or COM 125 (3)	CSC 160 (4)	Arts & Humanities Courses (9)	History Course (3)		Social & Behavioral Sciences (6)	Elective Courses (4-5)	PHY 211 (5)	PHY 212 (5)	MAT 201 (5)	MAT 202 (5)
<b>1. The student will analyze functions in a variety of formats, including algebraic, graphic, numeric, and verbal.</b>											I	D	A
<b>2. The student will use mathematical models to accurately calculate solutions to real world applications.</b>								D	D	I, D	D	D	A
<b>3. The student will use appropriate technology to represent spatial visualization of shapes, structures, and their properties.</b>											I	I	D,A

I     Introduced  
D     Developed  
A     Formally Assessed

<b>Math Program Rubric</b>			
<b>Program Student Learning Objective (PSLO)</b>	<b>Beginning</b>	<b>Developing</b>	<b>Competent</b>
<p><b>1. The student will analyze functions in a variety of formats, including algebraic, graphic, numeric, and verbal.</b></p> <p style="text-align: right;">Unable to be assessed <input type="checkbox"/></p>	Analysis is incorrect AND any conclusions are implausible.	Analysis is essentially correct OR the student makes conclusions that are implausible.	The student makes correct analysis of a function AND draws appropriate conclusions.
<p><b>2. The student will use mathematical models to accurately calculate solutions to real world applications.</b></p> <p style="text-align: right;">Unable to be assessed <input type="checkbox"/></p>	Calculations are attempted but are both unsuccessful AND are not comprehensive.	Calculations are attempted and are either unsuccessful OR represent only a portion of the calculations required to comprehensively solve the problem.	Calculations attempted are essentially all successful AND sufficiently comprehensive to solve the problem.
<p><b>3. The student will use appropriate technology to represent spatial visualization of shapes, structures, and their properties.</b></p> <p style="text-align: right;">Unable to be assessed <input type="checkbox"/></p>	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate AND demonstrates a misunderstanding of the technology tool.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate OR demonstrates a misunderstanding of the technology tool.	Converts relevant information into an appropriate mathematical portrayal AND demonstrates a complete understanding of the technology tool.

Assessment Plan

Multi-media Journalism

Community College of Denver

Kristi Strother

June 2018

Mission of the program: To have students identify core personal and professional values and master skills necessary for to succeed in a diverse, demanding multi-media/journalism career.

Vision of the program: To have a comprehensive, innovative, certificate program where students, local media, and other colleges and universities rank as program of choice.

### **CCD'S MULTIMEDIA/JOURNALISM PROGRAM STUDENT LEARNING OUTCOMES**

The journalism program outcomes have all been mapped to the institutional outcomes of CCD, in order to assure alignment.

#### **A CCD GRADUATE IS AN EFFECTIVE AND ETHICAL USER OF TECHNOLOGY**

PSLO 1: Apply social media tools in a reporting scenario.

#### **A CCD GRADUATE IS PERSONALLY RESPONSIBLE**

PSLO 2: Identify and apply professional standards by meeting deadlines and using social media appropriately.

PSLO 3: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

#### **A CCD GRADUATE IS AN EFFECTIVE COMMUNICATOR**

PSLO 4: Write correctly and clearly in forms and styles appropriate for different mediums, audiences, and purposes they serve.

A CCD GRADUATE IS A COMPLEX THINKER

PSLO 5: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

A CCD GRADUATE IS A GLOBALLY AWARE

PLSO 6: Demonstrate an understanding of the diversity of groups in a global society in relationship to the media.

## Curriculum Mapping Matrix: Linking Outcomes to the Curriculum:

### Key to the curriculum map:

I = Introduced  
E = Emphasized  
U = Utilized  
A = Currently Formally Assessed

Program Student Learning Outcome	Course Numbers		
	JOU 105	JOU 106	JOU 241
PLSO 1:	I	E	E
PLSO 2:	U	E,A	E
PLSO 3:	U	U	U
PLSO 4:	I	U	U
PLSO 5:	I	E	U
PLSO 6:	U	I	I

## Assessment Methods and Results

Every semester, students are given a real-world scenario that they must respond to in a short time frame. This forces them to do their evaluation of the scenario within the time constraints common in the industry. This response must include awareness and sensitivity to the audience and the interviewees, best medium choice for publication, and format of the piece. These are done both at the beginning and the end of the semester to look at learning over the class and over the program. These scenarios are developed with the advisory board to ensure that they are real-world based. Rubrics are developed by the chair and used by the advisory board to assess these student artifacts.

Students are involved with these assessments in two ways.

- 1) Some of the Star Journal (student newspaper) editors are involved in the assessment process and engage with the advisory board in discussions of strong reporting practices.
- 2) Students receive feedback on the learning that has occurred from the pre and post-test.

Course design, rubric design, and scenario uses have all changed as a result of assessment. The teaching of the Journalist Code of Ethics has now been significantly strengthened based on assessment, including inclusion of the Code of Ethics poster in all classrooms and offices, and required class time researching the code.

Results from assessment goes in the chair's self-reflection to the dean and provost. The advisory board is also told the results. Instructors are also told the results so that they can improve their instruction.

As the Code of Conduct continues to be an area of improvement for our students, we continue to assess on PSLO 1, 3, and 6. Assessment every year is based on the theme developed for the year, which is derived from the action plan developed by the assessment process itself.

## Basic Reporting: Ethical Dilemma

### Directions:

Think about the situation below and then respond with what you would do.

Use your best grammar--use complete sentences. You can use spell check and the dictionary.

You may also refer to the 1st Amendment and Society of Professional Journalist Code of Ethics.

Please do not discuss your response with your classmates.

Your GOAL: Prove what you would do. After thinking about ethics/morals, and the purpose of a journalist write a strong response that shows what you would do specifically.

Use a topic sentence (a sentence that states the subject and your opinion). The rest of the response will back up your topic sentence.

### Grading: (25 points)

\_\_\_\_\_ 5pts for a strong topic sentence

\_\_\_\_\_ 10 pts for explaining what you would do with specific details

\_\_\_\_\_ 10 pts grammar, spelling, mechanics

Situation: You are working at the college newspaper as a reporter. Your job is to cover local, campus news.

One afternoon you are walking through campus and you see a local campus police officer talking to an older man. As you approach you see the man has a sleeping bag, some personal items, and a grocery cart full of black garbage bags.

The officer calmly asks the man to gather his belongings and move off campus. The officer says that per the campus policy **loitering is not allowed. The man does not move. The officer is patient. And again says calmly, "we need you to move off campus now". The officer then says, "would you like some help getting your stuff back in your grocery cart?"**

The man **doesn't move.**

By now, other students are stopping and gathering around watching the scene. You see some even videoing the scene. The officer radios his department, asking for assistance.

Two other officers arrive soon. All act calm and professional.

**They begin to pick up the man's items and carefully put them in his cart.**

The man sees this, stands up and starts arguing that he can be anywhere he wants. And that the police harass him all the time.

You notice, the man has trouble standing straight and seems to wobble as he stands up.

**The first officer tells the other officers the man's name and clarifies that the man is not a student or staff member** of the college.

After several minutes of the man arguing to the officers, stumbling around, the first officer asks if the man wants some help. The man says yes.

The first officer carefully helps the man push his cart off campus. Everyone watching can see the man heading off towards downtown.

As the officer comes back, he looks at the other officers and says in a direct, mocking **voice, "I hate homeless people...we should be able to shoot them all day long."** The other officers laugh and with that the officers leave.

After the scene is over you walk back to the newspaper office and start to think about what to do.

You think of the homeless man

You think of the first officer

You think of the other officers

You think of the campus policy

You think of your job as a reporter

What is your next step? What would you do? Please note there are many ways to handle this situation. I want to hear what you would do and why

## Academic Program Assessment Plan for the Music Department

### Identification

- What is the name of the academic program and school? **Music Program at the Community College of Denver**
- By whom and on what date was the plan developed? **The instructors and faculty of music courses developed this plan on August 17 2016.**
- Who is the primary contact for assessment? **Cathleen Whiles**

### Mission, goals and student learning outcomes

- What is the mission of the department and how does it relate to the school's mission? **The Performing Arts Department Mission Statement is "The Community College of Denver Performing Arts Department has the mission to provide professional music/theatre/dance training to all students interested. Our students will experience diverse educational opportunities within the college and the community in areas of performance, education, and technology." and it is related to the CCD Mission Statement "CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment." in the common mission of providing quality educational opportunities for our students.**
- What is the mission of the program and how does it relate to the department's mission? **The Music Program Mission Statement is "The Community College of Denver Music Program has the mission to provide professional music training to all students interested. Our students will experience diverse educational opportunities within the college and the community in areas of music performance, education, and technology." and it is related to the Performing Arts Department Mission Statement in the common mission of providing professional training to all students interested.**
- What are the student learning outcomes and how do they relate to the program's mission? **The Program Student Learning Outcomes (PSLO) being assessed for the music program is for the Music Department to evaluate student composition and/or performance using the criterion of musicianship. Students know music theory and aural skills, understand music in different styles and historical periods, and are able to do piano proficiency as well as performance and/or composition in music,** which is related to the program's mission in their experience of these diverse educational opportunities of music performance, education, and technology.
- Are learning outcomes written as observable skills and abilities? **These learning outcomes are written as observable skills and abilities.**
- Are the outcomes discrete (i.e., non-overlapping)? **These learning outcomes are discrete (i.e., non-overlapping).**
- Are the outcomes limited in number to five or six but not more than eight? **These learning outcomes are limited in number to four.**
- What are the performance criteria? **The performance criteria are the student performances in their final recitals (December and May), collected in alternation with the student final quizzes in Class Piano (December) and MUS 211 Music Theory IV & MUS 213 Advanced Ear Training/Sight Singing (May).**
- What level of performance is expected of students for each criterion? **The level of performance expected of students for these criterion is our benchmark goals of 25% Exemplary, 50% Proficient and 25% Needs Improvement.**

- How are the learning outcomes communicated to department faculty and students, and to the community? **These results and changes are communicated with our students as they are filling out their next self-evaluation forms. Results and changes are discussed with our faculty at our August and January department meetings. They are also communicated with the Student Learning Committee with the Academic Program Assessment Report form submitted in desire2learn.com.**

### Curriculum

- Do the courses and their objectives, in aggregate, meet the outcomes for the program (as illustrated via an attached curriculum map)? **The courses and their objectives, in aggregate, meet the outcomes for the program (as illustrated via the attached curriculum map, below).**
- Does the curriculum provide opportunities for students to demonstrate they have learned the program outcomes? **The curriculum provide opportunities for students to demonstrate they have learned the program outcomes in their final recitals and quizzes.**

### Assessment methods

- What assessment methods will be used to measure each of the learning outcomes? **The assessment methods used to measure each of the learning outcomes are the indirect measure of the students completing a questionnaire and the direct measure of the music faculty's evaluation of students.**
- Are descriptions of the assessment processes clear and detailed? **The descriptions of the assessment processes are clear and detailed in collection of information and using it to inform our conclusions and changes.**
- Are the assessment processes explicitly linked to the student learning outcomes? **The assessment processes explicitly link to the student learning outcomes of knowing music theory and aural skills, understanding music in different styles and historical periods, and being able to do piano proficiency as well as performance and/or composition in music.**
- Are the means of assessment commensurate with the available resources? **The means of assessment commensurate with the available resources, we have been able to take class time for students to complete the questionnaires and instructors have been able to attend final performances.**
- What timetable will be implemented for each method, who is involved, and who is responsible for them? **Our timeline is a rotating cycle to measure 1) performing and/or composing and 3) recognize and discuss music in different styles and historical periods by private instruction faculty, followed by 2) theory and aural skills and 4) piano proficiency by Music Theory, Ear Training, Computer Music Applications and Class Piano faculty; which involves Private Instruction instuctors and faculty (instrument, voice, and songwriting/composition) cycle rotated with Music Theory, Ear Training, Computer Music Applications and Class Piano instructors and faculty being involved and responsible for them.**
- Are multiple methods employed? **Multiple methods of final quizzes and final recitals are employed.**
- Are sufficient direct measures of student learning utilized? **Sufficient direct measures by instructors and faculty evaluations of student learning are utilized.**
- Can these methods also be used for accreditation purposes? **These methods are being used for the assessment of student learning.**
- How are students involved in the assessment process? **Students are involved in the assessment process by completing the indirect measures of questionnaires.**

## Assessment results

- How are assessment results evaluated? **The assessment results are being evaluated in our start of semester Music Program meeting (August and January).**
- How are faculty and students involved in interpreting and evaluating results, and developing strategies to improve the curriculum? **Faculty and instructors are involved in interpreting and evaluating results at our start of semester Music Program meeting (August and January) and in developing strategies to improve the curriculum. These results and changes are communicated with our students as they are filling out their next self-evaluation forms, students also communicate the growth they plan to achieve in their self-assessment questionnaire.**
- Are the results used to help the department achieve its program outcomes? **The results are used to help the department achieve its program outcomes: Students know music theory and aural skills, understand music in different styles and historical periods, and are able to do piano proficiency as well as performance and/or composition in music.**
- How are assessment results used to improve the curriculum and program? **These assessment results are used to improve the curriculum and program: the 2015-2016 cycle assessment affected our overall Program Assessment Plan in that we are now requiring our 200 level private lesson students to attend a sophomore student's recital of composition or that instrument or voice at a four year college or university. In 2016-2017, we increase piano lab access 40 minutes in fall 2017 and increased sight reading new music to increase confidence. Our results are also well incorporated into our strategic program planning, specifically as we offer our DWD.**
- Are the results being used for budgeting and strategic planning? **The results are being used for the assessment of student learning.**
- How are results disseminated to faculty, students, advisory boards, and administrators? **These results and changes are communicated with our students as they are filling out their next self-evaluation forms. Results and changes are discussed with our faculty at our August and January department meetings. They are also communicated with the Student Learning Committee with the Academic Program Assessment Report form submitted in the desire2learn.com.**
- Are students informed about their progress toward the learning outcomes? **These results and changes are communicated with our students as they are filling out their next self-evaluation forms.**

## Continuous processes

- What processes are in place to ensure that the academic program assessment plan is periodically reviewed, evaluated, and updated when appropriate? **Processes that are in place are our start of semester Music Program meeting (August and January) to ensure that the academic program assessment plan is periodically reviewed, evaluated, and updated when appropriate.**
- Who is responsible for initiating and supporting the on-going process of program improvement? **Music instructors and faculty are responsible for initiating and supporting the on-going process of program improvement.**
- Who is responsible for ensuring that results from each year are the basis for action plans for the following year? **Music instructors and faculty are responsible for ensuring that results from each year are the basis for action plans for the following year.**

Attached document below

## Draft Music Curriculum Map

Draft Curriculum Map  
Community College of Denver

M = Mastery  
D = Demonstrate  
I = Introduce

E = Exam  
P = Paper  
Per = Performance  
H = Homework

Core Courses	Create//Perform music at a high level	Demonstrate competency in analysis and aural skills	Recognize and discuss music in different styles and periods	Demonstrate piano proficiency in sight-reading, scales and technique
MUS 131 piano	I / Per			D/ Per
MUS 132 piano	M/ Per			M/ Per
MUS 121 MUS 122 History			M/ E,P	
MUS 110 MUS 111 Theory		I/ E, H		
MUS 112 MUS 113 Ear/sing		I/ E		
MUS 210 Theory		D/ E, H		
MUS 212 Ear/sing		D / E		
MUS 211 Theory		M/ E, H		
MUS 213 Ear/sing		M/ E		
MUS 141 MUS 142 Instruct	I / Per		I / Per	
MUS 241 Instruct	D / Per		D / Per	
MUS 242 Instruct	M/ Per		M/ Per	
MUS 151 MUS 152 Instruct	I / Per		I / Per	
MUS 251 Instruct	D / Per		D / Per	
MUS 252 Instruct	M/ Per		M/ Per	

# Community College of Denver

## Nurse Aide – Assessment Plan 2017-2018

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*Developed By: Derek Patton, Nurse Aide Program Director*

### **Vision:**

To train and develop extraordinary Nurse Aides  
CCD's vision of everyone will attain the education (s)he desires – and if this student is seeking to be a nurse aide, they will be the best nurse aide that CCD has to offer.

### **Mission:**

Our mission is to comprehensively cultivate nurse aides who will provide the highest quality of compassionate care for the clients/residents in long-term care and assisted-living facilities, private homes, hospice and those who are in hospitals.

### **Program Student Learning Outcomes:**

#### **Students will define and examine the importance of client's rights (Effective Communicator & Globally Aware)**

1. **What:** Cognitive/Knowledge
  - a. **When:** class 2 – Chapter 3: Legal and Ethical Issues
    - i. Nurse Aide Practice Act
    - ii. Residents Rights
    - iii. Types of Abuse & Neglect
    - iv. Elder Justice Act
  - b. **How:** Assessments
    - i. NAPA quiz (open book with the Nurse Aide Practice Act)
    - ii. Chapter 3 quiz
2. **What:** Affective
  - a. **When:** all classes
    - i. Patient is at ease and is comfortable
    - ii. The dignity of the patient is maintained
    - iii. Develop an environment of trust
    - iv. No overexposure while providing care
    - v. Provide privacy
    - vi. Communicate all actions that are being performed
    - vii. Knock and introduce self before entering client's/resident's room
  - b. **How:** Rubric
    - i. Patient feedback as to how they felt during the exercise
    - ii. Were the steps above addressed
    - iii. 2 levels – Yes or No

## Students will identify Protected Health Information (PHI) and be able to practice confidentiality around this information. (Personally Responsible, Effective & Ethical User of Technology, Complex Thinker)

1. **What:** Cognitive/Knowledge
  - a. **When:** Introduced – class 2 but reinforced throughout all classes including NUA 170
    - i. Students maintains all patient records
    - ii. Students do not discuss patient matters to uninvolved parties
    - iii. Students do not share information without the direct consent of the patient
  - b. **How:** Assessment / Rubric
    - i. In class 2, students will be quizzed on the material that was discussed in class regarding HIPAA. Students will be able to identify what the acronym stands for and to describe what HIPAA is.
    - ii. Throughout the rest of NUA 101 – students will be indirectly assessed on their knowledge of HIPAA through their peer-to-peer interactions while performing skills.
    - iii. Finally, in NUA 170 – students will be evaluated via a rubric to determine that they are meeting the rules and regulations while working in a clinical setting. This will be assessed by the clinical instructor.

## Students will demonstrate mastery over the 22 NAAPA skills as outlined by the Colorado – State Board of Nursing (SBON) (Complex Thinker, Effective Communicator, Globally Aware, Numeric Thinker)

1. **What:** Behavioral / Psychomotor
  - a. **When:** Every class period (15 wk. course) or once-a-week (7 wk. course)
    - i. Skill is first introduced by instructor and demonstrated to class
    - ii. Students are granted time to practice skill
    - iii. Student demonstrates competency of skill to instructor
    - iv. Final skills demo performed at end of class
      1. 5 skills randomly selected from list
      2. Student has 25 minutes to perform all 5 skills
      3. One (1) measurement skill
      4. Hand hygiene
  - b. **How:** Rubric
    - i. Instructor will be evaluating skill based on rubric. Each step in a skill is assigned points
    - ii. Critical steps are in bold and if missed, students fails the skill and will have to re-attempt
    - iii. Only three (3) attempts are allowed per-skill

## Students will employ an exceptional level of professionalism while in the workplace/classroom (Effective Communicator, Personally Responsible)

2. **What:** Affective
  - a. **When:** all class meetings and during clinicals
    - i. Students will be given a student handbook with all expectations outlined within at the beginning of class – they will sign an agreement

- ii. Students will be introduced to what a professional looks, acts and sounds like in the first class meeting.
  - b. **How:** Rubric
    - i. Consistent communication with instructors and chair to facilitate effective learning
    - ii. Student treats all classmates, patients, residents, staff, and faculty with respect
    - iii. Student acts in a collegial manner with everyone with whom they interact
- 3. **What:** Behavioral/ Psychomotor
  - a. **When:** all class meetings and during clinicals
    - i. Students will be given a student handbook with all expectations outlined within at the beginning of class – they will sign an agreement
    - ii. Students will be introduced to what a professional looks, acts and sounds like in the first class meeting.
  - b. **How:** Rubric
    - i. Student is on time to all scheduled meetings/classes
    - ii. Student is comes prepared with appropriate attire (scrubs, wristwatch with second hand, closed-toed shoes, ID, gait belt)
    - iii. Student is presentable with clean, non-wrinkled scrubs, hair tied back, tattoos are covered up, finger-nails are trimmed, jewelry and perfume/cologne are moderately applied

## PSLOs and the Vision & Mission

### PSLOs Revisited

1. Students will define and examine the importance of client's rights
2. Students will identify PHI and be able to practice confidentiality around this
3. Students will demonstrate mastery over the 22 NAAPA skills as outlined by the SBON
4. Students will employ an exceptional level of professionalism while in the workplace/classroom

### Tied Together

Each of our PSLOs are matched directly to our vision and mission in that if we are to achieve exceptional results in all levels of our identified PSLOs then we are a Nurse Aide program will in fact train and develop extraordinary nurse aides. We will do this through a comprehensive and inclusive educational training program that will focus on client's rights, patient/resident confidentiality, mastery of skill and doing this all while exuding an exceptional level of professionalism.

## Curriculum

### Curriculum Map

The aforementioned PSLOs and associated description of each will serve as the curriculum map.

## Assessment

### Methods

As you will see the two main methods of assessment that we will be using will be the use of a rubric and also the use of quizzes/exams. With the brevity of the program and the resources available, it makes sense that we use these two assessment methods as they will provide the most concrete of feedback as well as allow us to keep consistent, particularly with so many different faculty who will be performing the assessments.

The methods will be clearly explained and reviewed with all students and the students will have all rubrics prior to assessment so as to know what is expected of them. These rubrics will be located in the syllabus for the students to have access to beginning the first day of class.

Rubric development will be initiated by the Chair and then reviewed by faculty and professional advisory committee.

# Community College of Denver

## Program Level Assessment Plan

# Paralegal Program

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### **Paralegal Program Mission Statement**

The Community College of Denver Paralegal Program produces transfer and workforce ready paralegals, with the critical thinking and literacy skills necessary for productive engagement in the 21<sup>st</sup> century legal community.

## **Paralegal Program Goals and Student Learning Outcomes**

As students proceed through the Paralegal Program, they are asked to apply and demonstrate their learning and increasing growing knowledge by demonstrating competency with the following goals and outcomes:

1. Paralegal students must be able to articulate and apply ethical and professional behavior for paralegals.
2. Paralegal students must be able to research the law.
3. Paralegal students must be able to perform written legal analysis on issues pertaining to client matters using the Issue Rule Analysis Conclusion (or IRAC) method.
4. Paralegal students must be able to brief case law and perform statutory analysis.
5. Paralegal students must be able to think critically.

## Curriculum

CCD's Paralegal Program offers required and elective courses. For the purposes of the Paralegal Program Assessment only the required courses will be used in the curriculum map. Each course has objectives and competencies that are designed to teach students the skills they need to meet the program goals. Individual course objectives and competencies are established by the Colorado Community Colleges System Office. The Paralegal Program goals and student learning outcomes are established by the Community College of Denver Paralegal Program.

## Paralegal Program Certificate and Degrees

### Associate of Applied Science (AAS) Degree – Paralegal (Non-Transfer)

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60 Credits

With an Associate of Applied Science degree in Paralegal, you will be prepared for entry-level employment as a paralegal. If your goal is to go on and pursue a bachelor's degree, the Associate of Applied Science Transfer (AAS) degree is the way to go.

### Associate of Applied Science (AAS) Transfer Degree - Paralegal

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67 Credits

CCD has a transfer agreement with the [University of Colorado at Denver](#) (UC Denver), also on the Auraria Campus. If you earn your Associate of Applied Science Transfer degree in Paralegal at CCD can transfer the credits you earn and enter UC Denver as a junior in either Sociology or Political Science in the University's College of Liberal Arts & Sciences or Criminal Justice in the University's School of Public Affairs.

### General Paralegal Certificate

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30 Credits

You can earn a Paralegal certificate in as little as two or three semesters. CCD offers you the option of concentrating your certificate on different legal specialties. Credits you earn toward your certificate apply toward a degree if you decide to pursue one.

## Program Requirements for Associate of Applied Science Degree in Paralegal (AAS Non-Transfer)

This program prepares students for entry into the paralegal field. Emphasis is placed on practical skills such as interviewing, research and document drafting.

**NOTE:** Due to accreditation standards and CCD’s graduation requirement, beginning Fall 2009 semester, CCD will accept a maximum of two CCCOnline PAR courses to apply toward the AAS Paralegal course requirements: [PAR 115](#) – Introduction to Law and one PAR Elective course. Please see a Paralegal Faculty Advisor or Program Advisor for advising.

### Program Admission Requirements

Meet minimum assessment scores or prerequisites required for general education courses in the program.

### General Education Requirements

<a href="#">COM 115</a>	Public Speaking		3
<a href="#">ENG 121</a>	English Composition I:	GT- CO1	3
ENG 122	English Composition II:	GT	3
<a href="#">MAT 107</a>			
<a href="#">107</a>			
Career			
Math (or			
<a href="#">MAT 120</a>			
or			
higher) <a href="#">107</a>			
Subtotal			9
Select one guaranteed transfer course from the Arts & Humanities areas: (AH1, AH2, AH3 or AH4)			3
Select one guaranteed transfer course from Social & Behavioral Sciences areas: (HI1, SS1, SS2 or SS3)			3

Subtotal 3

Program Requirements

<a href="#">PAR 115</a> Introduction to Law	3
<a href="#">PAR 201</a> Civil Litigation	3
<a href="#">PAR 202</a> Evidence	3
<a href="#">PAR 209</a> Constitutional Law	3
<a href="#">PAR 211</a> Legal Research	3
<a href="#">PAR 212</a> Legal Writing	3
<a href="#">PAR 280</a> Internship: Paralegal	3
<a href="#">PAR 289</a> Capstone: Paralegal Synthesis	3
Subtotal	27

Electives

Select 6 courses from the following:

CIS 118 Intro to PC Applications	3
<a href="#">CIS 135</a> Complete Word Processing*	3
<a href="#">PAR 116</a> Torts	3
<a href="#">PAR 117</a> Family Law	3
<a href="#">PAR 118</a> Contracts	3
<a href="#">PAR 125</a> Property Law	3
<a href="#">PAR 126</a> Administrative Law	3
<a href="#">PAR 205</a> Criminal Law	3
<a href="#">PAR 206</a> Business Organizations	3
<a href="#">PAR 208</a> Probate and Estates	3
<a href="#">PAR 210</a> Sexual Orientation and the Law	3
<a href="#">PAR 217</a> Environmental Law	3
<a href="#">PAR 218</a> Bankruptcy Law	3

\* This course is highly recommended for students lacking word processing proficiency.

Subtotal	18
Total	60

## **Program Requirements for Associate of Applied Science (AAS) Transfer Degree in Paralegal**

Associate of Applied Science Transfer Degree in Paralegal

Paralegal AAS Transfer Degree

The following courses represent the CCD/UC-Denver paralegal transfer agreement. Students completing these degree requirements will have completed their lower-division general education requirements and will be eligible to transfer to the University of Colorado at Denver as juniors in sociology or political science in the College of Liberal Arts and Sciences or as criminal justice majors in the School of Public Affairs.

Program Admission Requirements

Meet minimum assessment scores or prerequisites required for general education and paralegal courses in the program.

General Education Requirements

Communications	9
<a href="#">ENG 121</a> English Composition I:	GT-CO1 3
<a href="#">ENG 122</a> English Composition II:	GT-CO2 3
<a href="#">COM 115</a> Public Speaking	3
Mathematics	3

Select one guaranteed transfer Math course:	GT- MA1	
Arts & Humanities		6

Select two guaranteed transfer courses from the following areas: (GT-AH1, GT-AH2, GT-AH3, GT-AH4)

Arts & Expression	GT-AH1	
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Literature & Humanities	GT-AH2	
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Ways of Thinking	GT-AH3	
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Foreign Language	GT-AH4	
------------------	--------	--

Social & Behavioral Sciences		6
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Select two guaranteed transfer courses from the following areas: (GT-SS1, GT-SS2, GT-SS3)

Economic or Political Systems	GT-SS1	
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Geography	GT-SS2	
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Human Behavior, Culture or Social Frameworks	GT-SS3	
--	--------	--

History		3
---------	--	---

Select one guaranteed transfer History course	GT-HI1	
--	--------	--

Natural and Physical Sciences		7
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Select two guaranteed transfer Science courses including a lab	GT- SC1/GT- SC2	
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#### Program Requirements

<a href="#">PAR 115</a>	Introduction to Law	3
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<a href="#">PAR 201</a>	Civil Litigation	3
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<a href="#">PAR 202</a>	Evidence	3
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<a href="#">PAR 209</a>	Constitutional Law	3
<a href="#">PAR 211</a>	Legal Research	3
<a href="#">PAR 212</a>	Legal Writing	3
<a href="#">PAR 280</a>	Internship: Paralegal	3
<a href="#">PAR 289</a>	Capstone: Paralegal Synthesis	3
	Subtotal	27

### Electives

Select 3 courses from the following:

<a href="#">CIS 135</a>	Complete Word Processing*	3
<a href="#">PAR 116</a>	Torts	3
<a href="#">PAR 117</a>	Family Law	3
<a href="#">PAR 118</a>	Contracts	3
<a href="#">PAR 125</a>	Property Law	3
<a href="#">PAR 126</a>	Administrative Law	3
<a href="#">PAR 205</a>	Criminal Law	3
<a href="#">PAR 206</a>	Business Organizations	3
<a href="#">PAR 208</a>	Probate and Estates	3
<a href="#">PAR 210</a>	Sexual Orientation and the Law	3
<a href="#">PAR 217</a>	Environmental Law	3
<a href="#">PAR 218</a>	Bankruptcy Law	3

\* This course is highly recommended for students lacking word processing proficiency.

Subtotal	12
Total	67

## Certificate in Paralegal

This program prepares individuals with job-entry skills for the general paralegal field. Emphasis is placed on practical skills such as interviewing, researching and document drafting. This certificate is fully transferable to the Paralegal AAS and Transferable AAS degrees. Please see a Program Advisor about these pathways.

**NOTE:** Due to accreditation standards and CCD's graduation requirement, beginning Fall 2009 semester, CCD will accept a maximum of 2 CCCOnline PAR courses to apply toward the Paralegal Certificate course requirements: [PAR 115](#) – Introduction to Law and one PAR Elective course. Please see a Paralegal Faculty Advisor or Program Advisor for advising.

### Program Admission Requirements

Meet minimum assessment scores or prerequisites required for general education courses in the program.

### Program Requirements

<a href="#">PAR 115</a>	Introduction to Law	3
<a href="#">PAR 201</a>	Civil Litigation	3
<a href="#">PAR 202</a>	Evidence	3
<a href="#">PAR 209</a>	Constitutional Law	3
<a href="#">PAR 211</a>	Legal Research	3
<a href="#">PAR 212</a>	Legal Writing	3
<a href="#">PAR 280</a>	Internship: Paralegal	3

<a href="#">PAR</a>	Capstone: Paralegal	3
<a href="#">289</a>	Synthesis	
	Subtotal	27

Electives

Select 2 courses from the following:

<a href="#">CIS 135</a>	Complete Word Processing*	3
<a href="#">PAR</a>	Torts	3
<a href="#">116</a>		
<a href="#">PAR</a>	Family Law	3
<a href="#">117</a>		
<a href="#">PAR</a>	Contracts	3
<a href="#">118</a>		
<a href="#">PAR</a>	Property Law	3
<a href="#">125</a>		
<a href="#">PAR</a>	Administrative Law	3
<a href="#">126</a>		
<a href="#">PAR</a>	Criminal Law	3
<a href="#">205</a>		
<a href="#">PAR</a>	Business Organizations	3
<a href="#">206</a>		
<a href="#">PAR</a>	Probate and Estates	3
<a href="#">208</a>		
<a href="#">PAR</a>	Constitutional Law	3
<a href="#">209</a>		
<a href="#">PAR</a>	Sexual Orientation and the	3
<a href="#">210</a>	Law	
<a href="#">PAR</a>	Environmental Law	3
<a href="#">217</a>		
<a href="#">PAR</a>	Bankruptcy Law	3
<a href="#">218</a>		

\* This course is highly recommended for students lacking word processing proficiency.

Subtotal	6
Total	30

## **LEARNING OUTCOMES AND COMPETENCIES IN PAR REQUIRED COURSES**

### **PAR 115 INTRODUCTION TO LAW:**

- I. Gain a better understanding of how the legal system works.
- II. Develop a basic understanding of the duties, responsibilities, and tasks that a paralegal performs in the legal environment.
- III. Demonstrate an understanding of legal ethical issues.
- IV. Develop a general understanding of the different areas of the law.
- V. Increase critical thinking and analytical skills through class projects and assignments.

### **PAR 201 CIVIL LITIGATION:**

- I. Understand the legal process of civil litigation.
- II. Gain a familiarity with the Rules of Civil Procedure.
- III. Draft pleadings and related trial documents.
- IV. Increase critical thinking and analytical skills.

#### PAR 202 Evidence:

- I. Demonstrate knowledge of the Rules of Evidence.
- II. Describe different categories of evidence.
- III. Creation of trial exhibits.
- IV. Increase critical thinking and analytical skills.

#### PAR 209 Constitutional Law:

- I. Demonstrate knowledge of the U. S. Constitution and the federal judiciary.
- II. Have an ability to analyze cases and the development of constitutional theories.
- III. Demonstrate knowledge of the divisions of government power.
- IV. Increase critical thinking and analytical skills.

#### PAR 211 Legal Research:

- I. Demonstrate knowledge of the use of a law library and computer-assisted legal research.

- II. Distinguish between primary and secondary authorities.
- III. Apply research skills to fact patterns.
- IV. Increase critical thinking and analytical skills.

### **PAR 212 LEGAL WRITING:**

- I. Demonstrate ability to communicate in written form.
- II. Demonstrate ability to perform legal analysis.
- III. Draft legal documents, such as client letters, legal memorandums, and briefs.
- IV. Increase critical thinking and analytical skills in written form.

### **PAR 280: Internship:**

Provides students with the opportunity to supplement coursework with practical work

experience related to their educational program. Students work under the immediate supervision of experie

### **PAR 289 Capstone:**

Emphasizes a synthesis of the information and skills that students learned throughout their paralegal studies.

## Program Assessment

The assessment plan for the Community College of Denver Paralegal Program ensures that students who are graduated from the Program possess the skills necessary to become work-force ready paralegals.

1. PAR 289: Capstone, the final class in the Paralegal Program, is the benchmark course for assessing these skills.
2. The artifact for the direct measure will be:
  - a. Requiring all students to use the Model Rules of Professional Conduct to answer an ethical question relevant to working in a professional legal setting in a Memorandum discussion posting that uses the IRAC case briefing format and requires students to relate the law to the client issues presented.
3. The evaluation tool will be an analytical rubric. Paralegal Program faculty will rank student effort for the rubric using four frequencies: (1) did not meet expectations, (2) acceptable but needs work, (3) meets expectations and (4) exceeds expectations.
4. Paralegal faculty will perform a norming exercise where the facilitator will pull artifacts from all four frequencies and ask each assessor to evaluate the student work. The group will norm their efforts in order to achieve rater reliability.

5. The analytical rubric will list the four frequencies, with their attendant 1 through 4 rankings. Our Program goal is to have 80% of the student work rank at 3 and 4.
  
6. The assessors for the actual assessment will not include the course instructor.
  
7. We will also conduct an indirect measure of the Program Level Student Learning Outcomes by providing an anonymous survey to the graduating class in the PAR 289 Capstone class. This survey will have a 1 through 5 ranking system where one is the lowest and 5 as the highest. Students will be asked to evaluate their perceived competency in distinct targeted areas.

## **Assessment Timeline**

- 1) Starting in Summer 2015 design the assignments to be collected as artifacts.
- 2) Starting in Fall 2015 collect the artifacts.
- 3) Over Fall 2015 break distribute the artifacts to each assessor for evaluation using the rubric.
- 4) Beginning of Spring 2016 pull all the data for review.
- 5) Before Spring 2016 host Department meeting to discuss Spring 2016 changes.
- 6) Spring 2016 make Department changes.
- 7) Spring 2016 collect second set of artifacts.
- 7) End of Spring 2016: analyze data and meet with Department faculty to review our findings and assess strengths and weaknesses.
- 8) This cycle continues from semester to semester until the Program reaches the desired benchmark for these program outcomes.
- 9) Once the benchmark has been meet the Department will come together to discuss further assessments.

## **Correlation to Strategic Plan**

At the Community College of Denver our first Strategic Priority is Student Learning and Success. The Paralegal Program conducts Program Level Assessment to determine if our core courses are providing relevant and integrated content which result in students being able to collaterally achieve our Program Student Learning Outcomes, in our certificate and two AAS degrees.

The Paralegal Program manifests Strategic Plan Priority Two: Organizational Integration and Effectiveness by creating collaborative learning opportunities for students across the College with various departments including Math, English, Career Services, Technology and the Library. Our efforts in this regard help sustain the college-wide culture of collaboration and integration.

The Paralegal Program also strongly manifests Strategic Plan Priority Three: External Engagements and Partnerships through our mandatory internship requirement and by utilizing our Program Advisory Board in in developing our Program Level Student Learning Outcomes. We continually utilize the collective wisdom of our Advisory Board as we create, modify and evaluate our various assessment projects.

The Paralegal Program Advisory Board is comprised of a broad range of legal professionals from the Metro area. They fully represent the community where our students eventually find employment. The Board's input into our Program Level Outcomes is driven by their work-world perspective which focuses on paralegal employability and paralegal career success.

Finally, the Paralegal Program embodies Strategic Plan Priority number Four by creating a culture of Evidence, Transparency and Shared Information. This priority is deeply valued by the Paralegal Program as evidenced by our Department Chairperson's efforts in co-chairing the college-wide sub-committee on creating a culture of Evidence, Transparency and Shared Information. To that end, the findings from our assessment will be uploaded on the CCD paralegal website so that current and future students will be able to see the work we do in creating a successful paralegal program.

## **Appendices**

### **Appendix A:**

#### **1. Program Curriculum Map**

#### **2. Institutional Curriculum Map**

- a. Key for terms in Institutional Outcomes

#### **3. Rubric**

### **Appendix B:**

#### **Assessment Results DATA**

# Curriculum Map

Curriculum Map to Paralegal Program Student Learning Outcomes								
Student Learning Outcomes	PAR 115 Intro	PAR 201 Civil Litigation	PAR 202 Evidence	PAR 209 Constitutional	PAR 211 Legal Research	PAR 212 Legal Writing	PAR 280 Internship	PAR 289 Capstone
1. Paralegal students will be able to identify ethical and professional behavior for paralegals.	I  PR, R	I/D  Q	I/D  E, LA	I/D  LA,P,D	D  PR, P	D  PR, M	D  PR	M  M, D
2. Paralegal students will be able to research the law.	I  LA, EX	I/D  PR	I/D  LA	I/D/M  LA,P,Ex	D  LA, PR, Ex	M  PR, M	D/M  PR,LA	M  M, D
3. Paralegal students will be able to perform written legal analysis on issues pertaining to client matters using the IRAC method.	I  LA,PR, P	I/D  PR	I/D  LA, Q	D/M  LA,P,Ex	M  PR, EX	M  PR, M	D/M  PR,M,LA	M  M, D
4. Paralegal students will be able to brief case law and perform statutory analysis.	I  LA, PR	I/D  PR	I/D  LA, Q	I/D/M  LA,P,Ex	D  LA, P, Q	M  PR, M	M  PR	M  M, D
5. Paralegal students will be able to think critically.	I  LA, Q, P, EX	I/D  PR	I/D  LA, Q	I/D  LA,P,Ex	D  LA, PR, Q, P, EX	M  PR, M PR	D/M  PR,M,LA	M  M, D

**Key**

I= Introduced  
 D=Developed  
 M=Mastered

**Assignments**

PR= Project                      B= Case Brief  
 M=Memorandum  
 LA=Legal Analysis  
 P= Presentation  
 D=Discussion Post  
 R= Review Questions

## Curriculum Map of Institutional Outcomes

<b>Curriculum Map to Paralegal Program Student Learning Outcomes</b>									
<b>Student Learning Outcomes</b> 	<b>Courses</b> 	PAR 115 Intro	PAR 201 Civil Litigation	PAR 202 Evidence	PAR 209 Constitutional	PAR 211 Legal Research	PAR 212 Legal Writing	PAR 280 Internship	PAR 289 Capstone
1. A CCD graduate is a <b>COMPLEX THINKER</b>									
2. A CCD graduate is an <b>EFFECTIVE and ETHICAL USER of TECHNOLOGY</b>									
3. A CCD graduate is an <b>EFFECTIVE COMMUNICATOR</b>									
4. A CCD graduate is <b>GLOBALLY AWARE</b>									
5. A CCD graduate is <b>PERSONALLY RESPONSIBLE</b>									
6. A CCD graduate is a <b>NUMERIC THINKER</b>									

**Key**

I= Introduced  
 D=Developed  
 M=Mastered

**Assignments**

PR= Project  
 M=Memorandum  
 LA=Legal Analysis  
 P= Presentation  
 D=Discussion Post

## Key for terms in Intuitional Outcomes

### **1. A CCD graduate is a COMPLEX THINKER**

Students will examine multiple sources of information and their synthesis to solve problems; take meaning from text, instruction, experience and other sources of information to construct new insights and generate new problem solving approaches based on these insights. Students will create connections between classroom and out-of-classroom learning.

### **2. A CCD graduate is an EFFECTIVE and ETHICAL USER of TECHNOLOGY**

Students will exhibit technological literacy and skills, demonstrate the ethical application of intellectual property and privacy; manage technology ethically and effectively to communicate, solve problems and complete tasks; stay current with technological innovations.

### **3. A CCD graduate is an EFFECTIVE COMMUNICATOR**

Students will convey meaning by writing, speaking, or visually communicating coherently and effectively in a way that others understand;

Students will write, speak, or visually engage the target audience after reflection;

Students will influence others through writing, speaking, visual representation, or artistic expression that is appropriate for the context and audience;

Students will use appropriate syntax and grammar and will present or express their ideas coherently;

Students will attentively apply receptive skills and respond appropriately.

Students will understand and apply conventions of effective written, oral or visual communication in academic, public, and professional discourse.

### **4. A CCD graduate is GLOBALLY AWARE**

Globally aware students consider the interconnectedness of our community and world; understand how cultural differences (beliefs, traditions, religions) impact personal and community participation; are aware of the social, environmental, and economic impacts of their actions; and evaluates how technology links us as individual and communities.

### **5. A CCD graduate is PERSONALLY RESPONSIBLE**

Students will incorporate ethical reasoning into action; explore and articulate the values of strong professionalism (including appropriate dress and behavior) in personal decision-making; act in congruence with personal values and beliefs; exemplify dependability, honesty, and trustworthiness; and accept personal accountability. Students will exhibit self-reliant behaviors including managing time effectively, accepting supervision and direction as needed; valuing the contributions of others; and holding self accountable for obligations.

**6. A CCD graduate is a NUMERIC THINKER**

Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; interpret and draw inferences from mathematical models; and represent mathematical information symbolically, graphically, numerically, and verbally.

# Appendix A Rubric

## Paralegal Program Student Learning Outcomes Rubric

Frequencies	1 does not meet expectations	2 acceptable	3 meets expectations	4 Exceeds expectations
Paralegal students will be able to identify the ethical issue of confidentiality	Paralegal student was not able to identify the ethical issue of confidentiality	Paralegal student will be able to identify the ethical issue of confidentiality but not develop the idea	Paralegal student was able to identify the ethical issue of confidentiality but was not able to articulate the ethical issue	Paralegal student was able to identify the ethical issue of confidentiality and completely articulate it
Paralegal students will be able to research the law.	Paralegal student was not able to research the law.	Paralegal student was able to research the some of the law.	Paralegal student was able to research most of the law.	Paralegal student will be able to research all of the law.
Paralegal students will be able to perform 1. written legal analysis on 2. issues pertaining to client matters 3. using the IRAC method.	Paralegal student was not able to perform 1. written legal analysis on 2. issues pertaining to client matters 3. using the IRAC method.	Paralegal student was somewhat able to perform 1. written legal analysis on 2. issues pertaining to client matters 3. using the IRAC method.	Paralegal student was almost able to perform 1. written legal analysis on 2. issues pertaining to client matters 3. using the IRAC method.	Paralegal student was always able to perform 1. written legal analysis on 2. issues pertaining to client matters 3. using the IRAC method.
Paralegal students will be able to brief case law and perform statutory analysis.	Paralegal student was not able to brief case law or perform statutory analysis.	Paralegal student was somewhat able to brief case law and/or perform statutory analysis.	Paralegal student was mostly able to brief case law and/or perform statutory analysis.	Paralegal student was completely able to brief case law and perform statutory analysis.
Paralegal students will be able to think critically.	Paralegal student was not able to think critically. (student was not able to find the appropriate law and/or apply it to a real world situation)	Paralegal student is thinking somewhat critically. (student was either able to find the appropriate law or apply it to a real world situation, but not both)	Paralegal student was mostly able to think critically. (student was able to find the appropriate law and/or apply it correctly to a real world situation)	Paralegal student can think critically. (student was able to find the appropriate law and apply it to a real world situation)

# Appendix B DATA Collected and Analysis:

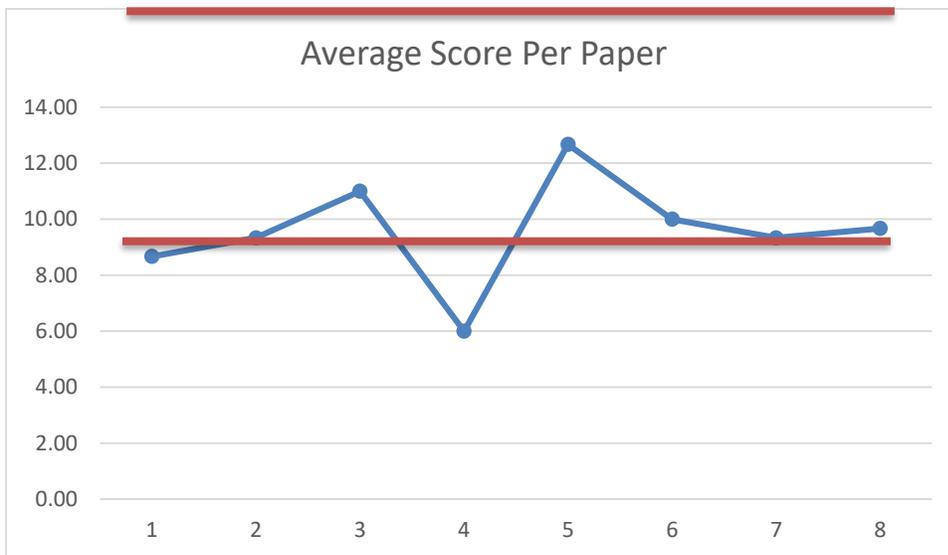
## Fall 2015

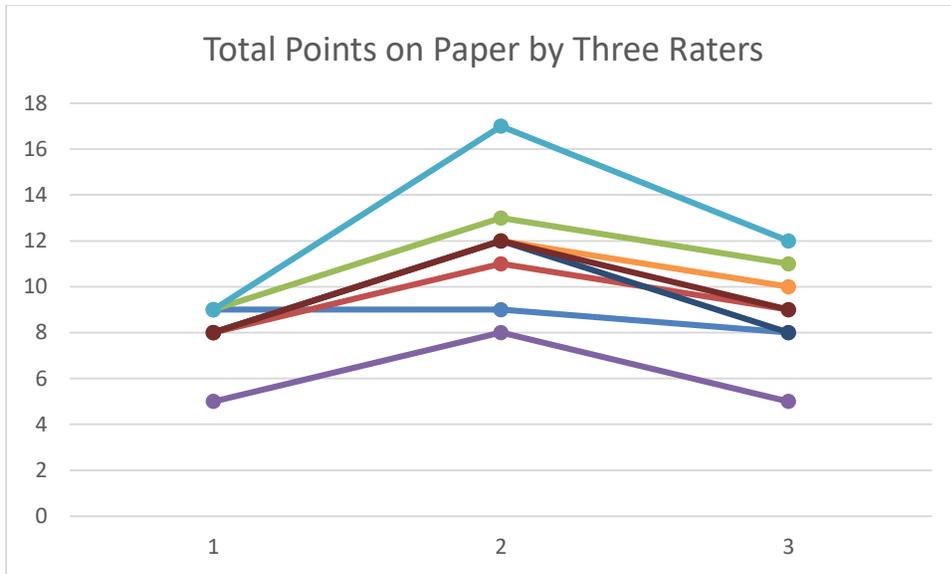
### Paralegal Program Student Learning Outcomes

Eight student papers were reviewed by three independent evaluators on five outcomes. Using a rubric each outcome was rated as not meeting expectations, acceptable, meeting expectations, and exceeds expectations. A total of twenty points was possible for the paper. The average score across all papers, all items and all reviewers is 9.58 or 47.9%.

The reviewers were in complete agreement on twelve of the forty outcomes rated (32.5%), within +/- one level on twenty-two (55%), and more than one level difference on 12.5% of the ratings.

Paper	Mean	Median	% Total
1	8.67	9	43.3%
2	9.33	9	46.7%
3	11.00	11	55.0%
4	6.00	5	30.0%
5	12.67	12	63.3%
6	10.00	10	50.0%
7	9.33	8	46.7%
8	9.67	9	48.3%





In some cases the disagreement among reviewer’s ratings will result in a different grade on the paper.

The rubric itself was not evaluated for validity or reliability. A standard measure or ‘true score’ is needed to evaluate the rubric and determine inter-rater reliability.

**Spring 2016 Data**

See attached

## **Closing the Loop after Reviewing DATA Fall 2015:**

2. Redesign the ethics artifact assignment for Capstone so that it is clearer and lays out the step by step process for the requirements and expectations for the artifact document.
3. Redesign grading rubric for the artifact assignment to set out clearer expectations.
4. Incorporate additional ethics discussion and exam questions in PAR 201 Civil Litigation and PAR 202 Evidence.
5. Redraft Assessment Rubric to create stronger parameters in order to promote inter-rater reliability.

## **Things to consider trying at the course level:**

- More writing required in all classes
- Require students to do exercises in classroom that involve critical thinking; i.e. giving them hypothetical cases and have them discuss law and apply it to cases; do it as groups so they can hear other students' analysis
- Writing is a real problem in all my classes; some don't know what a complete sentence is and grammar is just not a thing they care about; maybe make students do more writing and English prerequisites; it is embarrassing to me
- None of the students even researched a case; did they just not think cases were relevant? In Intro I make them brief and read ethics cases; in Legal Research students research all types of laws; why aren't they thinking of cases?
- The format wasn't even correct or complete in most of the work - maybe every class should involve writing some type of report to an attorney in a required format
- Critical thinking is a real issue with a lot of the students; they don't know what it means and they struggle with notion of applying law to a situation; I work all semester with this and some never get it; I need to try some new techniques
- Citations need a lot of work; I am real strict on the format and follow the Bluebook requirements

## **Spring 2016 Data**

### **Closing the Loop after Reviewing DATA Spring 2016:**

- We will be hosting a norming session in Spring 2017 to work on our rater reliability issue.
- We are going to add a layer of data to include the instructor's grades to the data we are currently generating.
- We will also conduct an indirect measure of the Program Level Student Learning Outcomes by providing an anonymous survey to the graduating class in the PAR 289 Capstone class. This survey will have a 1 through 5 ranking system where one is the lowest and 5 as the highest. Students will be asked to evaluate their perceived competency in distinct targeted areas.
- We purchased an Ethics DVD to play in the classes throughout the program to increase student awareness of ethics in the legal profession.
- Our faculty have researched ways to increase success in teaching legal writing and critical thinking using the "Marsh Method" and we are working on including this pedagogy in the classes we teach.
- During our next advisory meeting we will discuss ways to increase critical thinking.

Philosophy Program (Degree with Designation in Philosophy) Assessment

Center for Arts and Humanities

Community College of Denver

18 March 2016 Draft

Contents:

1. PHI program Student Learning Outcomes
2. PHI Assessment Plan Overview
3. PHI Plato's Allegory of the Cave Assessment Tool
4. PHI program Interpretation Essay Rubric
5. PHI Program Assessment Matrix
6. PHI PSLO Curriculum Map

## **Program Student Learning Outcomes Philosophy**

PSLO 1: Students will interpret the arguments from philosophical sources.

PSLO 2: Students will interpret philosophical texts within their historical contexts.

PSLO 3: Students will demonstrate proficiency in responding to philosophical texts.

1. Students will interpret arguments from philosophical sources. Specifically:
  - a) Students will utilize terminology used in philosophical arguments to understand the enduring questions.
  - b) Students will analyze complex arguments and then summarize them.
2. Students will interpret texts within their historical contexts. Specifically:
  - a) Students will articulate the historical context of the work and its relation to the author's philosophy.
  - b) Students will analyze the biographical details of the philosopher's life to glean antecedents and meaning from the philosopher's work.
  - c) Students will demonstrate competency in relating a philosopher's ideas to the history of philosophy.
3. Students will demonstrate skills in responding to texts. Specifically:
  - a) Students will make explicit connections between philosophers' personal biases, limitations, and the cultural influences affecting their thoughts.
  - b) Students will articulate an open-mindedness and sympathy in regard to divergent and often conflicting philosophies.
  - c) Students will engage in a careful dialogue between the reader's self and the text viz. relating abstract concepts to their personal experiences.

**PROGRAM ASSESSMENT USING INTERPRETIVE ESSAYS ON PLATO'S *ALLEGORY OF THE CAVE***

## **DWD in Philosophy (Introduction to Philosophy)**

### **1. PSLOS to focus on:**

**PSLO # 1:** Students will interpret arguments from philosophical sources. Specifically:

- a) Students will recognize, define, and utilize terminology used in philosophical arguments to understand the enduring questions.
- b) Students will analyze complex arguments and then summarize them.

### **2. What will you assess?**

Student ability to perform the PSLO # 1 above in a brief two to three page take home interpretative essay.

### **3. Assessments Methods**

Take home essays will be reviewed by departmental instructors and chair.

### **4. Time Frame**

Students will complete essays in the second half of the semester in all PHI 111 spring 16 courses.

### **5. How will do the Assessment?**

Department Chair and appointed committee.

### **6. Type of feedback.**

After randomly collecting 20% of all of the student essay prompts (one out of every five essays), the committee will then evaluate the selected samples according to the agreed

grading rubric. The committee will then write a yearly report describing the strength and weaknesses that the essays demonstrated.

## **7. Closing the Loop**

The philosophy faculty will meet as a whole to discuss findings and suggest recommendations on improving departmental curriculum and effective pedagogies instrumental toward student success in the discipline.

### **PHI 111**

#### **Philosophy Assessment: Plato's *Allegory of the Cave***

### **Prompt & Grading Rubric for PHI 111 Assessment Identification**

#### **Student Prompt**

Critically read and interpret Plato's *Allegory of the Cave*.

- What does the allegory reveal about Plato's *epistemology* – assess the distinction between the senses and the intellect.
- Assess Plato's argument concerning the limitations of the senses.
- Finally, express Plato's justification for the privileged position of the intellect.

## PHI PROGRAM ASSESSMENT RUBRIC

### PHI Program Assessment Rubric

- PSLO 1. Students will interpret the arguments from philosophical sources. Specifically:
- a. Students will utilize terminology used in philosophical arguments to understand enduring questions.
  - b. Students will analyze complex arguments and then summarize them.

	Exemplary Demonstration of Outcome	Outcome Demonstrated	Outcome Developing	Zero to minimal evidence of progress toward outcome
Students will utilize terminology used in philosophical arguments to understand the enduring questions.	Specific, precisely accurate, and thorough identification of philosophic terminology demonstrated	Philosophic terms are used to identify multiple elements, and are most often used precisely.	Philosophic terms are used to identify multiple elements, but command of terms is imprecise.	Philosophic terms absent or used entirely inaccurately.
Students will analyze complex arguments and then summarize them.	A complete understanding of arguments into major reasons and conclusions	Some ideas are incomplete and not always successful in finding the major reasons and conclusion.	Many ideas are incomplete and often unsuccessful in detecting the major reasons and conclusion.	Inability to break down complex arguments, and failure to locate major reasons and conclusion.

**Assessment Process    What    Who will conduct it?    When**

**Preparation**

Develop an assessment plan, distribute previously developed philosophy essay (Plato's *Allegory of the Cave*) assessment tool to instructors of *Introduction to Philosophy* classes. Revision of these materials is ongoing and will be revised in departmental meetings this fall and spring. Conducted by departmental faculty for fourth spring assessment 2016.

### **Data Collection**

Philosophy interpretative and application essay on Plato's *Allegory of the Cave* for all Introduction to Philosophy courses. Instructors of PHI 111 will deliver, provide instructions, and materials to students during the spring term. This will happen by the end of each fall semester (eventually outcomes and courses will likely rotate).

### **Analysis**

Each spring, the PHI program assessment committee faculty (full time and adjunct) will score essays using the rubric we've developed, producing quantitative data. Department faculty will conduct the assessment. This will happen early in spring semesters.

### **Reporting /Use**

The PHI program assessment committee will produce a report including scoring data and discussion of trends/patterns in data. The PHI dept. will meet to discuss the report and recommended changes to procedures, curricula, or suggest best practices to best support student success in accomplishing PSLOs. Department faculty will assess. Report will be completed each spring and early fall will set recommendations to be implemented going into the next assessment loop.

### **Curriculum Mapping**

#### **Program Philosophy**

#### **Program Student Learning Outcomes**

**I – Introduction**

**D – Development**

**M – Mastery**

## **CURRICULUM MAPPING**

**PROGRAM: PHILOSOPHY**

**PROGRAM STUDENT LEARNING OUTCOME**

### **Key**

**I = Introduced**

**E = Emphasized**

**U = Utilized**

**A = Currently Formally Assessed**

<b>COURSE</b>	<b>PSLO1</b>	<b>PSLO2</b>	<b>PSLO3</b>
<b>PHI 111</b>	<b>I, E, U, A/Essay</b>	<b>I, E, U</b>	<b>I, E, U</b>
<b>PHI 112</b>	<b>I, E, U</b>	<b>I, E, U</b>	<b>I, E, U</b>
<b>PHI 113</b>	<b>I, E, U</b>	<b>I, E, U</b>	<b>I, E, U</b>
<b>PHI 114</b>	<b>I, E, U</b>	<b>I, E, U</b>	<b>I, E, U</b>
<b>PHI 214</b>	<b>I, E, U</b>	<b>I, E, U</b>	<b>I, E, U</b>
<b>PHI 218</b>	<b>I, E, U</b>	<b>I, E, U</b>	<b>I, E, U</b>
<b>PHI 220</b>	<b>I, E, U</b>	<b>I, E, U</b>	<b>I, E, U</b>

## Political Science (POS) Program Assessment Plan

### Program Student Learning Outcomes

1. Students should be able to explain an issue by using information to describe a problem or issue.
2. Students should be able to utilize context by evaluating the relevance of context when presenting a position, by identifying assumptions, and by analyzing one's own and other's assumptions.
3. Students should be able to understand implications and make conclusions by establishing a conclusion that is tied to the range of information presented and by reflecting on the implications and consequences of stated conclusions.

### Institutional Learning Outcomes

A CCD graduate is a **Complex Thinker**. Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.

A CCD graduate is **Globally Aware**. Students will consider the interconnectedness of our community and world; they will understand how cultural differences (such as beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environmental, technological, and economic impacts of their actions.

### Schedule for Assessment

1. Explain an issue **FALL2017-SPR2019**
  - a. Using information to describe a problem or issue and/or articulate a question related to a topic.
2. Utilize Context **FALL2017-SPR2019**
  - a. Evaluate the relevance of context when presenting a position
  - b. Identify assumptions
  - c. Analyze assumptions (including one's own)
3. Formulate an Argument **FALL 2019-SPR2021**
  - a. Ask a relevant question
  - b. Synthesize perspectives that answer question
  - c. Take a specific position

4. Civic Knowledge **FALL2019-SPR2021**
  - a. Connect POS knowledge to civic engagement through one's one participation in civic life, politics and/or government.
5. Diversity of Communities and Cultures **FALL2021-SPR2023**
  - a. Discuss one's own attitudes and beliefs compared to those of other cultures and communities.
6. Civic Values and Commitment **FALL2021-SPR2023**
  - a. Create a personal value system that aligns with civic actions and address the responsibilities of an active citizen in society.
  - b. Examine the role of established systems and structures that reproduce patterns of support and/or patterns of inequity over time.
7. Civic Communication **FALL2023-SPR2025**
  - a. Express, listen, and adapt ideas and/or messages based on others' perspectives.
8. Civic Reflection through Civic Action **FALL2023-SPR2025**
  - a. Reflect on one's participation in and contribute to civic activity.

### **Timeline for Assessing Each Outcome:**

We assess the outcomes in each political science course throughout the semester, ideally, no later than between weeks 13-15 of the semester. We do this to ensure that the data gleaned will be meaningful for future course-wide discussions and decisions. We offer the students some form of points so that the students will take the assessment seriously (again so that the data will be meaningful). We allow the students the same amount of time for the exercise (45 minutes) again for the same reason. Variance of times would not provide usable data. The artifacts are collected by the instructors, and forwarded to the department chair for storage.

### **Benchmarks for the outcomes to be assessed:**

There are three levels of performance in our assessment, excellent, competent, and unsuccessful. While our goal is that each student is able to perform at least at the competent level, experience has taught that there will be some for a variety of reasons (tired, don't care, won't pass, test anxiety, learning disabilities, ill, apathy, lack of previous academic experience / success, etc.), that 20-25% at "unsuccessful" 35-40% "competent," 30-35% "excellent."

### **Description of How Data Will Be Used:**

We meet as a department within the first week following the conclusion of the semester being assessed. We divide the artifacts amongst the faculty (full-time and part-time) no faculty is allowed to review artifacts from their own courses --- student information is redacted to allow for a blind reading of the artifacts. Each artifact is assigned a rating by the rating faculty member. If

there is doubt as to the placement of the artifact amongst the three categories, a second faculty member blindly reads and places their rating; If need be, a third member reads and rates the category determined by two of the rating members reveals where the artifact will be placed.

Once the artifacts have been rated, we as a department discuss what we have learned, what our students need (based on the findings) and what strategies, to meet those needs we may wish to implement, or whether or not we wish to gather more data (the following semester) to see whether or not a given semester is an outlier, or if it is a trend that we need to address.

**Description of Continuous Process Improvement:**

We meet together often, and assessment is always a topic of conversation and consideration. We care deeply about what our students are learning and how they are learning it. We assess regularly throughout the academic year and use the data to make informed, data-driven decisions about strategies to strengthen areas of instruction

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# Table of Contents

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## Psychology Program Assessment Plan

This plan was originally developed by the Full-Time Psychology Faculty in Fall 2015. The development included Jeff Froyd/Chair, Wendy Parslow-Helton and Casey Casler. With each successive data pull, the Plan has been modified and details regarding the use of the data and assessment protocols have been adapted to meet the needs of the Program, based on on-going discussion by the same faculty.

Jeff Froyd/Chair is Primary Contact [jeff.froyd@ccd.edu](mailto:jeff.froyd@ccd.edu) 303-352-3064

## Program Mission

The mission of the Psychology department is to provide students with a strong foundation of scholarship and information needed to proceed in the field and make informed discriminations regarding the many career directions within the discipline and apply the complex perspectives of psychology in their lives. The program seeks to offer a variety of courses that will engage students' critical thinking skills, preparing them for the challenges and demands of higher division education and a diverse workplace.

## Psychology Program Goals and Student Learning Outcomes

1. Apply the basic psychological theoretical orientations and methodologies in the explanation of human behavior, thinking and motivation.
2. Explain, apply, and demonstrate the utility of the psychological perspective.
3. Evaluate psychological methods of research and their ethical principles.
4. Interpret, locate, evaluate, and employ psychologically relevant data in order to draw and defend evidence-based conclusions.

## Curriculum

The psychology program includes both an AA and an AS Degree with Designation, for which students acquire 60 credits. Those credits include general education (courses in English, math, arts & humanities, natural and physical sciences, social sciences, and communications) in addition to recommended courses: any 200 level courses, in particular Human Growth and Development and Abnormal Psychology. The most often taken additional courses include Human Growth and Development, Human Sexuality and Abnormal Psychology. The courses in psychology have objectives and competencies established through the Colorado Community College System.

**Program Requirements for Degree with Designation  
AA Psychology DWD**

PSY 101	General Psychology I	3
PSY 102	General Psychology II	3
Three guaranteed transfer PSY courses	Various	9
ENG 121	English Composition I	3
ENG 122 or	English Composition II	3
ENG 122 and a GT-CO3 course	English Composition II and a GT-CO3 course	(3+)
MAT 121 or	College Algebra	4
Three guaranteed transfer Arts and Humanities courses	Various	9
One guaranteed transfer History course	Various	3
Two guaranteed transfer Social & Behavioral courses	Various	6
Two guaranteed transfer Natural & Physical Sciences courses		8
COM 115 or	Public Speaking	3
COM 125	Interpersonal Communication	(3)
Electives	Various	6-8
Total		60

**AS Psychology DWD**

PSY 101	General Psychology I	3
PSY 102	General Psychology II	3
ENG 121	English Composition I	3
ENG 122 or	English Composition II	3
ENG 122 and a GT-CO3 course	English Composition II and a GT-CO3 course	(3+)
MAT 121 or	College Algebra	4
PHI 111 or		3
PHI 112		3
Two guaranteed transfer Arts and Humanities courses	Various	6
One guaranteed transfer History course	Various	3
Two guaranteed transfer Social & Behavioral courses	Various	6
BIO 111	General College Biology I (with lab)	5
CHE 111	General College Chemistry I (with lab)	5
COM 115 or	Public Speaking	3
COM 125	Interpersonal Communication	(3)
Electives	Various	13
Total		60

## Required Program Courses: Student Learning Outcomes and Competencies

### PSY 101 – General Psychology I

1. Describe the discipline of psychology, its history, and how it is practiced today.
2. Demonstrate the basic rules of research in psychology and be able to evaluate their application.
3. Identify the biological influences on behavior.
4. Describe consciousness and factors that may influence it.
5. Discuss motivation in terms of inborn and learned determinants.
6. Analyze emotion and its relationship to physiology and cognition.
7. Define the principles of sensation and perception.
8. Demonstrate the principles of learning and its application to behavior.
9. Discuss memory and forgetting and the application of memory skills to life.
10. Identify the factors involved in stress and effective strategies for management of stress.
11. Write and speak clearly and logically in presentations and essays about topics related to psychology.
12. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information in the study of psychology.
13. Read, analyze, and apply to new situations written material related to the study of psychology.

### PSY 102 – General Psychology II

1. Describe the development of cognition and language skills.
2. Discuss intelligence from the perspectives of development and assessment.
3. Compare and contrast personality from the perspectives of theory and assessment.
4. Discuss abnormal psychology in terms of major disorders.
5. Identify the major forms of therapy used in treating psychological disorders.
6. Identify major psychological, physical, and social influences on human development throughout life.
7. Analyze social influences on behavior.
8. Write and speak clearly and logically in presentations and essays.
9. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.
10. Read, analyze, and apply written materials to new situations.

### PSY 217 – Human Sexuality

1. Name anatomical features and describe biological processes of the human reproductive system.
2. Describe and explain the human sexual response.
3. Describe sexual dysfunctions and their causes and recognize treatment approaches.
4. Compare and contrast various sexual orientations.
5. Identify and discuss various forms of sexual deviation.
6. Analyze social and legal trends in the field of sexuality.

PSY 235 – Human Growth & Development

1. Identify the biological factors associated with prenatal development.
2. Evaluate the environmental factors associated with prenatal development.
3. List and explain the physical factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
4. Compare and contrast the cognitive factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
5. Discuss the emotional factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
6. Identify and discuss the psychosocial factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
7. Examine and interpret the emotional factors associated with death and dying.
8. Identify and differentiate the psychosocial factors associated with death and dying.

PSY 249 – Abnormal Psychology

1. Identify abnormal psychology- historical, research, and conceptual components.
2. Discuss the theoretical perspectives.
3. Compare and contrast the methods of assessment.
4. Identify and differentiate the classification of psychological disorders.
5. Evaluate treatment approaches.

## Program Assessment

The assessment plan for the Psychology program at the Community College of Denver ensures our students have the foundation for critical thinking needed to articulate and foster understanding of the complexities of human behaviors, mental and emotional processing, in order to enter a diverse, globalized world and workplace, and to be part of an educated and tolerant public. This program provides the foundation for those who wish to continue on to bachelor's programs in Psychology at four-year institutions.

### Program student learning outcomes

1. Apply the basic psychological theoretical orientations and methodologies in the explanation of human behavior, thinking and motivation.
2. Explain, apply, and demonstrate the utility of the psychological perspective.
3. Evaluate psychological methods of research and their ethical principles.
4. Interpret, locate, evaluate, and employ psychologically relevant data in order to draw and defend evidence-based conclusions.

### Artifacts

Artifacts are pulled from several 200 level courses. An artifact from every third student on the class roster is submitted by the instructor for the designated courses. Artifacts have included (but are not limited to) Final Exams, Final Papers, and Portfolios.

Classes designated to date (through Spring 2018) have been:

PSY 235	Human Growth & Development - GT	
PSY 249	Abnormal Psychology - GT	
PSY 265	Psychology of Personality – GT	
PSY 251	Brain and Behavior	(added Spring 2018)

In trying to design an assessment protocol that meets the spirit of our charge to determine if the Psychology Department is meeting its outcome goals, we have come up against several significant challenges. Given that, as a two-year transfer program in a field that students who aim to acquire a professional degree are looking at the least a further 2-years in their Bachelor Program and a minimum of 2 more years in a Masters Program AND the fact that, even with the DWD, no two Psychology students will necessarily be taking the same 200 level course and the Program does not have anything that would be the equivalent of a Capstone Course as found in CTE programs, determining which courses to pull data from has been an issue. We arrived at the three classes listed above thinking that most students who are intending to transfer into a Psychology BA are likely to take these. Additionally, PSY 265 is perhaps the closest thing the department has to offer that meets the general idea of a capstone, despite the fact that relatively few students take the course.

### Timetable

Originally the plan called for data pulls and assessment twice a year, however, by the third year this process had become unwieldy and onerous in terms of added work-load, so while the data was still being gathered at the end of each semester, assessment (in the third year) was deferred to the end of Spring Semester 2018.

### Evaluation Tools

#### Evaluation Rubric for Student Artifacts

Outcome	Excellent "3"	Proficient "2"	Needs Improvement "1"	Unsatisfactory "0"
<p><b>A.</b> Identify and apply the fundamental psychological theoretical orientations and methodologies in the explanation of human behavior, thinking and motivation.</p> <ul style="list-style-type: none"> <li>➤ Theorists</li> <li>➤ Application of theory</li> <li>➤ Explaining Cognitive, Emotional, Psychosocial.</li> <li>➤ Piaget = cognitive</li> <li>➤ Erikson = psychosocial</li> <li>➤ Freud = Psychodynamic</li> </ul>	<p>The student has a clear and excellent understanding of concepts. May include a grasp of semantic nuances, ability to synthesize theoretical principles and/or, critically evaluate theoretical information.</p>	<p>The student demonstrates a satisfactory understanding of concepts but lacks a deep or comprehensive grasp of principles or theories.</p>	<p>The student demonstrates only a rudimentary understanding of concepts. May include only superficially mentioning a critical principle or idea.</p>	<p>The student fails to mention critical concepts and/or lacks even a basic understanding of principles.</p>
<p><b>B.</b> Explain and demonstrate the psychological study of mind and behavior.</p> <ul style="list-style-type: none"> <li>➤ How we study psychology</li> <li>➤ Basic definition – this is psychology when looking at matter</li> <li>➤ What psychology means</li> <li>➤ Basics of who came up with each theory.</li> </ul>				
<p><b>C.</b> Evaluate psychological methods of research and their ethical principles.</p> <ul style="list-style-type: none"> <li>➤ How research is done</li> <li>➤ Ethics in research</li> </ul>				
<p><b>D.</b> Locate, interpret, evaluate, and employ psychologically relevant data in order to draw and defend evidence-based conclusions.</p> <ul style="list-style-type: none"> <li>➤ Make a point and defend with research.</li> <li>➤ State research facts.</li> </ul>				

### Assessment Results

Over the three years that data has been pulled and assessed, the Psychology Department, in bi-weekly meetings (attended by FT faculty and open to adjuncts) has looked at the data and tried to make sense of what we have observed. We have had an ongoing critique of the process and the quality of the data in an effort to make the process both more

Last updated 10.13.15

efficient and meaningful for the department. This information is shared with all Psychology Faculty in the Fall Department Meeting (and invitations for adjunct participation in the biweekly department meetings are made).

Additionally, information has been used to help faculty focus more pointedly on the Program Mission and Goals.

Finally, the department, in identifying the weaknesses of this modal for our program in particular, but recognizing the importance of Program Assessment, has been exploring alternative sources of data to enhance future efforts at program analysis. Assuming that our goal is to prepare students for transfer into Psychology Bachelors Programs, it seems reasonable that information about how our students do in their transfer programs might be an additional indication of program effectiveness. Given that many of our students transfer to either MSUD or UCD, we thought we me see if we could obtain some information from those programs. Accordingly, this department has reached out to the MSUD Psychology Department and we have established a process to obtain tracking data for CCD transfers. We should receive our first report this Fall 2018. We hope to establish the same relationship with UCD this Fall. We hope to be able to use this information, in addition to the established protocol, to more effectively close the loop and adapt our curriculum to better serve the and prepare our students in their ongoing academic progress.

**Curriculum Map**

**Key**

- I = Introduced
- D = Developing
- M = Mastered

**Assignments**

Faculty currently compiling

Psychology	Course Numbers				
Outcomes	PSY 101	PSY 102	PSY 217 Human Sexuality	PSY 235 Human Growth & Development	PSY 249 Abnormal Psychology
Apply the basic psychological theoretical orientations and methodologies in the explanation of human behavior, thinking and motivation.	I	I	D	M	M
Explain, apply, and demonstrate the utility of the psychological perspective.	I	I	D	M	M
Evaluate psychological methods of research and their ethical principles.	I	I	D	M	M
Interpret, locate, evaluate, and employ psychologically relevant data in order to draw and defend evidence-based conclusions.	I	I	D	M	M

# **Linking PSLOs, Assessment Methods, and Reports/Use 2017-2018 AY**

Community College of Denver

## **Radiologic Technology Program**

Lori Yost, Chair

Fall 2017

# Linking PSLOs, Assessment Methods, and Reports/Use 2017-2018 AY

## Mission of the Radiologic Technology Program

The mission of the Radiologic Sciences Programs pledge to provide the health care community with ethical, competent, and professional radiographers.

## Program Student Learning Outcomes

**PSLO 1:** RTE students will demonstrate clinical competence through proficiency in technical selections to provide the lowest dose to the patient with the best image quality during portable exams at the clinical site. (mapped to ethical and effective user of technology)

**PSLO 2:** RTE students will demonstrate evidence of critical thinking skills through evaluation and tracking of clinical journal entries. (mapped to complex thinker)

**PSLO 3:** RTE students will implement appropriate communication skills. (mapped to effective communicator)

**PSLO 4:** RTE students will employ professional work ethics. (mapped to personally responsible)

## Curriculum Map

	RTE 101 Intro to Rad SU	RTE 111 Patient Care FA 1st	RTE 121 Procedures I FA 1st	RTE 122 Procedures II SP 1st	RTE 131 Pathology 1 SP 2nd	RTE 132 Pathology II SP 5th	RTE 141 Equipment I FA 1st	RTE 142 Equipment II SP 1st	RTE 221 Advanced Modalities	RTE 231 Radiation Biology FA4th	RTE 289 Capstone SP 5th	RTE 181 Intern I FA 1st	RTE 182 Intern II SP 2nd	RTE 183 Intern III SU 3rd	RTE 281 Intern IV FA 4th
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## Linking PSLOs, Assessment Methods, and Reports/Use 2017-2018 AY

<p><b>1. Complex Thinker</b>                      RTE Students will demonstrate critical thinking and problem solving skills                      a. Complex exams                      b. Image analysis                      c. Radiation safety through ALARA</p>	N	I	I	I	I	I	I	I	E	C	C	I	E	E	C A
<p><b>2. Effective and Ethical User of Technology</b>                      RTE Students will demonstrate clinical competence                      Positioning                      Technical Factors                      Radiation protection</p>	N	I	I	I	E	E	E	E	C	C A	C	E A	E	E	C
<p><b>3. Effective Communicator</b>                      RTE Students will effectively communicate in all medically oriented Scenarios.</p>	I	I A	E	E	E	E	E	E	C	C A	C	E	E	C	C
<p><b>4. Personally Responsible</b>                      RTE Students will exhibit professional work and ethics.</p>	I	I	E	E	E	E	E A	E A	C	C	C	E A	E A	E A	C A

Key :

I + Introduced

E= Emphasized

C= Competent

A= Currently Formally Assessed

N-not applicable

# Linking PSLOs, Assessment Methods, and Reports/Use 2017-2018 AY

## Assessment Plan

Below is a table of how each PSLO is assessed and how the results are reported.

PSLO	Assessment measure, how?	Population, whom?	Reporting
<p>1. RTE students will demonstrate clinical competence through proficiency in technical selections to provide the lowest dose to the patient with the best image quality during portable exams at the clinical site.</p>	<p>RTE 181 Development of manual technic chart.                      RTE 181; provide analysis and critique of factors applied to three portable chest and/or abdomen exams.                      Exposure Index, deviation index, technical factors used, (mA, time/or mAs, kVp, distance)                      Pathology considerations, habitus.                      Same exams to be evaluated for RTE 281-282</p>	<p>RTE 182 Internship-Junior students.                      RTE 281-282 Internship/Senior students                      Clinical Instructors to evaluate images from three portable exams using a new tool.                      Independent of current course grading tool.</p>	<p>RTE faculty and CI will evaluate the outcomes which could lead to a change in curriculum if warranted.</p> <p>Results will be discussed with the RTE Advisory Board</p>
<p>2. RTE students will demonstrate</p>	<p>Senior student journals are read by the Clinical</p>	<p>RTE 281- 282 senior students in final two</p>	<p>RTE faculty and CI's will evaluate</p>

## Linking PSLOs, Assessment Methods, and Reports/Use 2017-2018 AY

evidence of critical thinking skills through evaluation and tracking of clinical journal entries.	Coordinator and will be tracked and evaluated for entries that demonstrate critical thinking skills. Some antidotal stories may be added in the assessment.	semesters of clinical internships. Clinical Coordinator will track and evaluate.	the outcomes. Results will be discussed with the RTE Advisory Board.
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## Linking PSLOs, Assessment Methods, and Reports/Use 2017-2018 AY

RTE goals	Assessment measure, how?	Population, whom?	Reporting
<p>3. RTE students will implement appropriate communication skills.</p>	<p>Junior students will be given a scenario as a graded assignment explaining the communication dialogue with a patient from greeting the patient in the waiting room and to completing the exam. AIDET principals are the criteria. Senior 5<sup>th</sup> semester students will be given a complex scenario of an unconscious patient.</p>	<p>RTE 111 junior students will be given the assignment by the instructor. RTE 289 senior students will be given the assignment by the instructor.</p>	<p>RTE faculty and CI's will evaluate and discuss at the RTE Advisory Board meeting.</p>
<p>4. RTE students will employ professional work ethics.</p>	<p>Graduate students are evaluated in annual employer surveys sent within the year of graduation. RTE juniors and seniors will be tracked for incidents of tardiness, absences, dress code violations, and preparedness (books) at the clinical site. Juniors will be evaluated in RTE 141 for film badge, name tags, and books.</p>	<p>Clinical Coordinator will compile data provided by clinical instructors. RTE 141/142 instructor will compile classroom data based on JRCERT requirement.</p>	<p>RTE faculty and CI's will evaluate and discuss at the RTE Advisory Board meeting.</p>

## **Linking PSLOs, Assessment Methods, and Reports/Use 2017-2018 AY**

### **Time Line (Schedule) of when each will be assessed**

PSLO 1 Spring for junior (second semester) and senior students (fourth and fifth semester)

PSLO 2 Fall and Spring for senior students (fourth and fifth semester)

PSLO 3 Fall for juniors (first semester) and spring for seniors (fifth semester)

PSLO 4 Fall and spring for juniors and seniors (first, second, fourth and fifth semesters)

### **What do you do with the results – how do you use them to improve the program?**

The collected data trends and results are discussed with the RTE faculty during the RTE Assessment meetings that occur twice a semester in early fall and late spring. Next, a report is written by the RTE Program Director during the summer semester that includes the trends and benchmarks. The results are also discussed at the monthly faculty/clinical instructor meetings and changes are made as necessary, to the course, the assessment rubric, or the program, either immediately or applied in the following academic year.

The written report, which includes recommendations or changes, is shared with the RTE Advisory Board members through email early fall semester with any solicited comments. The prior year plan results are discussed at the Fall Advisory Board meeting, as well as the current plan, with any revisions for the next academic year.

The 2017-18 AY is the first cycle for these PSLO's and will be assessed for a three year cycle to check for trends and benchmark attainment, which could include modifications. When the loop is closed, other assessments will be developed.

# Community College of Denver Sociology Program Assessment Plan

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April 7, 2016  
Danielle Langworthy  
Department Chair

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# Sociology Program

## Department Mission

The mission of the Sociology, Anthropology and Women’s Studies department is to provide students with the foundation and perspectives needed to articulate and navigate the complexities of the social structures and behaviors in their communities at multiple scales, from the local to the global. Our programs and departments offer a variety of courses that engage students’ critical thinking skills, and thus prepare them for a diverse, globalized world and workplace, and provide the foundation essential for an educated and tolerant public.

## Program Curriculum

The sociology program includes a Degree with Designation, for which students acquire 60 credits. Those credits include general education (courses in English, math, arts & humanities, natural and physical sciences, social sciences, and communications) in addition to five main anthropology courses: Introduction to Sociology I, Introduction to Sociology II, and three additional sociology courses. The three most often taken additional courses include Contemporary Social Problems, Sociology of Diversity, and Sociology of Deviant Behavior. The courses in sociology have objectives and competencies established through the Colorado Community College System.

## Program Requirements for Degree with Designation

SOC 101	Introduction to Sociology I	3
SOC 102	Introduction to Sociology II	3
Three guaranteed transfer SOC courses	Various	9
ENG 121	English Composition I	3
ENG 122 or	English Composition II	3
ENG 122 and a GT-CO3 course	English Composition II and a GT-CO3 course	(3+)
MAT 121 or	College Algebra	4
MAT 135	Introduction to Statistics	(3)
Three guaranteed transfer Arts and Humanities courses	Various	9
One guaranteed transfer History course	Various	3
Two guaranteed transfer Social & Behavioral courses	Various	6
Two guaranteed transfer Natural & Physical Sciences courses		8
COM 115 or	Public Speaking	3
COM 125	Interpersonal Communication	(3)
Electives	Various	6-7
Total		60

## Required Program Courses: Student Learning Outcomes and Competencies

### SOC 101 – Introduction to Sociology I

1. Define sociology and explain the basic insight of sociology.
2. Explain the meaning and the importance of the "sociological imagination".
3. Contrast the views that Comte, Spencer, and Marx held regarding society and the role of the sociologist.
4. Compare and contrast three major theoretical perspectives of sociology.
5. Identify the contributions of theory and research to sociological knowledge.
6. Describe the logic of cause effect between variables; state the conditions necessary for correlation and for causation.
7. Identify the advantages and the disadvantages of laboratory and field experiments.
8. Distinguish between a population and a sample and explain the connection between them; specify ways to ensure that a sample is representative.

9. Describe the relationship between culture and society.
10. Distinguish between instincts, reflexes, drives, and culturally learned behavior.
11. Discuss norms and their importance to society.
12. Define ethnocentrism and discuss its consequences for a culture.
13. Describe cultural relativism and its appropriate use.
14. Indicate how subcultures and countercultures relate to the dominant culture.
15. Summarize the ways in which culture affects human interaction and the ways humans change culture.
16. Define socialization.
17. Describe the ways in which biological pre-dispositions and social influence are intertwined.
18. Discuss the concept of "self" and how it develops.
19. Describe Cooley's three-part theory of the looking-glass self.
20. Describe Mead's theory of the formation of self through symbolic interaction, role-taking, and the generalized and particular other.
21. Identify the key agents of socialization.
22. List the characteristics of a group that distinguish it from an aggregate or category.
23. Contrast the features of primary and secondary groups.
24. Identify ways in which individuals conform to groups.
25. List the functions of in-groups and outgroups.
26. Explain the importance of reference groups.
27. Characterize formal organizations.
28. Define deviance as a sociological concept.
29. Discuss the concept of stigma.
30. Identify means of social control and how they work.
31. Characterize Merton's five-part typology of deviance.
32. Explain why mental disorder is classified as a form of deviance.
33. List four functions of deviance.
34. List four dysfunctions of deviance and their effects on society.
35. Define social stratification.
36. Explain the concept of social mobility.
37. Describe how sociologists use socioeconomic status (SES) as a measurement of social position.
38. Explain how stratification systems are maintained.
39. Discuss social stratification in the United States.
40. Identify the social classes in the United States and the features of each.
41. Specify some of the factors that are correlated with social-class membership.
42. Explain the two ways poverty is defined and indicate which groups in the United States are most likely to experience poverty.
43. Cite biological evidence in discussing differences between the sexes.

## SOC 102 – Introduction to Sociology II

1. List the basic characteristics of the family. Discuss the importance of marriage and kinship to the family.
2. Describe the functions the family performs for its members and for society.
3. Describe some cross-cultural variations in families.
4. Indicate the changes that have occurred in family patterns with increasing industrialization and urbanization.
5. Outline the functions and dysfunctions of the nuclear family form.
6. Describe the impact of divorce upon the two individuals directly involved, other family members, the community, and society.
7. Describe how education has changed with the rise of industrialism in the United States.
8. Present the functionalist view of the purposes of education.
9. Present a conflict view of education and the influence of schooling on social mobility.
10. Explain how the self-fulfilling prophecy operates in schools.
11. Discuss the relationship between class, race, and educational achievement; explain which factors affect students' chances of educational success.
12. State the sociological definition of religion.
13. List topics of interest to a sociologist studying religion as social behavior.
14. Compare and contrast the elements of religion with those of functionally equivalent belief systems.
15. Compare the views of Marx, Durkheim, and Weber on the relationship between religion and social change.

16. Explain Weber's "Protestant ethic" thesis and the current evidence for it.
17. Compare the religiosity of the American people with that of other nations and discuss the social consequences of these differences.
18. Identify the factors that have led to a fundamentalist revival in the United States.
19. Discuss the economic order and the importance of economic activity.
20. Explain the idea of division of labor and the consequences of surplus wealth.
21. Compare Durkheim's concepts of mechanical and organic solidarity in terms of social cohesion.
22. Define "anomie" and describe its sources and consequences.
23. Contrast occupations and professions and explain the trend toward professionalization.
24. Present Marx's analysis of alienation and work.
25. Describe the extent of economic control exerted by large corporations, noting its social consequences.
26. Explain the increase in multinational corporations and its global consequences.
27. Outline the social consequences of unemployment for the individual and for society.
28. Define the sociological concepts of the political order and the state.
29. Explain Weber's definitions of power, legitimacy, and coercion.
30. Characterize the state in modern industrial societies.
31. Contrast the three basic forms of government.
32. Discuss current political trends in the U.S.
33. Describe the political behavior of interest groups.
34. Present evidence of ways in which interest groups support or interfere with democratic government.
35. Summarize Mill's view of the concentration of power in the United States.
36. Outline Reisman's perspective on the levels of power in the United States.

### **SOC 215 – Contemporary Social Problems**

1. Summarize the principal perspectives on social problems.
2. Define principal social problems in contemporary American society.
3. Analyze the causes of these problems.
4. Explain the conditions of health care, mental illness, substance abuse, sex-related problems, violence, poverty and affluence, racism and prejudice, and environment problems.
5. Formulate suggested solutions for the above social problems.
6. Estimate/calculate the costs of various social problems and the cost of suggested solutions.

### **SOC 218 – Sociology of Diversity**

1. Define and explain basic terms and concepts related to diversity
2. convey a basic understanding of majority-minority group relations as a tool in examining patterns of interactions in our social world
3. Identify the difference between prejudice and discrimination, and how the two are related
4. Differentiate between the institutional and individual dynamics of unequal power in contemporary society
5. Develop interpersonal skills necessary for living and working effectively in a diverse population
6. Analyze personal attitudes, behaviors and beliefs regarding diversity
7. explain and use concepts and theories applicable to understanding majority-minority group relations
8. Demonstrate the ability to view the world and minority groups' positions in society using critical thinking and objectivity
9. Evaluate the status of minority groups in America today in relation to their relative positions within social institutions such as the family, education, economy, government and health care.
10. Explore and evaluate means to address and reduce discrimination and prejudice in society.
11. Demonstrate knowledge of the history of minority & majority relations and current areas of concern.

### **SOC 231 – Sociology of Deviance**

1. Define and explain basic terms and concepts related to deviancy.
2. Define the relationship between social norms and deviant behavior
3. Identify the major theories of deviance
4. Identify theoretical concepts related to the control and identification of deviancy

5. Analyze the historical course of deviancy from a global context
6. Analyze the historical course of deviancy from an American context
7. Analyze the social consequences of deviance
8. Differentiate between cultural universals regarding deviance and culturally determined definitions of deviant behavior
9. Objectively analyze personal attitudes and beliefs regarding various deviancies.
10. Categorize and explain recognized forms of social deviance.
11. Describe society's changing solutions to the problems of deviance, analyze them, and propose alternatives.

## Program Assessment

The assessment plan for the Sociology program at the Community College of Denver ensures our students have the foundation for critical thinking needed to articulate and navigate the complexities of the social structures and behaviors in their communities at multiple scales, to enter a diverse, globalized world and workplace, and to be part of an educated and tolerant public. This program provides the foundation for those who wish to continue on to bachelor's programs in anthropology at four-year institutions.

### Program Student Learning Outcomes (PSLOs)

1. Apply the basic sociological theoretical orientations and methodologies in the explanation of social issues and structures.
2. Explain, apply, and demonstrate the utility of the sociological imagination/perspective.
3. Evaluate sociological methods of research and their ethical principles.
4. Interpret, locate, evaluate, and employ sociologically relevant data in order to draw and defend evidence-based conclusions.

### Curriculum Map

Sociology	Course Numbers/Program Requirements and Options				
Outcomes	SOC 101	SOC 102	SOC 215 Contemporary Social Problems	SOC 218 Sociology of Diversity	SOC 231 Sociology of Deviance
Apply the basic sociological theoretical orientations and methodologies in the explanation of social issues and structures.	<u>I, D</u>  WAI	<u>I, D</u>  CE	I, D	<u>I, D</u>  FP	I, D
Explain, apply, and demonstrate the utility of the sociological imagination/perspective.	<u>I, D</u>  WAI	I, D	I, D	I, D	I, D
Evaluate sociological methods of research and their ethical principles.	<u>I, D</u>  CR	I, D	I, D	I, D	I, D
Interpret, locate, evaluate, and employ sociologically relevant data in order to draw and defend evidence-based conclusions.	<u>I, D</u>  WAI	I, D	I, D	I, D	I, D

**Key**

I = Introduced  
D = Demonstrated  
A = Formally Assessed

**Assignments**

Updated 4/7/16

CE – Chapter Essays (Roger)  
 CR – Chapter Research (Roger)  
 FP – Final Paper (Chelsea)  
 WAI - Who Am I Project (Rachael)

## Assessment Strategies and Methods

### Assessment Method Criteria Matrix

**Key**  
 ✓ = Adequate tool  
 + = Valuable tool  
 - = Not an effective tool for criterion

Criteria of value to program	Program: Sociology				
	Methods				
	Content Analysis	Course Embedded Assessment	Institutional Data	Performance Assessment	Syllabus Analysis
Aligns with Curriculum	+	+		+	+
Aligns with PSLOs	+	+	-	+	+
Reasonable Planning Time	+	+	+	+	+
Reasonable Analysis Time/Cost			+		
Value to Student Learning	+	+	-	+	+

### Learning Outcomes by Measures Matrix

**Key**  
 ✓ = Adequate tool  
 + = Valuable tool  
 - = Not an effective tool for criterion

PSLOs	Program: Sociology				
	Methods				
	Content Analysis	Course Embedded Assessment	Institutional Data	Performance Assessment	Syllabus Analysis
Apply the basic sociological theoretical orientations and methodologies in the explanation of social issues and structures.					
Explain, apply, and demonstrate the utility of the sociological imagination/perspective.					
Evaluate sociological methods of research and their ethical principles.					
Interpret, locate, evaluate, and employ sociologically relevant data in order to draw and defend evidence-based conclusions.					

**Linking Across the Plan**

<b>PSLOs to be Assessed</b>	<b>Assessment Measure</b>	<b>Population</b>	<b>Reporting/Use</b>
Apply the basic sociological theoretical orientations and methodologies in the explanation of social issues and structures.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> <li>• Performance Assessment</li> <li>• Syllabus Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>
Explain, apply, and demonstrate the utility of the sociological imagination/perspective.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> <li>• Performance Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>
Evaluate sociological methods of research and their ethical principles.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> <li>• Performance Assessment</li> <li>• Syllabus Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>
Interpret, locate, evaluate, and employ sociologically relevant data in order to draw and defend evidence-based conclusions.	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Course Embedded Assessment</li> <li>• Performance Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• All students with DWD</li> </ul>	<ul style="list-style-type: none"> <li>• CCD's Program-level report</li> <li>• Course-level Report</li> <li>• Departmental review of results</li> <li>• Revise program curriculum and/or instruction as determined</li> </ul>

**Assessment Process Matrix**

Assessment Process	What	Who will conduct it?	When
<b>Preparation</b>			
	Discuss/Complete PLSOs	All FT Faculty in the Program Invite al PT Faculty	Fall, Year One
	Curriculum Mapping		Fall, Year One
	Develop Assessment Strategies and 5-Year Plan		Spring, Year One
<b>Data Collection</b>			
	Content Analysis	All FT Faculty in the Program Invite all PT Faculty	Fall, Spring Annually
	Course Embedded Assessment		Fall, Spring Annually
	Performance Assessment		Fall, Spring Annually
	Institutional Data	Department Chair	Fall, Spring Annually
	Syllabus Analysis		Fall, Spring Year One
<b>Analysis</b>			
	Content Analysis	All FT Faculty in the Program Invite all PT Faculty	End of Spring Annually
	Course Embedded Assessment		End of Spring Annually
	Institutional Data		Fall, Spring Annually
	Performance Assessment		End of Spring Annually
	Syllabus Analysis		End of Spring Year One
<b>Reporting/Use</b>			
	Program Review of results	All FT Faculty in the Program Invite all PT Faculty	Annually
	Revise PSLOs, Curriculum and/or Instruction, Assessment protocol as determined		Annually
	Course-level Report	Department Chair with the assistance of 1 FT	Annually
	Program-level Report	Department Chair	Every 5 years

**Assessment Timeline**

	Fall Semester (beg.)	Fall Semester (end)	Spring Semester (beg.)	Spring Semester (end)
<b>Year One</b>				
Preparation	<input type="checkbox"/> Departmental discussions regarding PSLOs	<input type="checkbox"/> Complete PSLO Statements <input type="checkbox"/> Syllabus Analysis	<input type="checkbox"/> Map Outcomes to Current Curriculum	<input type="checkbox"/> Develop Assessment Strategies and 4-Year Plan (Next Program report due in 4 years) <input type="checkbox"/> Syllabus analysis
<b>Year Two</b>				
Data Collection		<input type="checkbox"/> Content Analysis <input type="checkbox"/> Course Embedded Assessment <input type="checkbox"/> Institutional Data <input type="checkbox"/> Performance Assessment		<input type="checkbox"/> Content Analysis <input type="checkbox"/> Course Embedded Assessment <input type="checkbox"/> Institutional Data <input type="checkbox"/> Performance Assessment
Analysis		<ul style="list-style-type: none"> <li>• Institutional Data</li> </ul>		<input type="checkbox"/> Content Analysis <input type="checkbox"/> Course Embedded Assessment <input type="checkbox"/> Institutional Data <input type="checkbox"/> Performance Assessment
Reporting/Use				<input type="checkbox"/> Program review of results <input type="checkbox"/> Revise PSLOs, Curriculum and Instruction, Assessment Protocol as determined <input type="checkbox"/> Course-level report
<b>Year Three</b>				
Data Collection	<input type="checkbox"/>	<input type="checkbox"/> Content Analysis <input type="checkbox"/> Course Embedded Assessment <input type="checkbox"/> Institutional Data <input type="checkbox"/> Performance Assessment		<input type="checkbox"/> Content Analysis <input type="checkbox"/> Course Embedded Assessment <input type="checkbox"/> Institutional Data <input type="checkbox"/> Performance Assessment

Analysis		<ul style="list-style-type: none"> <li>• Institutional Data</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Content Analysis</li> <li><input type="checkbox"/> Course Embedded Assessment</li> <li><input type="checkbox"/> Institutional Data</li> <li><input type="checkbox"/> Performance Assessment</li> </ul>
Reporting/Use				<ul style="list-style-type: none"> <li><input type="checkbox"/> Program review of results</li> <li><input type="checkbox"/> Revise PSLOs, Curriculum and Instruction, Assessment Protocol as determined</li> <li><input type="checkbox"/> Course-level report</li> </ul>
<b>Year Four</b>				
Data Collection		<ul style="list-style-type: none"> <li><input type="checkbox"/> Content Analysis</li> <li><input type="checkbox"/> Course Embedded Assessment</li> <li><input type="checkbox"/> Institutional Data</li> <li><input type="checkbox"/> Performance Assessment</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Content Analysis</li> <li><input type="checkbox"/> Course Embedded Assessment</li> <li><input type="checkbox"/> Institutional Data</li> <li><input type="checkbox"/> Performance Assessment</li> </ul>
Analysis		<ul style="list-style-type: none"> <li>• Institutional Data</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Content Analysis</li> <li><input type="checkbox"/> Course Embedded Assessment</li> <li><input type="checkbox"/> Institutional Data</li> <li><input type="checkbox"/> Performance Assessment</li> </ul>
Reporting/Use				<ul style="list-style-type: none"> <li><input type="checkbox"/> Program review of results</li> <li><input type="checkbox"/> Revise PSLOs, Curriculum and Instruction, Assessment Protocol as determined</li> <li><input type="checkbox"/> Course-level report</li> <li><input type="checkbox"/> Program-level report</li> </ul>

## Assessment Plan

### 1. PSLOs to focus on:

- a. Apply the basic sociological theoretical orientations and methodologies in the explanation of social issues and structures.
- b. Explain, apply, and demonstrate the utility of the sociological imagination/perspective.
- c. Evaluate sociological methods of research and their ethical principles.
- d. Interpret, locate, evaluate, and employ sociologically relevant data in order to draw and defend evidence-based conclusions.

### 2. What will be assessed?

- a. Level of mastery of the program outcomes in selected assignments by all students with a Degree with Designation in Sociology who have completed the obligatory 5 classes (SOC 101, 102, and three 200 level courses).

### 3. Assessment Methods

- a. Content Analysis
- b. Course Embedded Assessment
- c. Performance Assessment
- d. Syllabus Analysis
- e. Institutional Data

### 4. Time Frame

- a. The first year will consist of generating PSLOs and mapping them to the curriculum. This year will include Syllabus Analysis.
- b. Evaluation of the artifacts will take place annually following the spring semester, with the exception of the Institutional Data, which will be assessed each semester.

### 5. Who will do the assessment?

- a. The department chair and full-time faculty member, along with any and all part-time faculty who would like to be involved, will conduct assessment associated with Content Analysis, Course Embedded Assessment, and Performance Assessment, and Syllabus Analysis.

### 6. Type of Feedback

- a. Following each evaluation period, faculty assessors will submit their evaluations and data.
- b. The chair will compile the data and determine the areas of strength and areas for improvement in the program.

### 7. Closing the Loop

- a. Following the evaluation period and data analysis, all department faculty will be informed of the findings and will meet to discuss how to improve the curriculum for the coming year.

## **Surgical Technology Program Assessment Plan**

**Chair: Karey Covington**

### **Program Goal**

Graduate surgical technology students with the knowledge to be successful on the National Board of Surgical Technology and Surgical Assisting (NBSTSA) and the skills to enter the workforce as an entry-level technologist competent in the preoperative, intra-operative and post-operative duties,

### **Program Student Learning Outcomes**

Graduates of CCD's Surgical Technology program will:

1. Apply knowledge of the biological sciences as they relate to surgical procedures in the operating room.
2. Competent in the knowledge and use of sterile and aseptic techniques as they apply to their scope of practice.
3. Be an effective communicator with patients, and all members of the healthcare team ensuring that confidentiality and all legal and ethical principles are practiced.
4. Coordinate all aspects of each surgical procedure utilizing critical thinking and problem-solving skills.

## Curriculum Map

### I-Introduced R-Reinforced M-Mastery

PSLOS	STE 100	STE 101	STE 110	STE 105	STE 115	STE 181	STE 120	STE 182	STE 183	STE 179
Apply knowledge of the biological sciences as they relate to surgical procedures in the operating room.	I	I	R	I	R	M – Assessed through paper with rubric	R	M – Assessed through paper with rubric	M – Assessed through paper with rubric	M
Competent in the knowledge and use of sterile and aseptic techniques as they apply to their scope of practice.	I	I	I	I	R	M – clinical evaluations	R	M – clinical evaluations	M – clinical evaluations	M
Be an effective communicator with patients, and all members of the healthcare team ensuring that confidentiality and all legal and ethical principles are practiced.	I	I	R		R	M – clinical evaluations	R	M – clinical evaluations	M – clinical evaluations	M
Coordinate all aspects of each surgical procedure utilizing critical thinking and problem-solving skills.	I	I	R		R	M – clinical evaluations	R	M – clinical evaluations	M – clinical evaluations	M

### Assessment Schedule

In February of each year, the program will conduct its annual assessment of its PSLO(s) for the academic year.

### Assessment Timeline

STE will spend two years assessing outcomes 2, 3 & 4, and then switch to assessing outcome 1 for two years. The cycle will continue with assessment happening for two years on outcomes 2, 3, and 4, and then switching to outcome 1 for two years.

### Benchmarks

The benchmarks for each outcome are set with regard to the tool. The clinical evaluation items are on a 5-point scale, and items are mapped to their respective outcome.

PLSO	STE 181	STE 182	STE 183
1. biological sciences	Will set benchmark after rubric developed.		
2. sterile and aseptic techniques	80% 3 or higher	80% 3 or higher with at least 20% at 4	80% at 4 with 20% at 5
3. communication	80% 3 or higher	80% 3 or higher with at least 20% at 4	80% at 4 with 20% at 5
4. procedure coordination through critical thinking	80% 3 or higher	80% 3 or higher with at least 20% at 4	80% at 4 with 20% at 5

### **Use of Results**

During the February annual assessment meeting the chair will meet with the full time faculty member, the adjunct instructor, and the director of institutional effectiveness to review the assessment results from the prior year. The chair, faculty member, and adjunct will determine any appropriate changes to either the curriculum or pedagogy for the coming year. The assessment results and any planned actions will be shared with the dean for the center for health sciences, the program's advisory board, and the clinical sites.

### **Continuous Improvement of the Assessment Process**

During the annual assessment meeting, there will be discussion of the current tools in use and a determine made as to whether the tools warrant any revision. Also, the chair, faculty, and adjunct instructor will determine whether to continue with the current assessment timeline or to make any changes.

## Theatre Program Assessment

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### Theatre Program Student Learning Outcomes

1. Students can participate in the generation of live, theatrical performance.
2. Students can identify and extrapolate theatrical themes, genres, conflicts, symbols, and functions.
3. Students can identify, discuss, and provide examples of a variety of theatrical styles and historical periods.
4. Students can respond to and critique live performance.

The learning outcomes being assessed in 2017 include #3 (**Students can identify, discuss, and provide examples from a variety of theatrical styles and historical periods**) and #4 (**Students can respond to and critique live performance**).

**The tools used to gather the data** include :

- (1) assignment artifacts from THE 211: Development of Theatre I: Greek to Renaissance,
- (2) final reflective process paper in Theatre Production courses (THE 131, 132, 231, or 232)
- (3) evaluation of student achievement on play review response papers in Theatre Appreciation courses (THE 105)

**Analyzing the data** will begin to occur after fall semester assessments have been tallied. From our last assessment analysis, we determined that the assessment instrument for evaluating PSLO #4 (Students can respond to and critique live performance) needed to be re-tooled. It is attached to this document.

The **Theatre Department's Timeline** is to measure 2017:

3. Students can identify, discuss, and provide examples of a variety of theatrical styles and historical periods.
4. Students can respond to and critique live performance.

And to measure in 2018-2019:

1. Students can participate in the generation of live, theatrical performance.
2. Students can identify and extrapolate theatrical themes, genres, conflicts, symbols, and functions.

**Assessment results** are tracked each semester and evaluated each fall in the Theatre Program End of Semester meeting. Our **benchmark** is 80% of our student scoring EXCELLENT or PROFICIENT in our measures for the 2017-2018 academic cycle. The Theatre Department's **plans for the coming year** will be established after collecting preliminary data at the end of the Fall 2017 semester.

The **Institutional Outcome** addressed with our Program Level Assessment is EFFECTIVE COMMUNICATOR. Students convey meaning through writing about, critiquing, and participating in live theatrical performances in a way that others understand. Students will influence each other through artistic excellence appropriate to the context and audience and respond appropriately and listen attentively to their peers.

	<b>EXCELLENT</b>	<b>PROFICIENT</b>	<b>DEFICIENT</b>
1. Students can participate in the generation of live, theatrical performance.	<i>Participates (acting, technical work, text generation), while exhibiting tangible professional standards (including promptness with rehearsals, designs, and prepared text).</i>	<i>While participating at a high, college-level appropriate caliber, students may struggle slightly with deadlines and meeting expectations.</i>	<i>Student does not display proper commitment to a high, college-level appropriate caliber and may have trouble with the finer nuances of working in an ensemble.</i>
2. Students can identify and extrapolate theatrical themes, genres, conflicts, symbols, and functions.	<i>Students can accurately identify, discuss, and provide examples of theatrical themes, genres, conflicts, symbols, and functions.</i>	<i>Demonstrates a basic working knowledge of theatrical themes, genres, conflicts, symbols, and functions, but needs to dig deeper in analyzing theatrical functions.</i>	<i>Student displays little or no understanding of theatrical processes and terminology.</i>
3. Students can identify, discuss, and provide examples of a variety of theatrical styles and historical periods.	<i>Articulates the connection between historical performances or theatrical styles and the from which they emanate.</i>	<i>Broadly discusses theatrical styles and cultural connections between styles and historical periods..</i>	<i>Unable to distinguish between different theatrical styles and historical eras.</i>
4. Students can respond to and critique live performance.	<i>Responds to live performance with apt, specific references, constructive criticism, and a strong voice.</i>	<i>Articulates an opinion on performance but fails to support their opinion with enough apt, specific references.</i>	<i>Lacks the ability to articulate an opinion with support or fails to draw a conclusion.</i>

**THEATRE DEPARTMENT SURVEY**

Name: \_\_\_\_\_ At the end of this term, # of terms at CCD: \_\_\_\_\_

Email: \_\_\_\_\_@student.cccs.edu Today's Date: \_\_\_\_\_

**Courses taken by end of this semester (check, also circle if not at CCD):**

- THE 105: THEATRE APPRECIATION
- THE 108: THEATRE SCRIPT ANALYSIS
- THE 111: ACTING ONE
- THE 112: ACTING TWO
- THE 115: STAGE MOVEMENT FOR ACTORS
- THE 116: TECHNICAL THEATRE
- THE 126: INTRODUCTION TO THE ENTERTAINMENT INDUSTRY
- THE 131: THEATRE PRODUCTION I
- THE 132: THEATRE PRODUCTION II
- THE 150: COMEDY
- THE 211: DEVELOPMENT OF THEATRE I
- THE 212: DEVELOPMENT OF THEATRE II
- THE 215: PLAYWRITING
- THE 231: THEATRE PRODUCTION III
- THE 232: THEATRE PRODUCTION IV

**Plans for next semester (check, also circle if not at CCD):**

- THE 105: THEATRE APPRECIATION
- THE 108: THEATRE SCRIPT ANALYSIS
- THE 111: ACTING ONE
- THE 112: ACTING TWO
- THE 115: STAGE MOVEMENT FOR ACTORS
- THE 116: TECHNICAL THEATRE
- THE 126: INTRODUCTION TO THE ENTERTAINMENT INDUSTRY
- THE 131: THEATRE PRODUCTION I
- THE 132: THEATRE PRODUCTION II
- THE 150: COMEDY
- THE 211: DEVELOPMENT OF THEATRE I
- THE 212: DEVELOPMENT OF THEATRE II
- THE 215: PLAYWRITING
- THE 231: THEATRE PRODUCTION III
- THE 232: THEATRE PRODUCTION IV

**Degree Goals:**

- Complete a degree with theatre designation at CCD (transfers state wide)
- Associate of Arts Degree with Theatre, Anticipated Performance Track

- Associate of Arts Degree with Theatre, Anticipated Technical Track
- Plans to transfer to: \_\_\_\_\_ before completion
- Other: \_\_\_\_\_

**Theatre Program Assessment**

1. Students can participate in the generation of live, theatrical performance. Briefly evaluate your performances and production work at CCD. What are you most proud of accomplishing? What would be an even higher level?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Students can identify and extrapolate theatrical themes, genres, conflicts, symbols, and functions. How have you/are you applying your new knowledge to your production and performance work?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Students can identify, discuss, and provide examples of a variety of theatrical styles and historical periods. What different theatrical styles or historical periods can you identify? How can you apply each to your performance and production work?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Students can respond to and critique live performance. What evidence can you provide to support your opinion of a production you've seen in the last six months?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What do you like most about the theatre program at CCD?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Curriculum Map**

	<b>Student Learning Outcomes</b>			
	Students can participate in the generation of live, theatrical performance.	Students can identify and extrapolate theatrical themes, genres, conflicts, symbols, and functions.	Students can identify, discuss, and provide examples of a variety of theatrical styles and historical periods.	Students can respond to and critique live performance.
105 Appreciation	I / W H J	I / W H J	I / W H J	I / W H
108 Script Analysis	X	I / W P H J	R / W P H J	R / W H J
111 Acting I	R / P J	I / P J	R / P J	R / W H J
112 Acting II	D / P H J	R / W P H J	R / P H J	D / W H J
116 Technical Theatre	I / H J	I / W H J	R / W H J	R / W H J
126 Intro. Ent. Ind.	X	X	X	I / W H
131 Production I	D / P J	D / P H J	D / W J	D / W J
132 Production II	D / P J	D / P H J	D / W J	D / W J
150 Comedy	X	X	X	I / W H
211 History I	X	R / W H J	D / W H J	R / W H J
212 History II	X	R / W H J	D / W H J	R / W H J
215 Playwriting	R / W H J	R / W H J	R / W H J	D / W H J
231 Production III	D / P J	D / P H J	D / W J	D / W J
232 Production IV	D / P J	D / P H J	D / W J	D / W J

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I = INTRODUCE  
 R = REHEARSE  
 D = DEMONSTRATE  
 X = NOT ADDRESSED

W = WRITING  
 P = PERFORMANCE  
 H = HOMEWORK  
 J = PROJECT

## Mission Statements

### 1. CCCS (Colorado Community College System) Mission Statement

To provide an accessible, responsive learning environment that facilitates the achievement of educational, professional, and personal goals by our students and other members of our communities in an atmosphere that embraces academic excellence, diversity, and innovation.

### 2. CCD (Community College of Denver) Mission Statement

CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment.

### 3. Performing Arts Department Mission Statement

*The Community College of Denver Performing Arts Department has the mission to provide professional music/theatre/dance training to all students interested. Our students will experience diverse educational opportunities within the college and the community in areas of performance, education, and technology.*

### 3. Department Mission Statement:

*The Community College of Denver Theatre Department provides practical, hands-on training to all students, regardless of experience. With diverse pedagogical practices paired with application and "on the job" training, theatre students engage in all aspects of production building a solid foundation in performing arts.*

## **Course Level Assessment**

### **Key Questions to Consider When Writing a Theatre Report**

#### **Acting**

1. Were the actors believable, given the requirements of the play? If they were believable, how did they seem to accomplish this? If they weren't believable, what occurred to impair or destroy believability? (As you discuss this, be sure to separate the performer from the role. For example, you can dislike a character but admire the performance.)
2. Identify the performers you considered most successful. Citing specifics from the production, note what they did well: particular gestures, lines, or moments. Try to describe each performer so as to give the reader a clear image. For example, how did the performer's voice sound? How did he or she interpret the role?
3. If there were performers you did not like, identify them and explain why you did not like them. Give concrete examples to explain why their performances were less successful.
4. Acting is more than a collection of individual performances. The entire company needs to work as a unit (this is sometimes called ensemble): each actor must not only perform his or her own role but also support the other performers. Discuss how the performers related or failed to relate to one another. Did they listen to each other and respond? Did any actor seem to be 'showing off' and ignoring the others?

#### **Directing**

1. The director unifies a production and frequently provides an interpretation of the text. Did there seem to be a unifying idea behind the production? If so, how would you express it? How were you able to see it embodied in the production? Was it embodied in striking images or in the way the actors developed their performances? (You should be aware that this can be the one of the most difficult aspects of a production to evaluate, even for very experienced theatergoers.)
2. Did all the elements of the production seem to be unified and to fit together

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Course-wide Assessment: Play Review Rubric (2.0) Fall 2017

- seamlessly? How was this reflected in particular in the visual elements – the scenery, costumes, and lighting?
3. How did the director move the actors around onstage? Where were there any moments when you felt that such movement was particularly effective or ineffective? Were entrances and exits smooth?
  4. Did the pace or rhythm of the production seem right? Did it drag or move swiftly? Did one scene follow another quickly, or were there long pauses or interruptions?

### **Space**

1. What type of theatre was it? How large or small was it? How opulent or elaborate? How simple or modern?
2. What type of stage did it have? How did the stage space relate to the audience seating?
3. What was the size and shape of the playing space?
4. What sort of atmosphere did the space suggest? How was that atmosphere created?
5. Did the space seem to meet the needs of the play? Did it affect the production, and how so?

### **Scenery**

1. What information was conveyed by the scenery about time, place, characters, and situation? How was the information conveyed to you?
2. What was the overall atmosphere of the setting?
3. Did any colors dominate? How did colors affect your impression of the theatre event?
4. Was the setting a specific place, or was it not recognizable or real locale? Did that choice seem appropriate for the play?
5. If the setting was realistic, how effectively did it reproduce what the place would actually look like?
6. Were there symbolic elements in the scenery? If so, what were they? How did they relate to the play?

### **Costumes**

1. What information was conveyed by the costumes about time, place, characters, and situation? How was the information conveyed to you?
2. What was the period of the costumes? What was the style? Were the costumes from a period other than the period in which the play was written or originally set? If so, how did this affect the production? Why do you think this choice was made?
3. How was color used to give you clues to the personalities of the characters?
4. Did each character's costume or costumes seem appropriate for his or her personality, social status, occupation, etc.? Why or why not?

5. Did the costumes help you understand conflicts, differing social groups, and interpersonal relationships? If so, how?

### **Lighting**

1. What information was conveyed by the lighting about time, place, characters, and situation? How was the information conveyed to you?
2. Describe the mood of the lighting. How was color and intensity used to affect mood? What other characteristics of light were used to affect mood? Was the lighting appropriate for the mood of each scene? Why or why not?
3. Was the lighting realistic or nonrealistic? What was the direction of the light? Did it seem to come from a natural source, or was it artificial? Did this choice seem appropriate for the text?
4. Were the actors properly lit? Could their faces be seen?
5. Were light changes made slowly or quickly? How did this affect the play? Did it seem right for the play?

### **Text**

1. What was the text for the performance? Was it a traditional play? Was it a piece created by the actors or directors? Was the piece improvisational?
2. What was the text about? What was the author of the text trying to communicate to the audience? Did the author try to communicate more than one message?
3. How was the meaning of the text communicated through words, actions, or symbols?
4. Did you agree with the point of view of the text? Why or why not?
5. What was the genre of the text? Was it comedy, tragedy, farce, melodrama, or tragicomedy? Was the text realistic or nonrealistic? Was it presentational or representational?
6. Describe the structure of the text? Was it climactic (intensive)? Was it episodic (extensive)? Was it some combination of the two?

### **Characters**

1. What were the major desires, goals, objectives, and motivations of the leading characters? How did these help you understand the meaning of the text?
2. Were the characters realistic, symbolic, allegorical, totally divorced from reality, etc.?
3. How did the minor characters relate to the major characters? For instance, were they contrasts or parallels?
4. Did you identify most with one of the characters? If so, describe this character and explain why you identified with him or her.

### **Notes:**

### **Theatre:**

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Course-wide Assessment: Play Review Rubric (2.0) Fall 2017

- jot down three adjectives to describe the atmosphere of the theatre - what kind of theatre is it? - draw a quick sketch of the auditorium area on the back

## Program:

- jot down when and where the play is set, and any other information you have gleaned from the program.
- read any notes in the program and underline three sentences which you believe will help you better understand the production.
- underline any historical information in the program about the play or playwright.

## Playing Space:

- can you see the playing space before the performance begins? - if you can, what are your impressions about the scenery? What does it seem to suggest about the production? (Just jot down a few adjectives that reflect your first impressions.)

## Formulating a Response:

**List your initial responses to each of the production elements. Indicate whether you like or dislike each element, and provide an adjective which expresses why you like or dislike it. Remember that it is these initial response you will have to defend in your paper.)**

**Write down what the high point of the action seems to have been and what resolution of the conflict, if any, has occurred.**

**Have any characters changed between the beginning and the conclusion of the action? If so, provide an adjective or a short phrase to describe the character at the outset of the action and another adjective or phrase to describe him or her after the change.**

**Does anything about the play or the production puzzle or confuse you? if so, jot it down.**

**Briefly describe a specific moment or scene that you thought was particularly dramatic, effective, or significant.**

## Rubric

CRITERIA	OUTSTANDING	APPROPRIATE	INSUFFICIENT	UNACCEPTABLE
INTRO	Clear, concise, & provides all relevant info. (who,	While not as strong & thorough as those intros	Compounding issues and a lack of control	The introduction is unacceptably brief

# CCD Performing Arts Department

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Course-wide Assessment: Play Review Rubric (2.0) Fall 2017

	what, when, where). With clear concise, controlled language, the introduction discusses the venue, appearance, pre-theatre experience and program. Persuasively, the writer sets a tone that guides the overall theme of the piece.	that score higher, these papers are clear, concise, and meet basic requirements. There may be some unclear information. There is an effective tone that may struggle with control.	are hallmarks of intros that fall in this range. Info is missing, incorrect, or incomplete. In most cases, papers that score here are weak, and hastily thrown together.	unclear, or complete missing. Info about the event is completely wrong or missing. Papers scoring in this area require little to no explanation.
<b>BODY: STRONGEST ELEMENTS</b>	Encapsulating <u>all</u> elements with thorough, supported descriptions, the paper offers a strong opinion with apt, specific references in each area. With excellent control and well supported opinions papers in this category truly stand out.	While not as strong as those papers scoring outstanding, these papers discuss <u>many</u> elements and either struggle with apt, specific references or fail to maintain control over the critical criteria for judging a performance. Support may be brief, slightly incomplete, or cumbersome. There may be a reliance on plot summary.	Papers that score in this category do not offer enough support their opinions with support. There is likely a lack of specificity in the discussion of theatrical elements. Papers may struggle with stating an opinion or fail to discuss at least two theatrical elements.	The paper does not offer specific evidence to support their opinion or is completely lacking in evidence. The paper may be entirely plot summary or does not state an opinion.
<b>BODY: WEAKEST ELEMENTS</b>	Encapsulating <u>all</u> elements with thorough, supported descriptions, the paper offers a strong opinion with apt, specific references in each area. With excellent control and well supported opinions papers in this category truly stand out.	While not as strong as those papers scoring outstanding, these papers discuss <u>many</u> elements and either struggle with apt, specific references or fail to maintain control over the critical criteria for judging a performance. Support may be brief, slightly incomplete, or cumbersome. There may be a reliance on plot summary.	Papers that score in this category do not offer enough support their opinions with support. There is likely a lack of specificity in the discussion of elements. Papers may struggle with stating an opinion or fail to discuss at least two theatrical elements.	The paper does not offer specific evidence to support their opinion or is completely lacking in evidence. The paper may be entirely plot summary or does not state an opinion.
<b>RESPONSE TO THE EVENT</b>	With a clearly articulated response, either favorable or unfavorable, the response shows a high level of introspection and addresses the critical criterion of what was being	There is some response to the event, but there is a lack of clarity and specificity in detail that prevents the paper from scoring higher. The author may struggle with	There is some response to the event, but either brief or inadequate. The writer may fail to provide accurate, succinct support and rely too heavily on re-telling the	The paper does not include a response or makes only a mere mention of evaluation. The author fails to state an opinion and

# CCD Performing Arts Department

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	attempted and what that attempt worthwhile.	accurate details or provide weak support. Papers in this category fail to address the critical criterion mentioned in level 4 papers.	story and less time explaining and supporting an opinion. There may be an accumulation of errors.	provide support.
ELEMENTS OF COMPOSITION	With a strong control over the EOC, this paper shows correct and concise word choice. The paper contains minimal basic spelling, grammar, and mechanical errors and they do not distract the flow of the discussion. While not error-free, the paper is specific in referencing the production and the writer's voice shines through.	There may be some lack of control over language or specificity. There are a few basic spelling, grammar, or mechanical errors, but they do not detract the reader from the paper. There are few surface errors and the support, while slightly thin, does attempt to support an opinion.	There is a serious lack of control over language and specificity. The paper's spelling, grammar, and mechanical errors detract the reader. Support is thin, and the writer's opinion is missing or not clear.	The paper is poorly written, unacceptably brief, or contains wrong information. Typically, papers in this category are plagued by spelling, grammar, and mechanical errors. They may also show a lack of proofreading.

## Program Level Assessment Veterinary Technology

### Veterinary Technology Mission Statement

The Veterinary Technology Program's goal is to advance the quality and availability of Veterinary Technicians. Vet Techs are safe, competent, professionals who assist in providing health care for animals. They have the knowledge and skills necessary to provide comprehensive quality animal care in a diverse society.

### VET TECH PROGRAM GOALS

1. Students will present and communicate both written and verbally in a professional manner to faculty, employer, employees, and clients.
2. Students should perform an accurate assessment on a patient during a complete physical exam.
3. Students will properly calculate pharmacological substances including anesthetics, fluids, and drugs.

### ASSESSMENT METHODS

1. Performance Assessment – student skills and knowledge will be assessed through class assignments, projects, presentations, and hands-on tasks.
2. Pre/test/Post-test Evaluation – students will be given a pre-test at the beginning of their Clinical Proficiency class to identify areas of skill deficiency and to track improvement through the semester.
3. VTNE results – the program will use the results of the Veterinary Technology National Exam (VTNE) to evaluate the students. The average score for success should exceed the national average in all seven categories.
4. Essential Tasks - students will be able to demonstrate knowledge in and perform the Essential Skills as defined by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities (AVMA CVTEA).
5. Employer Surveys – the program will survey graduate employers to help determine if the graduate has the necessary job skills and if there are other skills that employers particular value that graduates are not acquiring in the program.

#### TIME FRAME

We utilize a database, which allows us to keep track of and verify that our students have successfully completed the Veterinary Technology Student Essential and Recommended Skills List as required by our accrediting agency AVMA (American Veterinary Medical Association) CVTEA (Committee on Veterinary Technician Education and Activities). As each student accomplishes the required task, we record either date of performance or a grade. At the end of each semester, the database is assessed and graded to assure the student is performing in accordance with our program outcomes.

#### TYPE OF FEEDBACK

At the end of the semester faculty will submit their results, data will be compiled and areas of strength/weaknesses will be identified.

#### CLOSING THE LOOP

The department will meet as a whole to discuss findings and will recommend to the Chair methods for improving curricula based on assessment.

Veterinary Technology Curriculum Map								
	Courses	Program Student learning Outcomes						Level of expertise and teaching and learning strategies
		Students will present and communicate both written and verbally in a professional manner to faculty, employer, employees, and clients.		Students should demonstrate accurately assessing a patient during a complete physical exam.		Students will properly calculate pharmacological substances including anesthetics, fluids, and drugs.		
		Progress	Strategies	Progress	Strategies	Progress	Strategies	
1 <sup>st</sup> Semester	VET 102	I	DS, EX, CS					<b>Level of Expertise</b> I – Introduce C – Competent M – Mastery  <b>Teaching/Leaning Strategies</b> LAB= Hands on lab DS= Discussion EX= Exam CS= Case Study PR=Presentation J= Journal EV= Eval forms IN-Internship PJ = Project
	VET 108					I		
	VET 116	I	DS, EX	I	LAB, EX, CS	I	LAB, EX	
	VET 120	I	EX			I		
	VET 205							
2 <sup>nd</sup> Semester	VET 106	I	LAB, EX	I	LAB, DS, EX	I	LABS, CS	
	VET 115	I	LAB, DS, EX					
	VET 182	I/C	EX, IN, EV	I/C	EX, IN, EV	I/C	DS, EX, CS, EV	
	VET 206							
	VET 224					C	DS, EX, CS	
Summer	VET 134	C	DS, LAB			C	LAB, DS, EX	
	VET 187	C	EV, IN			C	EV, IN	
3 <sup>rd</sup> Semester	VET 225	C/M	LAB, EV, PJ	M	LAB, EX, EV	M	LAB, EX, EV	
	VET 227	C	DS, EX	C/M	DS, EX, PJ	C/M	CS, DS, EX	
	VET 241	C/M	LAB			M	LAB, EX	
	VET 281	M	DS, J, EV, IN	M	DE, EX, CS, J, EV, IN	M	EX, J, EV	
4 <sup>th</sup> Semester	VET 240 – Small animal	M	LAB, EX, CS	M	DS, EX, CS			
	VET 240 – Large animal	C/M	LAB, DS, EX	C/M	LAB, DS, EX			
	VET 242	M	LAB, DS	M	DS, LAB, EX	M	DS, EX	
	VET 243	M	DS, LAB					
	VET 250	M	EX	M	EX	M	EX	
	VET 282	M	CS, J, IN	M	CS, J, IN	M	CS, J, IN	

Assessment Plan

Fabrication Welding

Community College of Denver

John Wenner, Chair

May 2017

## **Program Mission:**

Create a learning environment where students have an opportunity to develop the knowledge and skills necessary to pursue a career in a diverse and changing industry.

## **CCD Welding Statement**

The Welding Program provides expert training to beginning welders, as well as Continuing education for experienced welders who wish to upgrade their skills by using state-of-the-art equipment and technology. We use practical classroom/welding labs and online education so students can enter the workforce prepared for the real world of industry.

## **Program Student Learning Outcomes:**

- Accurately to read blueprints
- Perform measurements and calculations necessary to lay out and construct items from blueprints
- Use industry standard terminology to discuss weld joints and weld examination
- Identify, select and use Personal Protective Equipment required for the operation being performed
- Identify and setup common weld joints and weld in all positions 1G.1F, 2G.2F, 3G.3F,4G.4F
- Set up and operate Oxy Fuel cutting equipment to prepare work pieces
- Set up and operate electrical process cutting equipment to prepare work pieces
- Set up and operate electrical welding equipment
- Execute welds meeting code level requirements
- Examine welds to code level requirements

## **Assessment Methods**

### **Formative Assessment**

- Short answer, fill in the blank and matching question assignments for blueprint reading, weld joint identification, weld position and other knowledge based components in the program
- Multiple choice and true false quizzes for blueprint reading, weld joint, weld position and other knowledge based components in the program
- The Vertex Virtual Welding is used to identify position and travel speed problems with scoring and grade feedback

### **Summative Assessment**

- Checklist will be used during test periods while students demonstrate, PPE identification/selection/use, and equipment inspection and set up
- Projects assembled from a blueprint will be compared to the blueprint
- Students weld joint set up and welds that will be examined and graded by a rubric based on AWS D1.1 Structural Code Book.

- Multiple choice, fill in the blank and true false test will be used for blueprint reading and knowledge based components in the program

## **AWS American Welding Society D1.1 WELDING CODEBOOK**

### **1.1 Scope**

These codes contain the requirements for fabricating and erecting welded steel structures. The D1.1 code book contains information on the scope and limitations of key definitions, and the major responsibilities of Design of Welded Connections, Prequalification, Qualification, Fabrication, and Inspection.

### **What did you learn/discover from the assessment?**

We learned some strengths and weaknesses in the teaching process. More one on one time will be created in each class. The Virtual Welding will be used more to track performance levels with high and low scores. I also want to create an entrance assessment and exit assessment. Students will take a multiple choice test the first day of the safety class before any content is given. Then at the end of their degree in the WEL 230 class they will take a similar test, with the same content and answers.

As the programs educational assessment grows some class structures will change. The class structures will be tuned to be more effective through the use of short answer, fill in the blank and matching question assignments on D2L. While weld joint identification, weld position, actual welding and knowledge based components will be stressed during the class periods. Multiple choice and true false quizzes for all classes along with more knowledge based components in the upper level classes will also be implemented.

### **How will this assessment affect your overall Program Assessment Plan?**

This assessment will help fine tune the areas in the welding program that need more development. The Assessment Plan will let us know the level of retainment by implementing an entrance and exit assessment quiz.

### Program-Level Student Learning Outcomes (PSLOs)

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At the completion of the **CCD Welding Program** , a student will:

- Ability to read blueprints
  - Perform measurements and calculations necessary to lay out and construct items from blueprints
  - Use industry standard terminology to discuss weld joints and weld examination
  - Identify, select and use PPE required for the operation being performed
  - Identify and setup common weld joints and weld in all positions
  - Set up and operate Oxy Fuel cutting equipment to prepare work pieces
  - Set up and operate electrical process cutting equipment to prepare work pieces
  - Set up and operate various electrical process welding equipment
  - Execute welds meeting code level requirements
  - Examine welds to code level requirements
- 
1. Be able to know and have an appreciation for the safety knowledge required in the welding trade.
  2. Demonstrate the ability and theory to effectively solve problems encountered while welding or cutting as per job requirement.
  3. Demonstrate step by step the procedure required to perform at the skill level dictated per job-fab standards/Code welding procedure and tolerances.
  4. Students will understand the variables involved from the performance/skillset a welder needs
  5. Foster the importance of proper training and preparation for today's employment qualification requirements.
  6. Be prepared to pass the required AWS welding exam. This is essential for employment as a welder.

#### **What we wanted to learn about our students:**

If our students are properly trained and prepared to enter the field of welding to meet industry needs.

## **CCD Welding Degrees and Certificate's**

### **FABRICATION WELDER AAS DEGREE**

This program prepares students with entry-level cutting and welding skills to work in operations in using oxyacetylene cutting and welding, plasma arc cutting, carbon arc cutting, shielded metal arc welding, gas metal arc welding and gas tungsten arc welding on metals that range from heavy plate and pipe to thin-gauge sheet metals. Various steels and aluminum metals are used. Upon successful completion of this program, graduates are prepared to attempt one of the limited thickness Welder Qualification test under American Welding Society D1.1 Structural code for certification in SMAW, GMAW and GTAW. Graduates are prepared to enter positions as production, fabrication or construction welders.

### **ARC WELDER CERTIFICATE**

Arc Welder prepares students with the entry level cutting and welding skills necessary to perform shielded metal arc welding operations. Graduates are prepared to enter positions as production, fabrication or construction welders using the shielded metal arc process. All Arc Welder Certificate program credits apply toward the Fabrication Welder AAS Degree program requirements. Upon successful completion of this program, graduates are prepared to attempt one of the limited thickness Welder Qualification test under American Welding Society D1.1 Structural code for certification in SMAW. The certificate is fully transferable to the Associate of Applied Science in Fabrication Welder. Please see an Academic Advisor about this pathway.

### **FABRICATION WELDER CERTIFICATE**

Fabrication Welder prepares students with entry-level cutting and welding skills to work in operations in using oxyacetylene cutting and welding, plasma arc cutting, carbon arc cutting, shielded metal arc welding, gas metal arc welding and gas tungsten arc welding on metals that range from heavy plate and pipe to thin-gauge sheet metals. Various steels and aluminum are used. Upon successful completion of this program, graduates are prepared to test for American Welding Society certification in SMAW and MIG/TIG. Graduates are prepared to enter positions as arc welders, plate welders, industrial welders, production welders, fabrication welders, construction welders, and TIG or MIG welders. The certificate is fully transferable to the Associate of Applied Science in Fabrication Welder. Please see an Academic Advisor about this pathway.

## **Program-Level Student Learning Outcomes (PSLOs)**

How does the welding PLSOs align with the IOs?

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At the completion of the **Welding Program** , a student will:

1. **Numeric Thinker** Demonstrate the ability and theory to effectively solve problems encountered while welding or cutting as per job requirement.
2. **Personally Responsible** Be able to know and have an appreciation for the safety knowledge required in the welding trade.
3. **Globally Aware** Demonstrate the ability and theory to effectively solve external problems encountered while welding. Think about what can be done to be more effective and environmentally sound.
4. **Effective Communicator** Be able to understand the variables involved at the performance level stage as a welder.
5. **Effective and Ethical User of Technology** Foster the importance of proper training and preparation for today's employment qualification requirements.
6. **Complex Thinker** Be prepared to pass the required National Certification Exam, essential for employment as a welder.



**What we wanted to learn about our students:**

What Program Student Learning Outcomes do these projects assess?

PSLO #1 – Know and have an appreciation for the safety knowledge required in the welding trade and PSLO #2 – demonstrate the ability and theory to effectively solve problems encountered while welding or cutting as per job requirements.

## **REPORTING**

### **Assessment Data**

**Provide the survey or assessment data.**

The pretest and post test results will be used to assess the student retainment and learning outcomes.

### **Observable Patterns**

**Summarize the patterns observed in the data.**

Students who completed the classes with a final grade of a C or higher should show and improvement in their knowledge of the skills needed for student success in the welding workforce

### **Implications and Future Directions**

**What are the implications of the data? How should the institution as a whole or related programs act on the data?**

**Program emphasis**

Numeric Thinker?

Projects, assignments, attendance?

Curriculum Mapping I.O.s

Rubrics?

World Languages Program  
Community College of Denver

***Assessment Plan***

# STUDENT LEARNING OUTCOMES

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## Globally Aware<sup>2,5</sup>

Students will interact with cultural competence and understanding in order to participate in multilingual communities at home and around the world:

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied
- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

## Effective Communicator<sup>1</sup>

Students will demonstrate effective communication in the target language in order to function in a variety of situations and for multiple purposes

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken and written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

## Complex Thinker<sup>3,4</sup>

Students will connect with other disciplines and acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations. Students will develop insight into the nature of language and culture in order to interact with cultural competence.

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

*World Language PSLOs align with CCD Institutional Outcomes as well as ACTFL World Readiness Standards. PSLOs are categorized under each of the CCD IOs and detailed using wording from the ACTFL World Readiness Standards with focus on the 5Cs: <sup>1</sup>Communication, <sup>2</sup>Cultures, <sup>3</sup>Connections, <sup>4</sup>Comparisons, and <sup>5</sup>Communities.*

CCD Institutional Outcomes: <https://www.ccd.edu/about-ccd/vision-mission-strategic-plan>

ACTFL World Readiness Standards: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

# CURRICULUM MAP MATRIX

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**Key**

I = Introduced

P = Practiced/Reinforced

M = Mastered

A = Currently Formally Assessed

<b>Program Name: Spanish</b>	<b>Course Numbers/Program Requirements or Options</b>					
<b>Outcomes</b>	<b>SPA101</b>	<b>SPA111</b>	<b>SPA112</b>	<b>SPA211</b>	<b>SPA212</b>	<b>HIS244</b>
<b>Globally Aware</b>	I	I	P	P	M	P
<b>Effective Communicator</b>	I	I	P	P	M	P
<b>Complex Thinker</b>		I	P	P	M	P

<b>Program Name: French</b>	<b>Course Numbers/Program Requirements or Options</b>				
<b>Outcomes</b>	<b>FRE111</b>	<b>FRE112</b>	<b>FRE211</b>	<b>FRE212</b>	
<b>Globally Aware</b>	I	P	P	M	
<b>Effective Communicator</b>	I	P	P	M	
<b>Complex Thinker</b>	I	P	P	M	

# ASSESSMENT PLAN FOR FRENCH & SPANISH DWDs

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**PSLO to focus on for the next 3-5 years (2015-2020):**

- *Effective Communicator*

**What we will assess:**

Student capacity to reach intermediate-mid proficiency communication in target language:

We will assess to what degree students can successfully negotiate and convey meaning in the target language in each of the three communication modes: interpersonal, interpretive, and presentational at the intermediate-mid level. We expect a student who completes a DWD in French or Spanish to acquire this level of communication in the target language. It is also the expectation that a student completing any sequence in any language offered will reach the level of intermediate-mid in the target language. As of this plan, the languages included are: American Sign Language, Chinese (Mandarin), French, German, and Spanish.

We will assess each language and each mode independently.

We will begin with the Presentational Mode.

**Assessment Methods:**

Presentational Mode

We will collect artifacts from current assignments/projects in the following courses: ASL 123, CHI211, CHI212, FRE211, GER 212, GER211, FRE 212, SPA211, SPA212. These courses make up the intermediate sequence (final year) for each language.

We will collect the following types of artifacts, in the target language, from all students enrolled in the courses listed above, to assess written, oral, and signed presentational mode:

- Final written composition, ungraded by instructor, with instructions/rubric as given to the student (CHI, FRE, GER, SPA)
- Final oral presentation (video recording), ungraded by instructor, with instructions/rubric as given to the student (CHI, FRE, GER, SPA)
- Final signed presentation (video recording), ungraded by instructor, with instructions/rubric as given to the student (ASL)

We will create and apply a presentational mode rubric to these artifacts to determine if students are reaching the intermediate-mid level of presentational communication. The rubric will begin with novice, and end with advanced-low. This rubric may be applied to all levels of language, from 1<sup>st</sup> semester to 4<sup>th</sup> semester in the future to see how students are progressing throughout any given language sequence.

Interpersonal Mode (under construction)

Interpretive Mode (under construction)

**Time Frame:**

Student capacity to reach intermediate-mid proficiency in target language: Data will be collected each semester and analyzed annually in late May once classes have ended.

*Year One:* Create presentational mode rubric, begin artifact collection/clarify artifacts needed

*Year Two:* Collect presentational mode artifacts, assess in May/June; Create interpersonal mode rubric

*Year Three:* Review, discuss results of presentational mode, close the loop, repeat assessment as needed; Collect interpersonal mode artifacts, assess in May/June

*Year Four:* Review, discuss results of interpersonal mode, close the loop, repeat assessment as needed; Collect interpretive mode artifacts, assess in May/June

*Year Five:* Review, discuss results of interpretive mode, close the loop, repeat assessment as needed; Begin work on Assessment Plan for Student Learning Outcome: Globally Aware

**Who will conduct assessment:**

- All full-time faculty will collect and review data, led by department chair. Adjunct instructors, including concurrent enrollment instructors, will participate in their content area. There will be two reviewers per language. Reviewers will not be the same instructors whose classes contributed artifacts. If needed, additional language content experts may be invited (i.e. Director of Confucius Institute, language tutors)
- Full-time faculty and adjunct instructors will create rubric for evaluation.
- Faculty/Instructors who teach designated courses will collect student artifacts and support reference (i.e. assignment instructions). All data will be turned in to the department chair.

**Feedback:**

At the end of each review faculty and instructors will submit their results, data will be compiled and areas of strength/weakness will be identified. Each fall department meeting,

results will be shared out and discussed as a department to determine changes/adjustments needed.

**Closing the Loop:**

The department will meet as a whole (full-time faculty, instructors, and tutors) to discuss findings and will make a recommendation to the Chair for improving curricula based on the assessment. Future assessment plans will be discussed at that time.

## Program Student Learning Outcomes for Physics Dwd Program

### Interdisciplinary Science Department Mission Statement

The mission of the Interdisciplinary Science Department is to provide a dynamic integrated education by providing opportunities that synergize and connect collaborative efforts between quantitative and qualitative sciences.

### Physics Program Mission Statement

The Physics program's mission is to provide students with the knowledge of foundational principles that define the universe and all studies of non-living and living matter. The program creates a dynamic foundation upon which students of Chemistry, Physics, Natural Sciences, Physical Sciences and Health Sciences can build.

As part of the Physics Dwd program the learning outcomes that students will acquire are as follows. Students will:

1. Students will become literate in the language and culture of Physics.
2. Physics students will use sound logic and reasoning skills to collect, analyze, and present findings and report on those findings.
3. Physics students will find and solve a variety of real-life problems.

## Program Outcomes Mapped to Institutional Outcomes

### Institutional Outcomes

<b>PROGRAM OUTCOME</b>	Numeric Thinker	Personally Responsible	Effective User of Technology	Globally Aware	Complex Thinker	Effective Communicator
<b>1</b>	✗			✗	✗	✗
<b>2</b>	✗				✗	✗
<b>3</b>				✗	✗	✗

### Curriculum Map for Physics

**I-Introduced   D-Developed   M-Mastery**

	PSLO-1.1 Language Literacy	PSLO-1.1 Culture Literacy	PSLO-2.1 Logic/Reasoning Skill	PSLO-2.2 Data Collection	PSLO-2.3 Data Analysis	PSLO-2.4 Data Presentation	PSLO-3 Problem Solving
Phy 105	I	I	I	I	I	I	I
Phy 111	I	I	I/D	I	I/D	I	D
Phy 112	D	D	D/M	D/M	D/M	D	M
Phy 211	D	I	D	D	D	I	D
Phy 212	M	D	M	M	M	D	M

## Assessment Schedule

Faculty meet to discuss and plan assessment activities twice per year. The first meeting is in September as we imbed assessment projects into the annual goals. The second is in January during the mid-year meeting as we review and modify the progress of the work and prepare for the April report.

## Assessment Timeline

1<sup>st</sup> Year Plan-17/18 was the pilot year. We established the PSLOs, completed a first mapping of the courses to the 3 PSLOs, and collected assessment assignments from Phy 211/212. We will need to wrap up assessing these artifacts, reviewing the data, and setting benchmarks in September 2018.

2<sup>nd</sup> Year Plan-18/19 will focus on PSLO 3. We will collect the assignment mix in courses to determine which can serve as assessment assignments, and this will help us verify the I/D/M curricular mapping. We will create the measurement tool for PSLO 3: problem solving. As mentioned above we will analyze the information from the assessment assignments collected in 17/18 and set benchmarks. We will also use these data to identify topics in need of support and plan ways to improve student learning.

At the second assessment meeting in 18/19, we will determine whether we want to continue with PSLO 3 or switch to another PSLO. And then each year at the second assessment meeting, we will determine which PSLO we will assess in the next academic year.

## Benchmarks

Benchmarks will be set once baseline data is collected and analyzed from the 17/18 pilot year. Our goal will to be able set some benchmarks during the annuals goals meeting in September 2018.

## Use of Results

Results of assessment will be discussed during the faculty annual goals and year end evaluation and used to develop a development plan for providing support or curriculum enhancements in order to improve student outcomes in succeeding years.

## Continuous Improvement of Assessment Process

Every year end the department will strategize the approach we have taken and decide if the PSLO's need to be modified, adjusted or added to. The curriculum map will be updated as course curriculum changes in response to new data and new views or foci will be determined by the department as a team. The assessment for the following year will either continue as planned if the department team deems it useful or it will be modified to shift focus any potential areas of program delivery that the team discovers during the previous year.

Assessment Plan

English as a Second Language

Community College of Denver

Roberta Ware, Chair

June 2018

### Program Student Learning Outcomes

1. Students will communicate effectively in academic writing by demonstrating appropriate syntax, verb tense usage and grammatical structures.
2. Students will analyze and evaluate diverse viewpoints and perspectives in all four language modalities, reading, writing, speaking and listening.
3. Students will investigate, examine and revise career and financial goals in order to make realistic, personally responsible academic decisions.

### Curriculum Map

	1. Students will communicate effectively in academic writing by demonstrating appropriate syntax, verb tense usage and grammatical structures.	2. Students will analyze and evaluate diverse viewpoints and perspectives in all four language modalities, reading, writing, speaking and listening.	3. Students will investigate, examine and revise career and financial goals in order to make realistic, personally responsible academic decisions.
ESL 012	<p>Spell and pronounce English words correctly</p> <p>Produce correct dictation and sentence recitation via spelling and pronunciation tests.</p>	Distinguish words with similar spelling and pronunciation	Complete a job application clearly and correctly with personal information. Speak clearly and present oneself well in a mock interview.

ESL 021	Write and assess student created sentences. Write in a more extended way using sentences and composing paragraphs.	Share personal paragraphs about diverse topics.	Compose cover letters.
ESL 022	Write paragraphs using intermediate level verb tenses and grammatical forms.		Compose more advanced cover letters using intermediate level verb tenses and forms.
ESL 023	Compose writing logs and paragraphs using advanced level verb tenses and grammatical structures and forms.		
ESL 031	Write dialogues and presentations.		Explore career goals theme unit.
ESL 032	Compose written dialogues and presentations.	Utilize appropriate oral language to agree and disagree.  Use language functions in conversations.  Become conversant on controversial topics.	Explore careers and practice job interviewing skills.

ESL 033	Write questions and revise for effective interview.	Debate diverse viewpoints about controversial topics.	Research realistic career goals realistic goals and career paths  Research certificate and degree programs/ earnings.
ESL 041	Write book reports.  Compose presentation notes and outlines.	Choose and read books representing diversity and participate in discussions.	
ESL 042	Compose reading Journals  Summarize and paraphrase written materials.	Choose and read books representing diversity and participate in discussions.	
ESL 043	Compose reading journals and reader summary and responses.	Paraphrase ideas from written work that represents diverse viewpoints and backgrounds.	
ESL 052	Compose multiply assessed paragraphs.  Compose in-class quick writes.		

	Compose final in-class paragraph.		
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<p>ESL 054</p>	<p>Final in-class assessment</p> <p>Multiple assessed essays with rubrics</p>	<p>Argument Essay</p> <p>Argument/Counterargument</p>	<p>Career exploration project</p> <p>Final project portfolio and student self-assessment.</p>
<p>ESL 071</p>	<p>See 021,031 and 041</p> <p>Write and assess students on student created sentences. Write in a more extended way using sentences and composing paragraphs.</p> <p>Write dialogues and presentations.</p> <p>Compose book reports.</p> <p>Write presentation notes.</p>	<p>Share personal paragraphs about diverse topics.</p> <p>Choose books representing diversity and participate in discussions.</p>	<p>Compose cover letter.</p> <p>Explore career goals theme unit.</p>
<p>ESL 072</p>	<p>See 022, 032 and 042</p> <p>Write paragraphs using intermediate level verb tenses and grammatical forms.</p> <p>Write dialogues and</p>	<p>Learn to agree and disagree using appropriate language functions.</p> <p>Controversial topics</p> <p>Choose books representing diverse points of view and participate in discussions.</p>	<p>Compose more advanced cover letter.</p> <p>Explore careers and practice job interviewing skills.</p>

	<p>presentations.</p> <p>Compose reading Journals</p> <p>Summarize and paraphrase written passages.</p>		
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### Learning Outcome 1.

1. Archive examples of writing assignments that we use in each class section of ESL 021, 022 and 023. Create a portfolio of these assignments and ideas that grammar instructors can use in their classes. Collect copies of student responses to these assignments.
2. Continue to have norming sessions to look over ESL 054 in-class final. Discuss whether we'd like to continue to use an in-class writing assignment or a final essay in which students have had support.
3. Implement an ESL 052 final writing assessment.

### Learning Outcome 2.

1. Supply a list of books and articles that we use in reading classes from diverse points of view. Keep copies of conversation discussion topics that have been successful for students.

### Learning Outcome 3.

1. Continue with the Career Research Portfolio in ESL 054. Archive those assignment handouts. Conduct a student survey about whether this assignment was useful and what students learned. We already have these questions, so we may just want to tweak them. Collect student responses to these surveys.
2. Continue with ESL 033 research project in which students research and revise career goals.

## **Assessment Schedule**

At the end of each semester, the program will conduct assessment of its PSLO(s) for the academic year.

## **Assessment Timeline**

In year one, ESL 054, Reading and Composition courses, completed a final in-class writing assessment at the end of fall and spring semesters. ESL 054 faculty participated in norming sessions using the instructor's rubric to determine if students would be placed in ENG 121. (That data is kept in the department chair's office.) During the second year, we revised the in-class final assessment procedures, so that faculty used more uniform procedures and implemented those in the norming sessions during fall and spring semesters. In year three we will begin the assessment procedures with ESL 052 and 051, which are prerequisites for ESL 053/054.

### **Benchmarks**

We anticipate that 70% of students who pass ESL 054 with a grade of C or better be placed into ENG 121 or college level classes based on our rubric. We know that many students benefit from taking CCR 094, Studio 121, to support them in being successful in ENG 121. However, we anticipate that ESL students who complete ESL 054 and move into ENG 121 will be equally successful as the average success rate in ENG 121, which in Fall 2017 was 64% and in Spring 2018 was 61.2%.

### **Use of Results**

During the spring assessment meeting the chair meets with invited faculty and adjunct instructors to review the assessment results from the prior year. The chair, faculty, and adjuncts determine any appropriate changes to either the curriculum or pedagogy for the coming year. The assessment results and any planned actions are shared with the dean of the Center for Arts and Humanities and reviewed with ESL faculty and program advisor.

### **Continuous Improvement of the Assessment Process**

During the spring assessment meeting, there will be discussion of the current tools in use and a determine made as to whether the tools warrant any revision. Also, the chair, faculty, and adjunct instructors will determine whether to continue with the current assessment timeline or to make any changes.

## Evidence S

### Student Learning Committee (SLC)

Peer Review and Director of Institutional Effectiveness  
Feedback

Peer Review Feedback Form

Of Academic Program Assessment Report

Center/Program/Department: PABSS / Human Services / Human Services

Program Chair: Leigh Sinclair

Date Reviewed by SLC: 27 October 2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	x		Clear and measurable.
Program Learning Outcome is connected to an Institutional Outcome (2)	X		Does this one PSLO address 4 different IOs? Can you explain how?
Student population that was assessed is identified (3)	x		Very clear population identified.
Methods of measuring assessment data are described (4)		x	Artifact used is identified. The actual assessment of the journal is not explained. How was the journal assessed? Was there a rubric? How do you know students have achieved this outcome?
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	x		No changes being made. Reference to continuing to address this PLO made. How is this informed by the assessment results?
Program Student Learning Outcome for next year is identified	x		

## Additional comments or recommendations

The 2016 report form was used for this report so some information is missing.

More detail needed in general on how the assessment was conducted and how the loop is closed. The report makes generalizations, but does not explain.

Recommend working with Katy Hill for a more robust assessment process.

DIE Feedback: benchmarking – that is – talking as a group of faculty about specific behaviors, skills, attitudes you expect from your students and at what level is probably the next step. This will bring some specificity and clarity to your assessment process. The results should be more useful and lead to action, even when the results are as positive as they have been.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Academic Assessment Cycle at CCD

October 15 Assessment Reports Due to D2L dropbox

-SLC chairs report list of submitting programs to Deans & Provost

October 27 Peer Review

November 3 Feedback uploaded on D2L

November 17 Revision Deadline

Last week of November Publication of Reports on Web

Mid-March Campus-wide Assessment Day

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: Humanities

Program Chair: Michael Mackey

Date Reviewed by SLC: 10/27/2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	x		Great job PSLO #1, consistency. Found under PLAN FOR THIS YEAR
Program Learning Outcome is connected to an Institutional Outcome (2)	x		How do your program IO's tie to CCD IO's?
Student population that was assessed is identified (3)	X		HUM 115
Methods of measuring assessment data are described (4)	x		Writing in response to a prompt
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		We look forward to seeing how it goes! 😊
Program Student Learning Outcome for next year is identified	X		We look forward to seeing how it goes! 😊

Additional comments or recommendations

DIE Feedback: Keep up the good work! I think, based on our conversations of the follow up with the faculty to contextualize the results, the Humanities assessment is headed in a good direction.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: HWE

Program Chair: Michelle Hoffer

Date Reviewed by SLC: 10/27/2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	X		Students will accurately assess personal dietary intake and compare it to guidelines and standards.
Program Learning Outcome is connected to an Institutional Outcome (2)	X		Learning outcomes match program learning outcome well
Student population that was assessed is identified (3)	X		Good plan for assessing over long-term. All students completing the three listed courses.
Methods of measuring assessment data are described (4)	X		Final project with rubric, assignments and test.
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		Clear plan for how the whole program will be assessed, but how will the data collected be used in the future to improve the program?
Program Student Learning Outcome for next year is identified		X	There seems to be a clear long-term plan, but what are the upcoming PSLOs that will be measured?
Additional comments or recommendations			

DIE Feedback: I would appreciate seeing the program level assessment plan and the full curriculum map. Four PSLOs for a 3-course certificate seem like too many to me. Could we schedule a time to meet to discuss?

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: Journalism

Program Chair: Kristi Strother

Date Reviewed by SLC: 10/27/2017

	Yes	No	Comments
Program Learning Outcome is identified (1)		x	Although you checked two IO, it is not clear that those are your PSLO's. Need clarification on both.
Program Learning Outcome is connected to an Institutional Outcome (2)		x	Although you checked two IO, it is not clear that those are your PSLO's. Need clarification on both.
Student population that was assessed is identified (3)	X		JOU 106
Methods of measuring assessment data are described (4)	x		Two (2) assignments noted, we would like to see specifics as to the what assignments
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		NOTE: Not all assessments are not successful, kudos for recognition and reaching out to your Advisory board for guidance. Good luck on the implementation of your changes.
Program Student Learning Outcome for next year is identified	X		Outcome for next year stays the same. Tool will be changing based upon unsuccessful data from last year. We wish you a successful venture!

Additional comments or recommendations

DIE Feedback: I would love to chat about what you learned from your advisory board. I think this could be a great example to highlight a great partnership between a CCD program and its advisory board to assess student learning. I am curious to know if the rubric was more fleshed out to clarify for students and advisory board members what is meant by critical thinking. Could we schedule a time to catch up to see how I can support you?

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: Literature

Program Chair: Michael Mackey

Date Reviewed by SLC: 10/27/2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	X		Clear and concise
Program Learning Outcome is connected to an Institutional Outcome (2)	x		"Our work is certainly tied to IO's 2 and 2", because...how?
Student population that was assessed is identified (3)	X		Found under data collected, its great that you are including online and winterum. We are wondering if you are comparing them? It be great to use the data from all populations to assess course building tools.
Methods of measuring assessment data are described (4)	x		Prompt specific as an assessment tool. Our suggestion would be to incorporate the specific tool as a hyperlink or attachment to streamline the report.
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		"At its most basic level, we are asking our faculty to model processes of analysis and synthesis –processes they know well but do not always explicitly talk about with their students."  What does this plan look like? Do you have a model for the implementation of this process? Please be more specific?
Program Student Learning Outcome for next year is identified	X		PSLO #1, referenced by the use Plato's Gorgias

Additional comments or recommendations

Hyperlinks and/or attachments, please be more specific to course level changes

DIE Feedback: I will, respectfully, disagree with the peer comments regarding specific course level changes. I think the emails documenting the changes faculty are making to courses documents this well. Keep up the good work. I think benchmarking – determining, as a department, what results you are targeting overall on your rubric – is the next step.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: Mammography

Program Chair: Lorraine Yost

Date Reviewed by SLC: 10/27/2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	X		Looks like a thorough program assessment, with PSLOs and IOs mapped out to courses.
Program Learning Outcome is connected to an Institutional Outcome (2)	X		
Student population that was assessed is identified (3)	X		Students in two classes: RTE 250 and 291
Methods of measuring assessment data are described (4)	X		Very clear explanation of methods.
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		Program changes have created a new assessment, but future plans look good.
Program Student Learning Outcome for next year is identified	X		
Additional comments or recommendations			

DIE Feedback: I would appreciate the chance to better understand the mammography program since its redesign. I am unsure what exactly the PSLOs for the program are. And I think I get what was trying to be expressed on the map given the nature of the credit-based, competency-based program, but it would be great to think through how that could be explained to external stakeholders. Could we schedule a time to meet?

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: MGD

Program Chair: John Kjos

Date Reviewed by SLC: 10/27

	Yes	No	Comments
Program Learning Outcome is identified (1)	x		
Program Learning Outcome is connected to an Institutional Outcome (2)	x		
Student population that was assessed is identified (3)	x		Number of students?
Methods of measuring assessment data are described (4)	x		Good. Is there a rubric that your outside reviewers use to evaluate the review? Who created the rubric? What do the number scores mean? Where did the numbers and percentages come from? What are the credentials of the outsiders reviewers?
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	x		Good. Results are used.
Program Student Learning Outcome for next year is identified	x		

Additional comments or recommendations

Checksheet review is a good system—we would like more on the evaluation system—rubrics, Etc.

DIE Feedback: I agree with your peers that more detail on the rubric would be helpful. I would love a chance to chat about how the rubric aligns with the PSLOs and aligns with the portfolio process. I think a conversation would help me better understand. Also, it might be useful to think through a norming process for the portfolio reviewers that would provide more specific feedback for the program. It sounds like this is a wonderful process to get student personalized feedback for them to continue to develop. Well done! Could we schedule a time to meet, please?

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

Peer Review Feedback Form  
Of Academic Program Assessment Report

Center/Program/Department: Music

Program Chair: Whiles, Kathleen

Date Reviewed by SLC: 10/27/17

	Yes	No	Comments
Program Learning Outcome is identified (1)	X		Yes, definitely identified. Have you considered breaking this down into two or even three PSLO's? This is a lot to assess.
Program Learning Outcome is connected to an Institutional Outcome (2)		X	Unable to identify which IO that is being evaluated or if you intended to tie the assessment to the IO's.
Student population that was assessed is identified (3)	X		Making an assumption that it is all music students. Is this accurate?
Methods of measuring assessment data are described (4)	X		Very clearly identified. Thanks!
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		Easy to follow and understand. Provides measurable data. Can you provide a number of students involved in the analysis to strengthen the impact of the results?
Program Student Learning Outcome for next year is identified	X		
<p>Additional comments or recommendations: Very well done. Have some minor recommendations identified above.</p> <p>DIE Feedback: Well done, overall! There is a solid assessment process in place. As we discussed when we met, benchmarking and, eventually, assessing by modality are the right next steps for Music. Please let me know how I can help facilitate the benchmarking conversation with the faculty.</p>			

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: Nurse Aide

Program Chair: Derek Patton

Date Reviewed by SLC: 10/27/2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	X		PSLO definitely linked to IOs.
Program Learning Outcome is connected to an Institutional Outcome (2)	X		
Student population that was assessed is identified (3)	X		All sections of Nurse Aide.
Methods of measuring assessment data are described (4)	X		Rubric. Program assessed students and compared to results on state examination. Why were skills chosen at random?
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		More training for adjuncts and lab for students in response to issues inconsistency in instruction. Looks good. Good plan to assess results of changes.
Program Student Learning Outcome for next year is identified	X		
Additional comments or recommendations			

DIE Feedback: What are the skills being assessed? Is there any norming of the rubric being used? What were the results of the skills assessment? This seems like the more valuable assessment information since the PearsonVue data are not specific enough to inform which skills/areas students need improvement. Are there specific skills students struggle with? Specific ones instructors struggle to teach? Let's schedule a time to talk through how the assessment data can become more targeted.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: PABSS / Paralegal / Paralegal

Program Chair: Stacey Beckman

Date Reviewed by SLC: 27 October 2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	X		These are concrete, clear, measurable. What does number 5 – critical thinking – look like for a paralegal student?
Program Learning Outcome is connected to an Institutional Outcome (2)	X		How does this fulfill the institutional outcome of Complex Thinker?
Student population that was assessed is identified (3)	X		How many students were assessed? The entire course/class? Is the capstone class?
Methods of measuring assessment data are described (4)	X		Involvement of IR to help interpret data and interrator reliability norming are valuable inclusions in the process. Rubric used. Solid process. We may ask you to share this with others at the college to explain how you do this successfully.
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		Additional data will be collected to have a more complete picture. Sometimes this is necessary before decisions about improvements can be made.  Reference to a plan is made, but no description of what that might look like. Still in progress.
Program Student Learning Outcome for next year is identified	X		Continuing last year's PLO in order to gain more insight. Expanding types of artifacts to include student surveys.  Gathering more quantity and variety of artifact for more complete picture.

### Additional comments or recommendations

How was the benchmark determined? Is it based on a requirement of the degree/certificate or an internally made decision? This is an area we may ask you to share with other programs in the college.

DIE Feedback: If the benchmark is 80% of the student at least at a 3, then the data analysis from IR should look a little different. Also, you might not need multiple raters per artifact. This might allow a larger sample with the same amount of resources. I am happy to support the data analysis part, as we discussed in our meeting. Also, you might consider a revision to the rubric. Based on the work done to increase interrater reliability, the rubric could be more detailed to include description of what it means, for example, to be able to "somewhat brief case law" versus "mostly able to brief case law." I suspect your conversations are much more rich than is conveyed in the rubric. Further developing the rubric might help make the connection between what students can and cannot demonstrate and changes to teaching and learning within the classroom.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: PABSS / Psychology / Psychology

Program Chair: Jeff Froyd

Date Reviewed by SLC: 27 October 2017

	Yes	No	Comments
Program Learning Outcome is identified (1)		X	The PLO question is blank. What is the outcome being assessed for this program? The section describing benchmarks may connect to this. How do the benchmarks feed into the overall learning outcome? Are the outcomes listed in the rubric? If these are the outcomes, it would help to have them identified clearly in the first section.
Program Learning Outcome is connected to an Institutional Outcome (2)	x		An IO is identified, but how the PLO is connected is not clear. How does this PLO demonstrate global awareness?
Student population that was assessed is identified (3)		X	How many students? Which students from which course(s)? Were they the same population that will be assessed this coming year. The plan has clear detail for the upcoming year, but what happened last year?
Methods of measuring assessment data are described (4)		X	There is significant detail in the upcoming plan for assessment, but none for the assessment from the previous year.
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	x		It looks like the plan is to repeat the assessment because of the small sample size (how big was the sample size?). Is this correct?  What does the number 1.59 mean? From what was this number derived? Why is this a low number? What number is expected?

Program Student Learning Outcome for next year is identified		X	The question is the same for this section as for the very first section of the rubric. Please identify clearly which outcome is being assessed.
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Additional comments or recommendations

The plan section of the report is very thoughtful and it looks like there is a good strategy for moving forward.

The information included was relatively detailed, but organization of information is out of order, making some aspects unclear.

DIE Feedback: I still recommend, per our conversation, that as a department you explore benchmarking – what you expect your students to be able to demonstrate on the outcomes and at what level. This might provide a) more directional feedback when the outcomes are assessed and b) more clarity in the rubric to define success as a department.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: PABSS / Sociology / Sociology,  
Anthropology, and Women's Studies

Program Chair: Danielle Langworthy

Date Reviewed by SLC: 27 October 2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	x		Clear, concrete and measurable. Looks cool – I want to know more about this!
Program Learning Outcome is connected to an Institutional Outcome (2)	X		How does this fulfill the institutional outcome of Complex Thinker?
Student population that was assessed is identified (3)	x		Very clear population identified. Fairly small sample. Is this a big enough sample to give enough data?
Methods of measuring assessment data are described (4)	x		Robust rubric and scoring sheet. Have you considered having more than one evaluator? Recommending that 2 independent evaluators review artifacts for greater accuracy of assessment. Who helped to create the rubric and scoring sheet? Who is "we"?
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	x		What is meant by all faculty are including assessments in courses? Is there an expectation for a particular type of artifact or is it open-ended? Is this working well for the assessment of the PSLO? What is the purpose of this change? What about the assessment informed this change?
Program Student Learning Outcome for next year is identified	x		

Additional comments or recommendations

The plan moving forward is thoughtful based on what was collected and assessed last year.

DIE Feedback: Great work! This assessment process is really solid. I still recommend benchmarking as a good next step – set the level of performance you and your faculty expect to see. You might consider one benchmark for DWD students and one for non-DWD students. Please let me know how I can support you in this conversation.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

Peer Review Feedback Form

Of Academic Program Assessment Report

Center/Program/Department: PABSS/ Theatre Arts/ Theatre Arts

Program Chair: Cathleen Whiles

Date Reviewed by SLC: 11.09.17

	Yes	No	Comments
Program Learning Outcome is identified (1)		x	Is statement in part "b" (exactly what are you assessing): " <i>Student's ability to comprehend texts, interpret major dramatic themes, and identify relevant questions the text poses about the society it comes from</i> " is the PSLO for this year?
Program Learning Outcome is connected to an Institutional Outcome (2)	x		There is IO marked in report, but not really clear connection with PSLO
Student population that was assessed is identified (3)	x		
Methods of measuring assessment data are described (4)	x		
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)		x	The process just have been started, and there are no data collected yet. You mentioned the PSLO, which not clarify in part 1. Also what do you mean under another PSLOs?
Program Student Learning		x	

Outcome for next year is identified			
<p>Additional comments or recommendations: Good start. Keep going. Clarify PSLOs, and there connection with IO.</p> <p>DIE Feedback: I think all the mechanics are in the right place for a strong assessment process, and you are getting a great process going! Let's continue to check in to see how I can support you in thinking through the trickiest part of the assessment process – the performance PSLO. Great work!</p>			

## Peer Review Feedback Form

### Of Academic Program Assessment Report

Center/Program/Department: Philosophy

Program Chair: Micheal Mackey

Date Reviewed by SLC: 10/27/2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	X		Clear and concise
Program Learning Outcome is connected to an Institutional Outcome (2)	x		"Our work is certainly tied to IO's 2 and 2", because...how?
Student population that was assessed is identified (3)	X		Found under data collected, its great that you are including online and winterum. We are wondering if you are comparing them? It be great to use the data from all populations to assess course building tools.
Methods of measuring assessment data are described (4)	x		Prompt specific as an assessment tool. Our suggestion would be to incorporate the specific tool as a hyperlink or attachment to streamline the report.
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		"At its most basic level, we are asking our faculty to model processes of analysis and synthesis –processes they know well but do not always explicitly talk about with their students."  What does this plan look like? Do you have a model for the implementation of this process? Please be more specific?
Program Student Learning Outcome for next year is identified	X		PSLO #1, referenced by the use Plato's Gorgias

Additional comments or recommendations

Hyperlinks and/or attachments, please be more specific to course level changes

DIE Feedback: I will, respectfully, disagree with the peer comments regarding specific course level changes. I think benchmarking for PSLO 1 – determining, as a group, what results you are targeting overall on your rubric – is the next step.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

Peer Review Feedback Form

Of Academic Program Assessment Report

Center/Program/Department: Rad Tech

Program Chair: Lorraine Yost

Date Reviewed by SLC: 10/27/2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	X		
Program Learning Outcome is connected to an Institutional Outcome (2)	X		
Student population that was assessed is identified (3)	X		
Methods of measuring assessment data are described (4)	X		Very clear plan
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		Will be communicated at first deptmt meeting
Program Student Learning Outcome for next year is identified	X		
Additional comments or recommendations			Looks like you are using an old program assessment report form. Very thorough plans, though.

DIE Feedback: I would love a chance to ask a few clarifying questions face-to-face. For example, are students going to *discuss* communication techniques or actually employ/engage in/demonstrate effective communication techniques? I am just a bit unclear as to the connections between some of the assessment methods and tools (e.g., assignments, rubrics) and the connection back to the PSLOs.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

Peer Review Feedback Form

Of Academic Program Assessment Report

Center/Program/Department: Spanish

Program Chair: Erin Farb

Date Reviewed by SLC: 10/27/2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	x		
Program Learning Outcome is connected to an Institutional Outcome (2)	x		More about the presentations?
Student population that was assessed is identified (3)	x		Well identified
Methods of measuring assessment data are described (4)	x		
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	x		Will be when analyzed next year and enough data available. No changes to teaching and learning yet. I liked expanding the data pool.
Program Student Learning Outcome for next year is identified		x	I am assuming it will be the same thing to get more data?

Additional comments or recommendations

Is there any preliminary analysis?

DIE Feedback: As commented on the Chinese program assessment report feedback, you have clearly thought about program assessment and what will work for your programs. I think the proactive change in requiring presentations in all courses was a smart change that will better align the curriculum with the program outcome expectations. This is a valuable course level change that certainly was based on assessment. Not all changes to teaching and learning come directly from the results of assessment; some come from the natural extensions of the discussion of the process and results. It's a nice, advanced practice to disaggregate the results by modality (i.e., at the high school). As with Chinese, I think benchmarking is the right next step. What percentage of students should be where on the rubric by which course? I think you are really close to having this answered; just not necessarily formally documented in the plan. Please let me know how I can best support you.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

## Peer Review Feedback Form

Of Academic Program Assessment Report

Center/Program/Department: Computed Tomography

Program Chair: Yost

Date Reviewed by SLC:

	Yes	No	Comments
Program Learning Outcome is identified (1)	X		Students will demonstrate that they are ethical users of technology and complex thinker
Program Learning Outcome connected to an Institutional Outcome (2)	X		This is two of the institutional outcomes
Student population that was assessed is identified (3)	X		Yes it is all the students that are in the program
Is the assessment using multiple modalities like hybrid or online courses (4)		X	This is not required of the program
Methods of measuring assessment data are described (5)	X		Activities, quiz, internship and case study
Was there a summary of results from assessment review (6)		X	Not yet this is a new program
Did the report identify who was involved in the assessment review (6b)	X		Yes the coordinator/instructor
Assessment results are appropriately		X	The program plans to use this assessment information to drive curriculum changes if warranted.

used or planned for use as drivers of improvements in programs (7)			
Program Student Learning Outcome for next year is identified (11)	X		The plan is in place for the first time so there are no changes yet
<p>Additional comments or recommendations</p> <p>This sounds like a great plan with lots of various assessment tools to help you see the bigger picture. I look forward to seeing how it goes.</p> <p>DIE Feedback: I would love a chance to meet and talk through the plan. I am just a bit unclear as to the connections between some of the assessment methods and tools (e.g., assignments, rubrics) and the connection back to the PSLOs. I think a little more clarity and the plan will be pretty smooth to implement.</p>			

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional effectiveness.*

Peer Review Feedback Form

Of Academic Program Assessment Report

Center/Program/Department: Vet Tech

Program Chair: Shannon Burkhalter

Date Reviewed by SLC: 10/27/2017

	Yes	No	Comments
Program Learning Outcome is identified (1)	X		
Program Learning Outcome is connected to an Institutional Outcome (2)	X		Numeric thinker. Good job connecting the outcome to specific courses.
Student population that was assessed is identified (3)	X		Classes were identified, but how many students were selected and how?
Methods of measuring assessment data are described (4)	X		How did you evaluate student needs for improvement? What specifically were the differences?
Assessment results are appropriately used or planned for use as drivers of improvements in learning, instruction, and curriculum (5, 6)	X		Good plan but what are the specific changes?
Program Student Learning Outcome for next year is identified	X		Great!

Additional comments or recommendations

DIE Feedback: How did you determine that students were having trouble with calculations? What data did you analyze to come to this conclusion? I don't disagree with the changes. I think they are thoughtful. But I am not sure what data led you to these conclusions. I would also like to explore the data you are going to collect to determine whether students math skills are adequate. Will you break down the different math skills? Or assess them globally. In my experience, global assessments provide less information.

Also, I would like to talk about the plan for next year. It sounds like a great study, but the outcome you have stated is not a Student Learning Outcome. It is a worthy program outcome, but not directly related to examining student learning.

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

Academic Assessment Cycle at CCD

October 15 Assessment Reports Due to D2L dropbox

-SLC chairs report list of submitting programs to Deans & Provost

October 27 Peer Review

November 3 Feedback uploaded on D2L

November 17 Revision Deadline

Last week of November Publication of Reports on Web

Mid-March Campus-wide Assessment Day

Evidence T

Student Learning Committee (SLC)

Student Learning Committee Assessment Plan

2017

# Community College of Denver

## Five Year Assessment Plan March 2017

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## **Community College of Denver Mission Statement**

CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment.

## **Student Learning Committee Mission Statement**

The Student Learning Committee (SLC) is charged with leading and supporting the process of college-wide assessment (within CCD's academic programs) to improve student learning outcomes. Our goal is to foster an effective student learning environment informed by the assessment of student learning outcomes at the course, program, and institutional level.

## **Narrative of Assessment Plan at CCD**

At CCD, assessment is established, supported, and reviewed by three committees, which collaborate closely to align outcomes and processes. All three of these committees (see below) engage in both annual program outcome assessment and regular self- assessment. In addition, the chairs of the three committees meet fall and spring semester to align their processes and share their results. All reports will be kept publicly on our Assessment webpages so that the entire college can access our activities. Additionally, all three committees host and participate in an annual spring Assessment Day to highlight and provide professional development on our institution's assessment efforts. Members from the Student Learning Committee and the Co-Curricular Committee attend each other's meetings and engage in peer review assessments. Representatives from the Student Learning Committee and Co-Curricular Committee also serve on the Institutional Student Learning Outcomes Committee.

### **Institutional Student Learning Outcomes (ISLO) Committee**

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The director of institutional effectiveness and the Institutional Student Learning Outcome Committee will conduct a review of artifacts for each academic and student services program. This review will evaluate the artifacts for each one of the institutional outcomes and identify how and in what ways CCD is assessing our institutional outcomes and the impact these assessment projects have on student learning. This committee will review two institutional outcomes a year.

### **Student Learning Committee (SLC)**

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We are a faculty-driven committee committed to creating a culture of assessment at CCD. SLC is made up of full time and adjunct faculty as well as staff from different departments. The members represent both general education and CTE programs. We meet once a month and host programs, mini conferences, coffee talks and discussions on assessment topics. The SLC

provides stewardship of academic assessment, mentorship and peer feedback. We serve as the representatives for student learning assessment to the Centers we work in.

### **Co-Curricular committee**

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CCD engages in co-curricular programs in order to improve student learning, leadership skills, and completion/transfer. The committee is made up of co-curricular program leads who meet once quarterly to discuss assessment practices, and to provide professional development to one another.

### **Assessment and Budget Alignment**

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Part of this plan and the efforts of the three assessment committees at CCD is to better integrate the institution's planning and budgetary decisions with assessment of student learning. Operationally, CCD is acutely aware that assessment results can and should inform budgetary decisions to improve student learning. As such, a goal of these committees is to align CCD's budgeting and planning processes with the assessment of student learning. To meet this objective, all three committees will capitalize on existing efforts to systematically integrate assessment of student learning across the college.

## Correlation to Strategic Plan

Our strategic priorities guide all we do at CCD. We meet our strategic targets in these concrete ways:

CCD will serve as the model of community college education that successfully integrates the entire college to support student learning and success.

- Assessment Day provides continuing professional development, training, and collaborative support to faculty and staff on assessment of student learning across the college.
- Assessment of student learning provides the data necessary to provide innovative and relevant changes to our programs.
- CTE programs, in collaboration with their CTE advisory committees, help to establish and sustain their business and industry relationships.
- The webpage serves as a systemic approach to gather data from assessment.
- The collaboration of the three committees allows us to assess and refine our academic and support programs to meet our diverse needs.

CCDs will provide all students with thoughtfully designed program tracks that align with institutional outcomes and workforce needs.

- Assessment processes all have the end outcome of improving student persistence, transfer, and completion outcomes for our students.
- The collaborative assessment process helps to establish inclusive, collaborative, and student-centered decision making by creating a common foundation of understanding based on data and evaluation.
- The combined webpage helps us develop timely systems for communication of information across the college.

CCD will double the percentage of students who complete certificates and degrees.

- Assessment review helps CCD identify other success measures of student learning.
- The overarching college-wide assessment committee looks to how assessment outcomes can be used to refine ongoing support structures for students.
- Our annual review of our webpage allows us to gather and improve how we share information about our processes and outcomes.

CCD will re-energize and redefine the college as the destination for high quality transfer and workforce preparation.

- Our assessment process will be used to evaluate and improve our relationships with businesses, industry, and community organizations.
- The assessment cycle supports the creation and improvement of innovative programs that are relevant, integrated, and of consistent high quality.

## Institutional Student Learning Outcomes

### *A CCD graduate is a Numeric Thinker.*

Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; they will interpret and draw inferences from data and mathematical models; they are able to represent mathematical information symbolically, graphically, numerically, and verbally.

### *A CCD graduate is Personally Responsible.*

Students will incorporate ethical reasoning into action; they will explore and articulate the values of professionalism in personal decision-making. They exemplify dependability, honesty, trustworthiness, and accept personal accountability for their choices and actions. Students will exhibit self-reliant behaviors, including: managing time effectively, accepting supervision and direction as needed, perseverance, valuing contributions of others, and holding themselves accountable for obligations.

### *A CCD graduate is Globally Aware.*

Students will consider the interconnectedness of our community and world; They will understand how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environment, technological, and economic impacts of their actions.

### *A CCD graduate is an Effective Communicator.*

Students will convey meaning by writing, speaking, or visually communicating coherently and effectively in a way that others understand;

Students will write, speak, or visually engage the target audience after reflection;

Students will influence others through writing, speaking, visual representation, or artistic expression that is appropriate for the context and audience;

Students will use appropriate syntax and grammar and will present or express their ideas coherently;

Students will attentively apply receptive skills and respond appropriately.

Students will understand and apply conventions of effective written, oral or visual communication in academic, public, and professional discourse.

### *A CCD graduate is a Complex Thinker.*

Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.

### *A CCD graduate is Effective and Ethical User of Technology.*

Students will exhibit technological literacy and the skills to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

## Five-Year Assessment Plan for the Student Learning Committee

The assessment plan for the Community College of Denver Academics ensures that students who are graduated from the Community College of Denver with either a Certificate or Degree possess the skills necessary to be successful.

### Annual Assessment Plan 2016-2021:

- Fall Expected Outcomes:
  - Institutional Outcomes Assessment Committee:
    - Fall Semester: IOAS Self-Assess
  - Student Learning Committee:
    - September 30: All updates to assessment plan made
    - October 15: Program Level Assessment Report submitted by department chairs (See Appendix A)
    - November: Student Learning Committee and director of institutional effectiveness reviews program level assessment reports
    - November: SLC will forward samples of program level assessment reports and/or artifacts to ISLO
    - December 1: Director of institutional effectiveness provides feedback to chairs on program level assessment reports
- Spring Expected Outcomes:
  - Institutional Student Learning Outcomes Committee:
    - February: ISLO will convene to review the SLC and co-curricular reports with the IO rubrics
  - Student Learning Committee:
    - Programs continue to collect data though out the semester
    - March: Student Learning Committee self-assessment project
  - Assessment Day—Collaborative effort across all three committees
    - second Friday in March
- Summer Expected Outcomes:
  - Co-Curricular Assessment:
    - Co-curricular self-assessment
    - Co-curricular assessment reports due

## Appendix A: Curriculum to be Assessed

The Community College of Denver offers a wide variety of Programs which can lead to Certificates, and Degrees. Of the programs offered, the list below represents the ones being assessed at the program level.

### Program Certificate and Degrees

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#### Bachelors of Applied Science in Dental Hygiene

#### DWD's in GE Program ("Degrees with Designation")

Associate Degree of Arts Anthropology Designation  
Associate Degree of Art History Designation  
Associate Degree of Arts Studio Art Designation  
Associate Degree of Science Biology Designation  
Associate Degree of Arts Business Designation  
Associate Degree of Science Chemistry Designation  
Associate Degree of Arts Communication Designation  
Associate Degree of Arts Criminal Justice Designation  
Associate Degree of Arts Early Childhood Teacher Education Designation  
Associate Degree of Arts Economics Designation  
Associate Degree of Arts Elementary Education Designation  
Associate Degree of Arts English/Literature Emphasis Designation  
Associate Degree of Science Fermentation Science Designation  
Associate Degree of Arts French Designation  
Associate Degree of Arts Geography Designation  
Associate Degree of Arts History Designation  
Associate Degree of Science Mathematics Designation  
Associate Degree of Arts Music Designation  
Associate Degree of Arts Philosophy Designation  
Associate Degree of Science Physics Designation  
Associate Degree of Arts Political Science Designation  
Associate Degree of Arts Psychology Designation  
Associate Degree of Science Psychology Designation  
Associate Degree of Arts Sociology Designation  
Associate Degree of Arts Spanish Designation  
Associate Degree of Arts Theater Designation

#### Certificates and Degrees CTE Program ("Career and Technical Education")

Applied Associate of Science in Accounting  
Applied Associate of Science in Architectural Technology  
Applied Associate of Science in Business Administration  
Applied Associate of Science Administrative Assistant  
Applied Associate of Science in Criminal Justice  
Applied Associate of Science in Early Childhood Education  
Applied Associate of Science in Computer Aided Drafting and Design

Applied Associate of Science in Fabrication Welding  
Applied Associate of Science in Dental Hygiene  
Applied Associate of Science in Multimedia Graphic Design  
Applied Associate of Science in Human Services  
Applied Associate of Science in Computer Information Systems  
Applied Associate of Science in Information Technology  
Applied Associate of Science in Medical Assisting  
Certificate in Nurse Aide  
Certificate in Multimedia Journalism  
Applied Associate of Science in Paralegal  
Applied Associate of Science in CNC Machining Technology  
Applied Associate of Science in Radiologic Technology  
Certificate in Computed Tomography  
Certificate in Mammography  
Applied Associate of Science in Veterinarian Technology  
Certificate in Food, Nutrition and Wellness

## **Student Learning Committee (SLC) Structure**

The Student Learning Committee consists of 17 members. These include two representatives from each of the five academic centers: Center for Arts and Humanities; Center for Career and Technical Education; Center for Health Sciences; Center for Math and Sciences; and, Center for Performing Arts, Behavioral and Social Sciences. A representative from each of the following: Teaching and Learning Center; Institutional Research; and, Student Affairs. In addition, a Dean from one of the Academic Centers, the Provost and the Director of Institutional Effectiveness will also be members.

### Co-Chair

Co-chairs of the Student Learning Committee (SLC) will:

- Be two members of the SLC committee shall be elected to serve as Co-Chairs to the Committee
- Be elected by the membership of SLC
- Serve a minimum three-year term with the option to continue service as an SLC Co-Chair
- Serve staggered terms as Co-Chairs to avoid a complete change of committee leadership at one time
- Term of office shall be August to May with the potential to work over the summer if needed for compensation.
- To be a co-chair you must have served for a minimum of 1 full academic year prior to being co-chair.
- Voting takes place in the April meeting

### SLC Membership

Members of the committee will:

- Serve a one-year term with the option to continue service to the Committee with no term limits (faculty can renew every year w/ potential of a term limit)
- Consist of two representatives from each academic center
- Recommended to serve by the Dean of the respective academic center
- The committee member must commit to a full academic year on a voluntary basis with the potential for summer work that is compensated.

## **Summary of Assessment Procedures**

Chris Holcom, Karey James, Erin Farb, Kaylah Zelig

### **What is Assessment at CCD for Faculty**

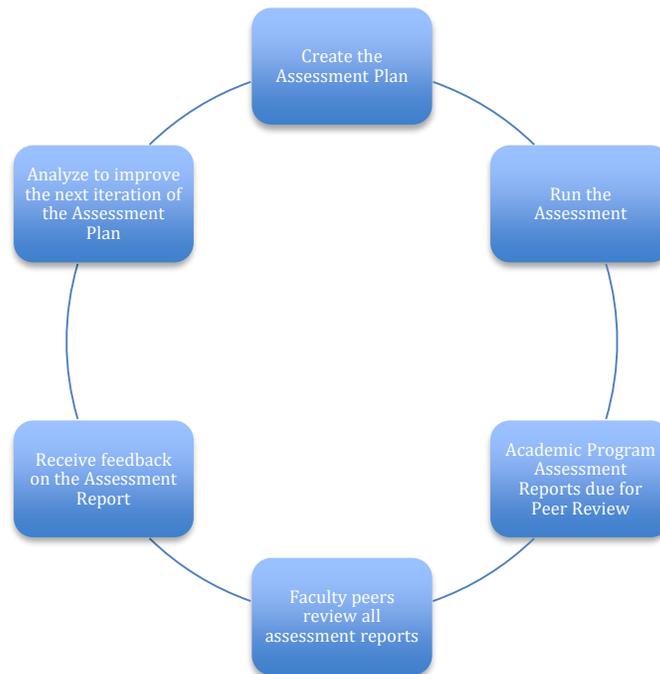
Assessment at CCD is broken down into three main tiers: Institutional, Program and Course Level.

1. Institutional-level assessment efforts focus on evaluating the Institutional Learning Outcomes (IOs) that CCD students must achieve by graduation. Assessment of these broad skills and abilities is cross-collaborative and in keeping with the spirit of the College's mission and strategic plan.
2. Program-level assessment unites Deans, chairs and faculty to evaluate Program Student Learning Outcomes (PSLOs). These assessment efforts help programs to focus on determining whether students have acquired the skills, knowledge, and competencies associate with the program of study.
3. Course-level assessment engages chairs, full-time faculty and adjuncts in analyzing Course Outcomes to gauge the extent of student learning that is taking place within the classroom environment. All Course level assessment projects link to Program Student Learning Outcomes and the Institutional Outcomes.

(Taken from page one of the Program-Level Assessment, Guidelines for Improving Program-Level Student Learning Outcomes)

Critically, assessment is a process by which we as an institution strive to improve the work we do. Not all assessments are successful, not all assessment are implemented, nor can they be. But through this continuous process, CCD can develop better learning and teaching methods, curriculum mapping techniques, and improve student outcomes.

## The Assessment Cycle For Faculty



### Creating the Assessment Plan

Due – September 30

The Assessment Plan is a document that articulates your PSLOs, the assessment process you will use including all benchmarks, the artifacts that you will be collecting, and rubric or tool you will be utilizing, the data you will be collecting and how you anticipate analyzing that data, and what you plan to do with the evidence, once collected. Course and institutional outcomes should be incorporated into your curriculum map, and therefore should be incorporated into this process.

The chair has the responsibility for writing and submitting this plan with the assistance of the program faculty. The final Assessment plan is submitted both to the relevant Dean by email, and to the Student Learning Committee (SLC) through Desire to Learn simultaneously.

## Summary of Assessment Procedures: A Novella

SLC has a drop box within D2L to submit plans, and chairs have access to submit.

The SLC chairs will verify submissions and will inform each dean if SLC is missing any plan. The dean is responsible to follow-up with chairs whose plans have not been submitted.

Once a Plan has been submitted (First contract day – September 30), the Director of Institutional Effectiveness will meet with each chair face to face to assist with the creation and evaluation of the plan, and to ensure that there are strong measures, and closing the loop processes in place.

The Plan need only be resubmitted if it has expired or changed.

All Plans will be published on the internet.

### **Running the Assessment**

Support mechanisms have been built to assist faculty while they go through the difficult work of running their assessment plan. In the fall, the Director of Institutional Effectiveness will review all final submitted plans and will meet face to face with each program to discuss the opportunities, strengths and weaknesses of the plans. In March, an Assessment Day will be held to help inform and support the work being currently done, and to showcase previous assessment work. Additional programs are run through the Teaching Learning Center (TLC) when the need arises, and additional professional development opportunities that arise are marketed to all faculty. At all times, the Director of Institutional Effectiveness is available for faculty who are confused on how to proceed. The Director is also available to assist with how and when data collection will occur, to help facilitate data-draws, to present at all assessment related professional development, and at any time the Student Learning Committee requests that they present.

## **The Academic Program Assessment Report**

Due – October 15 every year

The Assessment Report outlines the progress of the assessment as done through the year. This is the responsibility of the entire program to complete this report, and it is the responsibility of the chair to submit it by the deadline. The Report form is in the SLC D2L page and sent by the SLC to the Chairs at the end of Spring Semester by the SLC. All reports go through the D2L drop box for the Peer Review committee to evaluate.

## **The Peer Review**

Due – October

Faculty peer reviewers are made up of the entire SLC committee. The steps for peer review are listed out on the D2L page for the SLC. The committee has a rubric from which to review the reports, and are also directed on how to provide narrative feedback. Feedback is provided within the D2L shell for the Chair, faculty, and Dean to review. The review should be used to inform the next iteration of the Assessment Plan. The SLC will provide the Deans with the peer review feedback so that they can incorporate that knowledge into the reporting out process.

November –Peer Review feedback returned

November- Revision Deadline

November- Reports Published online

## **Reporting Out**

Deans will communicate their centers' assessment activities to the Provost and President. This communication will be used to inform the budgeting and planning process which is reviewed every two years. The Director of Institutional Effectiveness will also be responsible for reporting up and out to the college the assessment activities the college is engaged in.

### **SLC Self- Assessment**

In the Spring Semester a subcommittee of the SLC will do a self assessment to see how our processes are working. The self assessment will include reviewing our reports and forms as well as our peer review process and assessment day.

### **The Academic Program Assessment Report**

Center/Program/Department:

Program Chair:

Date:

1. Which Program Student Learning Outcome(s) did you assess this academic year?
2. Check the Institutional Outcome(s) tied to this assessment:
  - Globally Aware
  - Complex Thinker
  - Effective Communicator
  - Numeric Thinker
  - Effective and Ethical User of Technology
  - Personally Responsible
3. Describe the population of students that was assessed?
4. Describe how you measured whether the students achieved this outcome.
5. What did you learn/discover from this assessment?
6. What changes will be made as a result of this data?
7. How and to whom will these results and changes be communicated?
8. How will this assessment affect your overall Program Assessment Plan?
9. Which Program Student Learning Outcome will you assess next year?
10. Include any additional comments or questions.

Summary of Assessment Procedures: A Novella

**Peer Review Feedback Form**

Of Academic Program Assessment Report

Center/Program/Department:

Program Chair:

Date Reviewed by SLC:

	Yes	No	Comments
Program Learning Outcome is identified (1)			
Program Learning Outcome is connected to an Institutional Outcome (2)			
Student population that was assessed is identified (3)			
Methods of measuring assessment data are described (4)			
Assessment results are appropriately used or planned			

## Summary of Assessment Procedures: A Novella

for use as drivers of improvements in learning, instruction, and curriculum (5, 6)			
Communication plan is in place and relevant stakeholders are identified (7)			
Connection to Program Assessment Plan is explained			
Program Student Learning Outcome for next year is identified			
Additional comments or recommendations			

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional effectiveness.*

## Summary of Assessment Procedures: A Novella



Evidence U

Institutional Effectiveness Committee (IEC)

Institutional Effectiveness Committee Assessment Plan

2018

# Institutional Student Learning Outcomes Plan 2018-2022

Prepared by ISLO Subcommittee of IEC

## Overview

We value and are committed to a process of institutional student learning outcomes (ISLO) assessment that is faculty- and staff-driven, student-centered, and advances student learning inside and outside the classroom at the Community College of Denver (CCD). ISLO assessment involves setting benchmarks, assessing student learning through direct and indirect measures, and making improvements in teaching and learning.

The six ISLOs articulate CCD's expectations for student learning regardless of program of study. They are prominently displayed in classrooms, electronic and paper publications, and throughout campus facilities.

Student learning outcomes assessment at CCD is the "systematic collection, review, and use of information about education programs undertaken for the purpose of improving student learning and development" (Palomba & Banta, 1999).

## Mission statement and strategic plan

CCD's mission is to provide our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment. Consistent with this mission, the ISLOs focus on higher education and this assessment plan assures that education is of the highest quality.

In addition, the learning represented by the outcomes is core to CCD's 2019 Strategic Plan Targets: CCD will serve as the model of community college education that successfully integrates the entire college to support student learning and success.

- CCD will provide all students with thoughtfully designed program tracks that align with institutional outcomes and workforce needs.
- CCD will double the percentage of students who complete certificates and degrees.
- CCD will re-energize and redefine the college as the destination for high-quality transfer and workforce preparation.

## Institutional student learning outcomes

CCD's ISLOs were developed in 2012 as a way for the campus community to focus on what we value most—student learning. They are as follows:

A CCD graduate is a Numeric Thinker. Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; they will interpret and draw inferences from data and mathematical

models; they are able to represent mathematical information symbolically, graphically, numerically, and verbally.

A CCD graduate is Personally Responsible. Students will incorporate ethical reasoning into action; they will explore and articulate the values of professionalism in personal decision-making. They exemplify dependability, honesty, trustworthiness, and accept personal accountability for their choices and actions. Students will exhibit self-reliant behaviors, including: managing time effectively, accepting supervision and direction as needed, perseverance, valuing contributions of others, and holding themselves accountable for obligations.

A CCD graduate is Globally Aware. Students will consider the interconnectedness of our community and world; They will understand how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environment, technological, and economic impacts of their actions.

A CCD graduate is an Effective Communicator. Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; Students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective written and oral communication in academic, public, and professional discourse.

A CCD graduate is a Complex Thinker. Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.

A CCD graduate is Effective and Ethical User of Technology. Students will exhibit technological literacy and the skills to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

## Curriculum

The table below represents how and where the curriculum and co-curriculum provide opportunities for students to learn and demonstrate they have achieved the ISLOs. For the AA and AS, though, a student could make choices that would lead to them missing an opportunity to learn and demonstrate Globally Aware.

Program	Numeric Thinking	Personal Responsibility	Globally Aware	Effective Communicator	Complex Thinker	Effective/Ethical User of Technology
Curricular						
Math	X	X		X	X	X

Vet Tech	X			X	X	X
Visual Arts			X	X	X	
Dental Hygiene AAS	X		X		X	
World Languages			X	X	X	
Paralegal		X		X	X	X
Anthropology		X	X	X	X	X
Sociology		X	X	X		X
Music DWD			X	X	X	
Theatre DWD		X	X	X		
Rad Tech	X	X	X	X	X	X
Philosophy			X	X	X	
History			X	X	X	
Geography			X	X	X	
Political Science			X		X	
Graphic Design/Multimedia		X		X	X	X
Arch Tech	X		X	X	X	X
BTE	X	X		X	X	X
English: Literature DWD			X	X	X	
English/CCR	X	X	X	X	X	X
ECE	X	X	X	X		
Communications DWD		X	X	X	X	X
Nurse Aid	X	X	X	X	X	X
Econ DWD	X			X	X	
Business Admin	X			X	X	
CIS/IT	X			X	X	X
Humanities			X	X	X	
Dental BAS	X	X	X	X	X	
Physics DWD	X		X	X	X	
Fermentation Science				X		X
Chemistry DWD	X		X	X	X	
Biology	X	X		X	X	X
HSE		X	X	X	X	
Journalism		X	X	X	X	X
ESL	X	X	X	X	X	

Accounting	X	X		X	X	X
Machine Technology				X		X
Welding	X	X	X	X	X	X
Criminal Justice		X	X	X	X	
AA	X	X	X	X	X	X
AS	X	X	X	X	X	X
Psychology	X		X	X	X	
Health and Wellness	X				X	
Computer Tomography	X	X	X	X	X	X
Mammography	X	X	X	X	X	X
Co-Curricular						
Keys		X				
Advising/Resource Center		X	X			X
Accessibility		X		X		
Care Team		X		X		
Conduct		X				
Recruitment and Orientation		X				X
Student Clubs	X	X				
Student Events			X			
Human Services		X				
Student Employment		X				X
Financial Aid/EOC		X				X
Tutoring		X		X		X
International Center			X	X		

## Assessment methods

The ISLOs are measured primarily through direct assessment techniques such as artifacts review and complemented with indirect approaches such as surveys to enhance our understanding of the student experience at CCD.

For direct assessment of the ISLOs, artifacts are collected from the appropriate courses using appropriate sampling techniques throughout the academic year (i.e., spring, summer, and fall semesters). These artifacts are reviewed by faculty employing rubrics representing each of the ISLOs. A blind coding strategy is employed to allow the campus to compare student learning by modality and assure that it is equivalent. For curricular artifact review, the subject matter experts will be faculty. For co-curricular artifact review, the subject matter experts will be faculty

and staff. In both cases, the results will be used by faculty and staff as appropriate for improvements to teaching and learning.

The following table describes the method and schedule for assessment:

ISLO	Assessment type (Direct/Indirect)	Description of assessment method	Benchmark	Schedule
Numeric Thinker	Indirect	CCSSE items	12f $\geq$ 1 SD above Mean	FY18
	Direct	Artifacts	100% $\geq$ 3	
Effective Communicator	Indirect	CCSSE items	12c, 12d $\geq$ 1 SD above Mean; 4c, 4d, 4n $\geq$ Mean	FY18
	Direct	Artifacts	100% $\geq$ 3	
Globally Aware	Indirect	CCSSE items	TBD	FY19
	Direct	Artifacts	TBD	
Complex Thinker	Indirect	CCSSE items	TBD	FY19
	Direct	Artifacts	TBD	
Personally Responsible	Indirect	CCSSE items	TBD	FY20
	Direct	Artifacts	TBD	
Effective and Ethical User of Technology	Indirect	CCSSE items	TBD	FY20
	Direct	Artifacts	TBD	

### Assessment results

Responsibility for academic improvement lies with the chairs, deans, and the Provost. Responsibility for the co-curricular programming improvement lies with the deans and Vice President for Enrollment Administration and Student Success (VP EASS). The curriculum maps will be the key to improving any shortfalls in learning on the ISLOs. It will point to the program(s) involved most strongly with the relevant ISLO(s).

Faculty from across campus will use the results of assessment to improve teaching and learning in their classrooms and programs. The IEC, partnering with the Teaching and Learning Center (TLC), Human Resources (HR), the Student Learning Committee (SLC), and the Persistence and Completion Committee (PCC), will use the results of the ISLO assessment process to develop a theme for professional development for the upcoming fiscal year. The IEC will create a strategic communications plan on the assessment results, and the professional development theme and plan for the year.

### Continuous processes

The ISLO subcommittee of the IEC is responsible for periodically reviewing, evaluating, and updating the ISLO Assessment Plan. The IEC will take primary responsibility for initiating and supporting improvement of the ISLO Assessment Plan. Faculty and staff will provide ongoing support for the improvement process and assure that appropriate changes are adopted to improve student learning.

## References

Banta, T. W., & Palomba, C. A. (1999). *Assessment essentials: Planning and improvement assessment in higher education*. San Francisco: Jossey Bass.

Evidence V

Student Learning Committee (SLC)  
Office of the Provost

Instructional Assessment Reports

Fall 2017

Accounting  
Academic Program Assessment Report  
AY 16-17

CCTE / Accounting / AAS & Related Certificates

Program Chair: Jacob Webb

Date: 10/10/17

11. Which Program Student Learning Outcome(s) did you assess this academic year?
- a. Fall 2016 – PSLO(5) “Define and illustrate various managerial accounting terms and concepts and evaluate their relevancy for different decision-making purposes.”
    - i. This was a re-assessment from an exception in Fall 2014.
  - b. Spring 2017 – PSLO(3) “Perform accounting and reporting functions using an accounting information system.”

12. Check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker (X)
- Effective Communicator (X)
- Numeric Thinker (X)
- Effective and Ethical User of Technology (X)
- Personally Responsible

13. Describe the population of students that was assessed?

- a. PSLO(5) – ACC 226 Cost Accounting – 8 Students
- b. PSLO(3) – ACC 125 Computerized Accounting – 15 Students

14. Describe how you measured whether the students achieved this outcome.

- a. PSLO(5) – Assessment consisted of an in-class quiz (paper based).
- b. PSLO(3) – Assessment consisted of the capstone project for the class. (computer based)
- c. Each completed assessment was processed through a rubric that ranks the student on their mastery of the PSLO. The results are compiled and we compare our outcome to the “achievement target” set within our Assessment Plan.

Achievement Target	
Exceed Expectations	20% of assessed population
Meet Expectations	60% of assessed population
Did Not Meet Expectations	20% of assessed population

- d. If the data falls within the achievement ranges noted above, then students have achieved this outcome. If the data falls outside of the acceptable range, then we note an exception.
15. What did you learn/discover from this assessment?
- a. Both of the PSLO’s assessed had data that fell within achievement targets.

- i. PSLO(5) was assessed in Fall 2014 with an exception. We implemented strategies to address the deficiency, and re-assessed in Fall 2016 with improved results, showing data that was within our achievement target range.
- 16. What changes will be made as a result of this data?
  - a. No new changes are being implemented as a result of the assessments for AY 16-17. But, we are carrying forward strategies that were implemented between Fall 2014 and Fall 2016, which resulted in PSLO(5) meeting our achievement target.
- 17. How and to whom will these results and changes be communicated?
  - a. Results are officially communicated to all ACC faculty at our semester department meeting. Any improvement plan discussions, as a result of an assessment exception, are also discussed during this time.
- 18. How will this assessment affect your overall Program Assessment Plan?
  - a. The curriculum matrix and timeframe document will be updated.
    - i. PSLO5 has been assessed two times (one of those a re-assessment) since 2012. The outcome is scheduled to be assessed in Fall 2017 across all sections of ACC 122.
    - ii. PSLO3 has been assessed two times since 2012. The outcome is scheduled to be assessed in Fall 2018 through ACC 135.
- 19. Which Program Student Learning Outcome will you assess next year?
  - a. Fall 2017 - PSLO5 "Define and illustrate various managerial accounting terms and concepts and evaluate their relevancy for different decision-making purposes."
  - b. Spring 2018 – PSLO2 "Communicate effectively in quantitative and qualitative terms through writing and speaking"
- 20. Include any additional comments or questions.
  - a. Our department has three main documents that are used for our Program Assessment.
    - i. ACC Program Assessment Plan – Word Document
    - ii. PSLO Curriculum Matrix and Timeframe - Excel Document
    - iii. PSLO Assessment Results Matrix – Excel Document

*Note: Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.*

*Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.*

*The SLC will share a list of which reports have been submitted to Center deans and the Provost, but not the reports themselves. Your Center dean may request a copy of this report from you.*

## Academic Program Assessment Report

### Center

- Center for Arts and Humanities

### Department:

- Visual Arts Department

### Program Chair:

- Karen Danielson

### Other Participating Faculty/Instructors:

- Lincoln Phillips, Sandy Guinn, Charles Parson, Edwin Burrows, Julie Cole, Dawn McFadden, Sean Rozales

### Date:

- 08/02/2017

### 1. Which Program Student Learning Outcome(s) did you assess this academic year?

- PSLO 1: Create, analyze, and/or evaluate works of art through multiple lines of interpretation.

### 2. Check the Institutional Outcome(s) tied to this assessment:

- **Complex Thinker—This is the IO the Visual Arts Program is assessing.**

### 3. What did you discover from your assessment work last year?

#### a) What data did you collect?

We assessed students in Introductory Visual Arts courses. These include 8 sections of Art 110 (Art appreciation), 4 sections of Art 111 (Art History Ancient to Medieval), and 5 sections of Art 121 (Drawing I). We randomly collected 5 artifacts from each course/section. I do not have any digital samples to send you but I've attached the rubric used to assess the samples. I am also happy to share with you my excel spreadsheet of raw data.

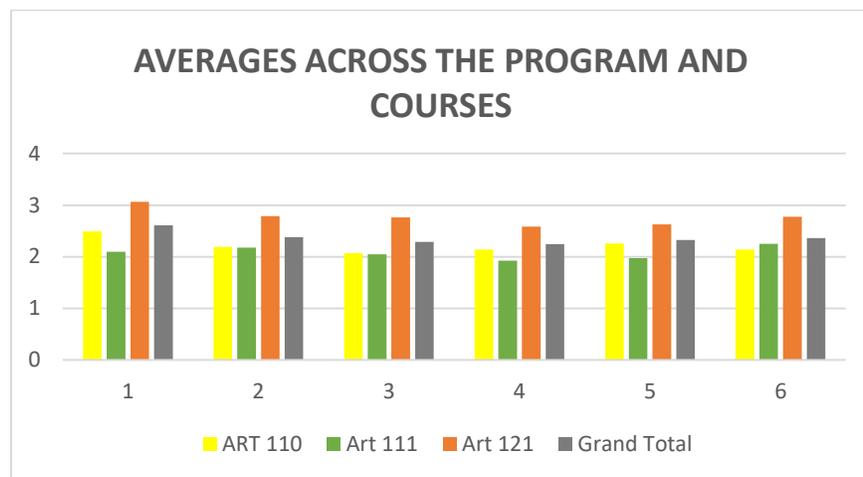
#### b) How did you analyze that data?

We used the attached rubric to measure the extent to which students achieved this outcome. This rubric was first drafted by Karen Danielson, reviewed by Katy Hill and normed by all participating ART faculty (including 5 full time faculty and 3 part-time faculty).

c) What conclusions did you reach?

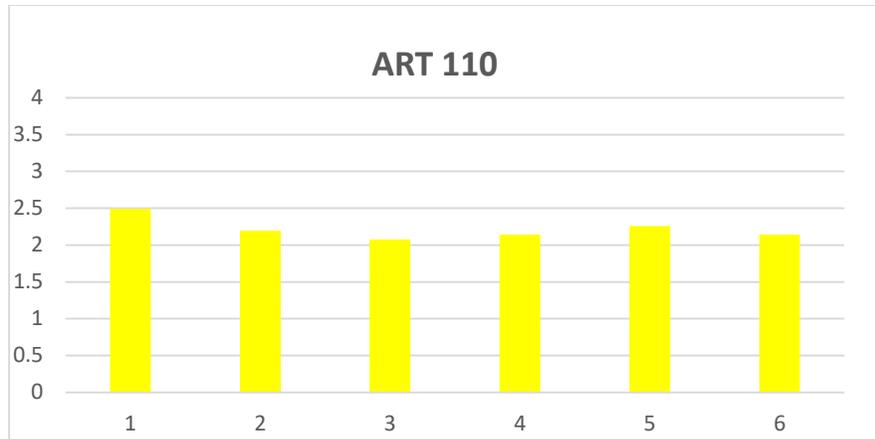
**A. AVERAGE SCORES across the PROGRAM broken down by grading criteria:**

1. Understanding the Issue: 65%
2. Evidence: 60%
3. Interpretation: 57%
4. Influence of context/assumptions: 56%
5. Original thought: 58%
6. Completion and Presentation: 58%



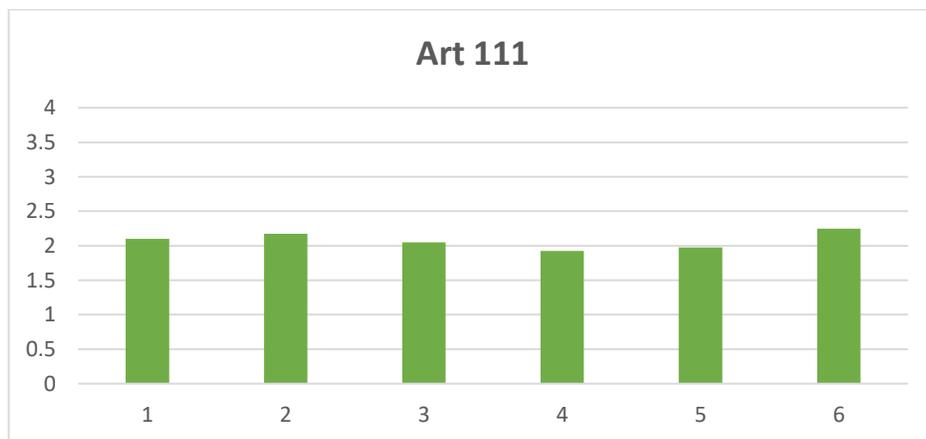
**B. AVERAGE SCORES across ART 110 broken down by grading criteria:**

1. Understanding the Issue: 62%
2. Evidence: 55%
3. Interpretation: 51%
4. Influence of context/assumptions: 53.5%
5. Original thought: 56%
6. Completion and Presentation: 52%



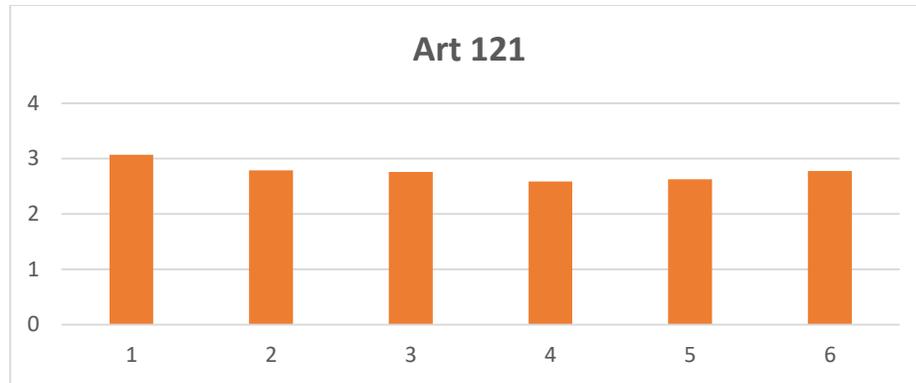
**C. AVERAGE SCORES across the ART 111 broken down by grading criteria:**

1. Understanding the Issue: 52.5%
2. Evidence: 54%
3. Interpretation: 51%
4. Influence of context/assumptions: 48%
5. Original thought: 49%
6. Completion and Presentation: 56%



**D. AVERAGE SCORES across the ART 121 broken down by grading criteria:**

1. Understanding the Issue: 75%
2. Evidence: 72%
3. Interpretation: 69%
4. Influence of context/assumptions: 64.5%
5. Original thought: 65%
6. Completion and Presentation: 69%



This data indicates Art 121 student artifacts scored highest in critical thinking (69%), Art 110 student artifacts scored next highest (54.9%), and Art 111 student artifacts scored lowest (54.9%). We discussed possible factors that could account for the overall low(ish) scores (the average of all criteria across all sections of all courses was a 59%).

Some ideas that consistently came up were that the artifacts we evaluated may not have been based on assignments that asked for each criterion. This is the first time we collected and evaluated artifacts for program level assessment and each faculty chose a lesson/artifact that they identified as targeting critical thinking. As a result, each faculty submitted a different artifact—with the exception of the art history instructors who decided to use the same lesson/artifact for this project. During the review of the artifacts, there were times when reviewers felt the lesson didn't target critical thinking sufficiently.

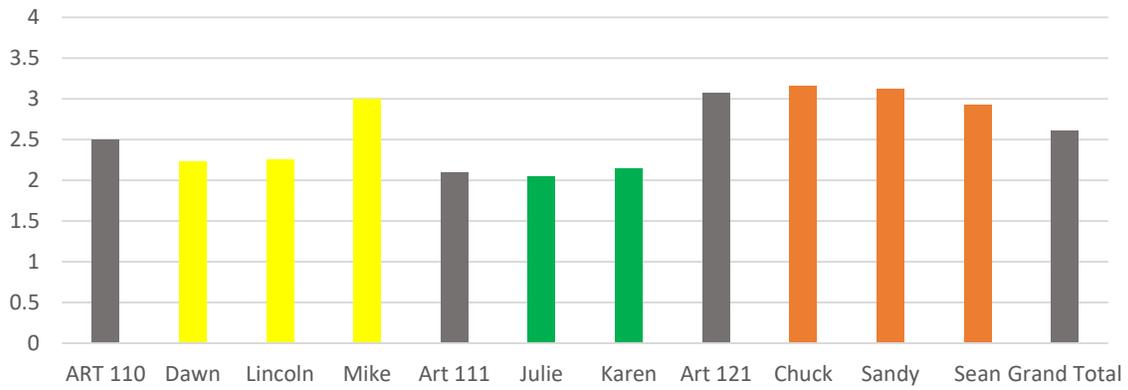
Another factor could be that all courses assessed were introductory courses, where we would expect students to do less critical thinking than in advanced courses.

We also discussed whether or not instructors were giving sufficient time to effectively complete the lesson. If we look at the scoring of "Completion and Presentation", artifacts from across the program were scored at an average of 58% (Art 110 was scored at 52%, Art 111 was scored at 56%, and Art 121 was scored at 69%). It is possible that students may not be able to effectively demonstrate critical thinking effectively if they are not given sufficient time to engage with the lesson.

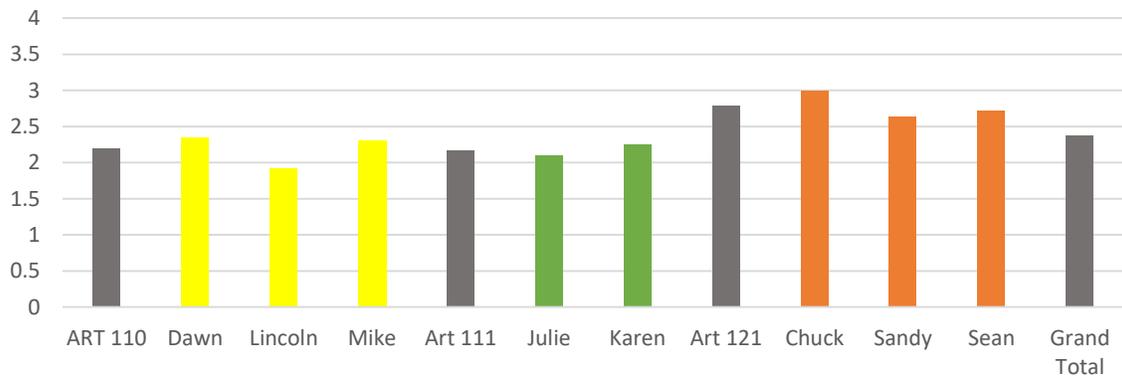
There was also concern about at what point in the semester these lessons/assignments took place. There were some lessons that were assigned within the first few weeks of the semester while others took place the last week of the semester.

Lastly, we thought it prudent to examine our inter-rater reliability. The below series of tables explicate our inter-rater reliability, based on each rubric grading criteria.

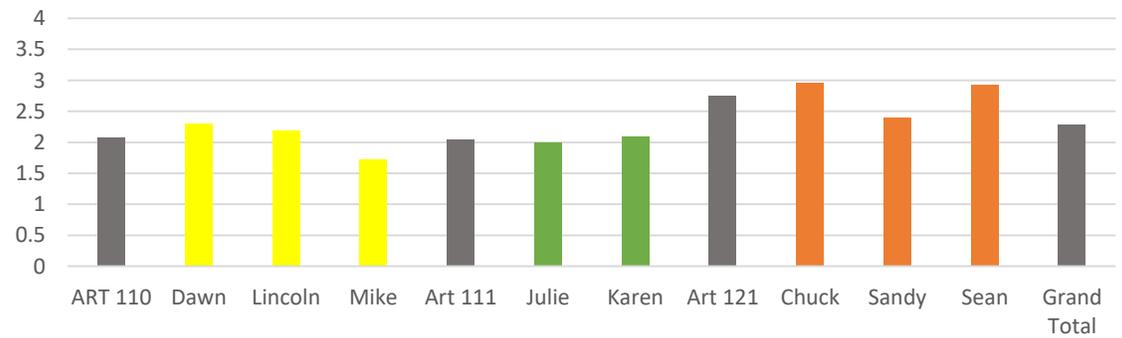
### Average for Understanding the Issue

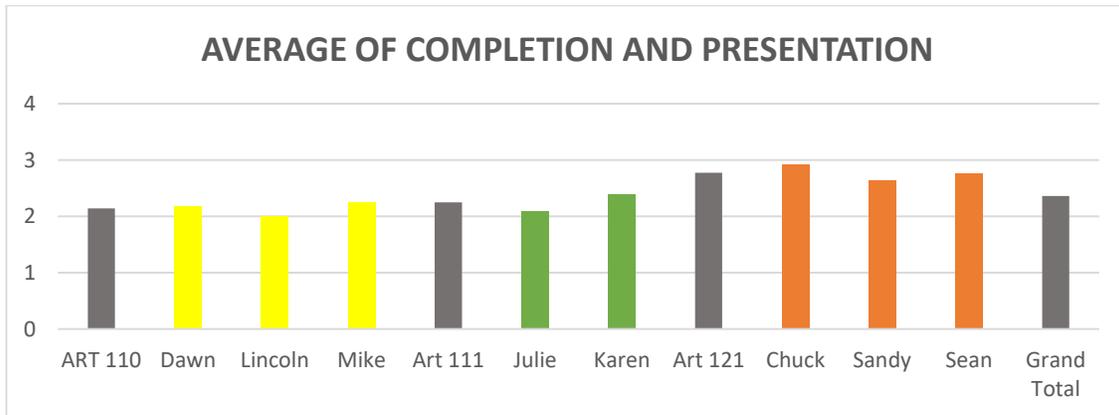
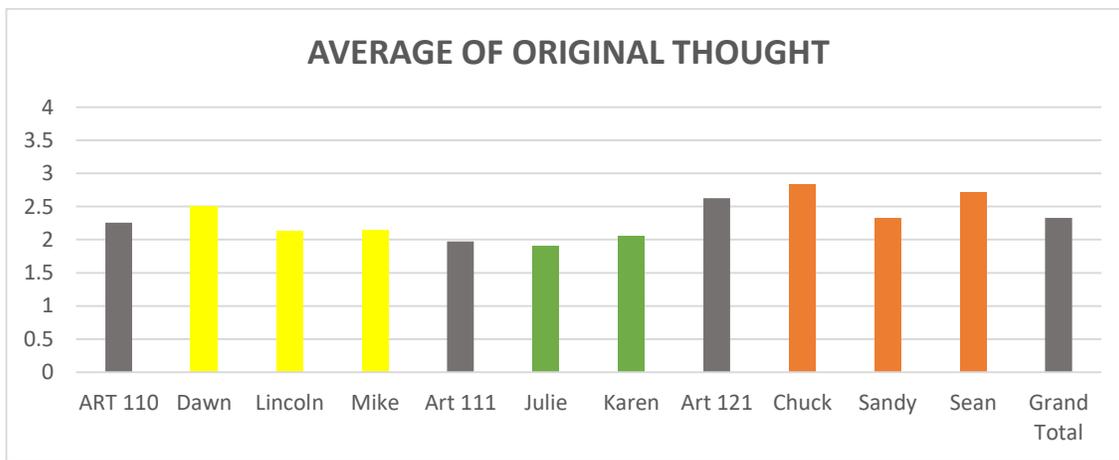
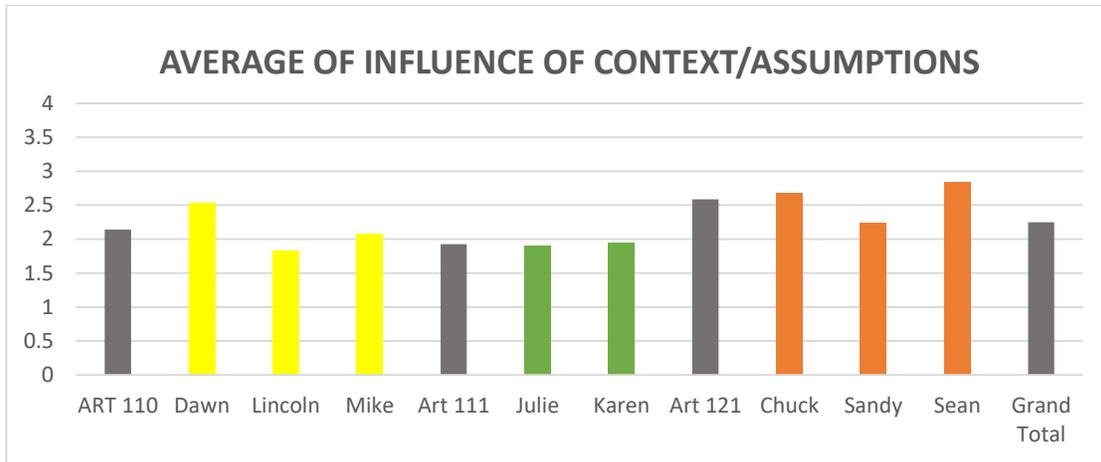


### AVERAGE OF EVIDENCE



### AVERAGE OF INTERPRETATION





Of interest is that Julie Cole and Karen Danielson were most consistent in their grading across the criteria. This is not necessarily surprising since these two instructors had years of experience conducting course-level assessment. There were times when instructors differed radically from one another, however. Noteworthy is that one instructor didn't consistently score artifacts higher or lower. This indicates that we need to allow for more time norming our rubric and

we may need to consider whether or not there needs to be more concrete distinctions between the rankings on the rubric.

d) What changes will be made as a result of this data?

During our final assessment meeting for the year, it was universally decided that each course will use a standard assignment/lesson. While Art 111 was already using a standard lesson for assessment, that team will continue to re-work the project to gather better data on critical thinking. The Art 110 Master Course Faculty Learn Community will meet over the summer to design a lesson that will be used across all sections. Art 121 will utilize a project that two of our instructors already use—a still life with a chair and a blanket. It is our hope that standardizing these assignments/lessons will provide us with more useful, consistent data. As we design (or re-work) these lessons, the amount of time that students will have to complete/present their work will be considered seriously. We also want to ensure that all of these lessons/assignments take place during the last half of the semester. We are also going to add a survey to gain some understanding of how students perceive their own critical thinking in relation to these lessons/assignments. Lastly, as noted above, we also want to re-visit the rubric to make sure that our criteria rankings are sufficiently different that there isn't confusion or nuance between rankings—we also need to allow more time to norm the rubric.

**Plan for this year**

1. Which Program Student Learning Outcome(s) will you assess this academic year?

- PSLO 1: Create, analyze, and/or evaluate works of art through multiple lines of interpretation

2. If you PSLO this year is an Intuitional Outcome, please check the IO tied to this assessment:

- **Complex Thinker—This is the IO the Visual Arts Program is assessing.**

3. How do you plan to complete your assessment this year?

a) What direct measure of student learning will you use?

We will assess students in Introductory Visual Arts courses. These include 8 sections of Art 110 (Art appreciation), 4 sections of Art 111 (Art History Ancient to Medieval), and 5 sections of Art 121 (Drawing I). Lincoln Phillips is also going to do a pilot data collection of artifacts from a critical thinking project he is working on in Art 139 (Digital Photo I). We will randomly collect 5 artifacts from each course/section. Please note that the assignments in each course are now standardized and conducted at the same time in the academic calendar. We will use the attached rubric to assess each of these artifacts.

We are also using a survey to in-directly measure student work ethic and perceptions of learning.

b) Exactly what are you assessing?

We will be assessing the following in each course:

1. Art 110: Final analysis worksheet based on a 2 day lesson on Guernica
2. Art 111: Final analysis worksheet based on a day lesson on the Bayeaux Tapestry
3. Art 121: Drawings of a still life and a written critique
4. Art 139: Photographs based on critical, social issues
5. The student surveys

c) Please describe in some detail the tools you will use.

1. The attached rubric (we will be making modifications to the rubric after a norming session in early February).
2. The survey.

d) How do you intend to conduct this assessment?

1. We will collect the artifacts in the fall (near the end of the semester).
2. The department chair will copy each artifact, number it and put it in a folder for each reviewer. She will number and copy several rubrics for each reviewer. The reviewers are as follows:
  - Art 110: Mike Burrows, Dawn McFadden, Lincoln Phillips
  - Art 111: Karen Danielson, Julie Cole, Kristen Winkler
  - Art 121: Sandy Guinn, Chuck Parson, Sean Rozales
  - Art 139: Lincoln Phillips, Karen Danielson
3. We will conduct a norming session.
4. We will make any necessary changes to the rubric.
5. The department chair will make sufficient copies of the rubric for each reviewer and number them to correlate with each artifact.
6. The reviewers will have a month to review their artifacts using the rubrics and return them to the department chair.
7. The department chair will import the data in to a spreadsheet.
8. The department chair will pivot the data.
9. The department chair will design and present a presentation of the findings.
10. The faculty will discuss closing the loop on the assessment for next academic year.

e) Please describe in some detail the students and artifacts that will be involved in the assessment.

We will assess students in Introductory Visual Arts courses. These include 8 sections of Art 110 (Art appreciation), 4 sections of Art 111 (Art History Ancient to Medieval), and 5 sections of Art 121 (Drawing I). Lincoln Phillips is also going to do a pilot data collection of artifacts from a critical thinking project he is working on in Art 139 (Digital Photo I). We will randomly collect 5 artifacts from each course/section. Please note that the assignments in each course are now standardized and conducted at the same time in the academic calendar. We will be assessing the following in each course:

1. Art 110: Final analysis worksheet based on a 2-day lesson on Guernica

2. Art 111: Final analysis worksheet based on a day lesson on the Bayeaux Tapestry
3. Art 121: Drawings of a still life and a written critique
4. Art 139: Photographs based on critical, social issues
5. The student surveys

f) How does this year's assessment prepare for future program assessments?

We won't have an answer to this until the assessment is complete; however, it is our intention to add upper division courses to this assessment project in the future in order to determine if students are gaining skills as they progress through our program.

g) Are any of the courses you are assessing?

- Online (yes)
- Hybrid (no)
- High School (yes)
- Lab/Clinic (can we add Studio to this? If so, yes!)
- Practicum/Internship (no)
- Lecture (yes)

h) How is your assessment plan this year related to what you learned from assessment last year?

We are currently closing our loop on issues we faced with our assessment last year. Last year, faculty wanted to each choose which assignment they thought encouraged critical thinking the most. Art 111 was the only course last year that used the same assignment for assessment. The data we got for that course was much more reliable than what we got from other courses. As a result, this year, we've designed standard lessons for each course. We also are giving students more time on the project since students didn't complete enough of the projects. Lastly, we are conducting each assignment in a similar window of time in the semester.

i) Have you conducted any course level changes as a result of last year's assessment?

Yes, we are teaching standard lessons and we are teaching them at the same time in the semester. We are giving students more time than we did on similar (or the same) assignments last year. We are also asking students to complete a survey to reflect on their own critical engagement with the project.

j) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?

This will be what we are looking for this year.

4. Include any additional comments or questions.

I am extremely proud of our assessment efforts this year. Most our entire faculty was fearful of assessment and did not have a clear vision of program-level assessment. It was a great learning experience and the efforts that have been made to date to create standardized lessons have been truly wonderful learning experiences.

Criteria	<i>4 points Meets or exceeds all expectations</i>	<i>3 points Adequately fulfills expectations</i>	<i>2 points Met some expectations</i>	<i>1 point Fails to meet expectation</i>
<b>1 Understanding the issue</b>	Issue/problem to be considered critically is clearly understood and addressed comprehensively.	Issue/problem to be considered critically is adequately understood but could be addressed more comprehensively.	Issue/problem to be considered critically is understood but is not addressed clearly: leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is not clearly understood and is not sufficiently addressed.
<b>2 Evidence</b>	Information relating to the issue/problem is well researched/explored in order to develop a comprehensive work of art, or, an analysis or evaluation of a work of art.	Information relating to the issue/problem is adequately researched/explored in order to develop a coherent work of art, or, an analysis or evaluation of a work of art	Information relating to the issue/problem is researched/explored, but not enough to develop a coherent work of art, or, an analysis or evaluation of a work of art.	Information relating to the issue/problem is not sufficiently researched/explored to create a work of art, or, to analyze or evaluate a work of art.
<b>3 Interpretation</b>	<ul style="list-style-type: none"> <li>The student effectively creates, analyzes, or evaluates a relationship between the elements and principles of art, subject matter, function and/or meaning.</li> <li>Student work includes rich ideas with significant, intriguing details that support their interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>The student adequately creates, analyzes, or evaluates a relationship between elements and principles of art, subject matter, function and/or meaning.</li> <li>Student's work includes some details that support their interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>The student's ability to create, analyze, or evaluate a relationship between the elements and principles of art, subject matter, function and/or meaning is disjointed and needs development.</li> <li>Student's work includes some details that support their interpretation but they are random or unclear.</li> </ul>	<ul style="list-style-type: none"> <li>The student is unable to create, analyze, or evaluate a relationship between the elements and principles of art, subject matter, function, and/or meaning.</li> <li>Student is unable to support their interpretation with needed details.</li> </ul>
<b>4 Influence of context and assumptions</b>	Student thoroughly analyzes own and other's assumptions and carefully evaluates the relevance of contexts when creating, analyzing, or evaluating a work of art.	Student identifies own and others' assumptions and several relevant contexts when creating, analyzing, or evaluating a work of art.	Student shows an emerging awareness of assumptions. Begins to identify some contexts when creating, analyzing, or evaluating a work of art.	Student does not show an awareness of assumptions or contexts when creating, analyzing, or evaluating a work of art.
<b>5 Original thought</b>	Student's ideas are highly innovative, unusual and novel; ideas display inventiveness; personality is highly reflected.	Student's ideas are unique, although somewhat traditional. Personality of student is reflected in the ideas.	Student's ideas show inspiration from sources borrowed from others, yet extend beyond such work, merging some original thinking with borrowed ideas. Some evidence of personality is noted.	Student's idea is both traditional and predictable; mostly mimics ideas borrowed from others and reflects minimal original thought.
<b>6 Completion and presentation</b>	The student's work is clear, focused, and complete.	The student's work is complete but the clarity and focus needs refinement.	The student's work is mostly complete and the clarity and focus is underdeveloped.	The student did not finish the work. It is unclear and unfocused.

## Academic Program Assessment Report

**Center:** Health Sciences

**Department:** Dental Hygiene

**Program:** Associate of Applied Science Dental Hygiene

**Program Chair:** Michelle Kohler

**Other Participating Faculty/Instructors:** Mary Catherine Dean, Paige McEvoy

**Date:** October 16, 2017

### REPORT FROM LAST YEAR:

#### Which Program Learning Outcome did you assess last academic year?

In 2016-2017, we assessed the PSLO: *“Graduates are personally responsible, ethical professionals capable of delivering care to all types of patients within diverse community populations necessary in this 21<sup>st</sup> century workforce.”*

#### Check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

#### What did you discover from your assessment work last year?

- a. **What data did you collect?** As part of the capstone project in dental hygiene, every student completed the assignment entitled the “Complex Patient”. This project took place during their second year in the Program. The assignment was designed to allow students to incorporate knowledge from each of the didactic courses over the course of the entire two-year program and their clinical experiences with a variety of patients during that same period. Using this previously acquired knowledge, students choose one patient from their patient pool that had a complexity of oral health needs and oral and systemic conditions. Students demonstrated their skill at critical thinking, clinical judgement, execution of clinical skills, and evaluation of the results on a patient that met the following criteria:

1. Periodontal classification II, III or IV
2. Moderate, heavy or super heavy calculus deposit load
3. Minimum of one medication (can be herbal or RX).
4. Cannot be a former or current RDH student or DDS
5. Able to modify health behaviors in this patient to achieve improved oral health

- b. How did you analyze the data?** The data from the presentation of the Complex Patient by the Class of 2017 was evaluated by the course instructor and two dental hygiene faculty members. A rubric was used to evaluate the presentation and to facilitate consistency in the grading of the presentations.
- c. What conclusions did you reach?** Students appear to have a strong understanding of the periodontal risk assessment and caries risk assessment tools and the implications of the scores on the patient's oral health condition and risk for oral disease. All calculations were accurate and students were able to use the calculation results to form an overall treatment plan for their patient.
- d. What changes are you making to improve your program based assessment on this data?** No changes will be made in this assignment as the grades were all above our designated benchmark of 30%. However, had an error in a particular category affected 30% or greater of students in the class, we would have revised or boosted the curriculum in the deficient area in which errors were found. In addition, an Objective Simulated Clinical Examination (OSCE), process evaluation or a project would have been developed to further support and address this deficient area and to measure the outcomes of our curriculum changes. The approach chosen would be based on the type of error that occurred and the most appropriate learning method to achieve student success.
- e. When and how will you assess those improvements to ensure that they actually work?** Results are disseminated to full time faculty at their weekly staff meeting and to all faculty teaching didactically at the quarterly curriculum management meetings. This assignment is presented and evaluated at the end of the Spring semester. Any curriculum changes implemented as a result of the analysis of this assignment are then discussed with all faculty (both didactic and clinical) at the faculty calibration session which occurs at the beginning of each semester – fall, spring, and summer. No curriculum changes will be implemented at this time due to the positive outcomes.

## **PLAN FOR THIS YEAR**

### **Which Program Student Learning Outcome(s) will you assess this academic year?**

In 2017-2018, we will be assessing *“Provide dental hygiene education that meets the professional standards established by the American Dental Association’s Commission on Dental Accreditation and prepares the student to successfully complete the written and clinical board examinations necessary for licensure.”*

**If your PSLO this year is an Institution Outcome, please check the Institution Outcome(s) tied to this assessment:**

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

## How do you plan to complete your assessment this year?

- a. **What direct measure of student learning will you use?** To assess the PSLO, we will use data gathered from our online clinical grading program, TALEVAL. We will be specifically looking at the progression of student learning over the course of the program with respect to calculus detection from the initial clinical semester until the final semester of clinical education. Students are graded over four semesters on their ability to detect subgingival (below the gum line) deposit. Faculty (full and part-time) grade this assessment at each initial patient visit and record the grade in TALEVAL.
- b. **What exactly are you assessing?** The acquisition of calculus detection skills which is vitally important to successful completion of the clinical licensing examination.
- c. **Please describe in some detail the tool(s) you will use. (i.e. rubrics, portfolios, surveys)** When dental hygiene patients are treated in the CCD Dental Hygiene Clinic a determination is made by the student as to the amount of calculus deposit present on the patient's teeth subgingivally. The student records the location of the deposit on a form developed by the CCD Dental Hygiene Department. Deposits, when present, are indicated on the form on the corresponding tooth and tooth surface. Faculty confirm the presence and location of the deposit during the assessment check of the patient visit. A percentage of subgingival deposit is determined and a classification of light, moderate or heavy calculus load is determined. In addition, the published grading scale used to record the grade in TALEVAL assesses a range of deposits for a grade of +, √ or x when a student fails to identify or over identifies the number and location of subgingival deposits in the patient's mouth.
- d. **How do you intend to conduct this assessment?** This assessment is completed on all new and returning CCD patients at each assessment visit. Faculty will record the grade as part of the student's assessment grade for patient treatment.
- e. **Please describe in some detail the students and artifacts that will be involved in this assessment.** The artifacts used will be the CCD Dental Hygiene Calculus Index form and the grading analysis from the TALEVAL grading software.
- f. **How does this year's assessment prepare for future program assessments?** This is a skill student's struggle with during their dental hygiene education. Understanding how the progression of skill development occurs over the course of a dental hygiene student's clinical education can facilitate the development of new teaching and learning strategies as well as increase student learning and retention. It can also assist faculty with improved calibration by increasing interrater reliability of faculty with both amongst themselves and the students.
- g. **Are any of the courses you are assessing**
  - Online
  - Hybrid
  - High school
  - Lab/clinic
  - Practicum/internship
  - Lecture
- h. **How is your assessment plan this year related to what you learned from assessment last year? Have you conducted any course level changes as a result of last years assessment?** We have shifted the

focus of our assessment to the clinical skill that prepares the student's most for their clinical examination. This clinical skill is necessary to become a licensed dental hygienist. No, we have not conducted any course level changes as a result of last year's assessment.

- i. **Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?** We have an ongoing evaluation of dental hygiene courses, their evaluation and student progress and course projects. These are discussed at semester curriculum management meetings. We are comfortable with the data that we have gathered demonstrating successful completion of the Complex Patient by the class of 2015-2016 and 2016-2017. We feel that the data we have collected demonstrates that the assessment is accomplishing what it was intended to do. It allows us to the student's ability to treat a patient with complex medical and dental needs and to design an appropriate plan for treatment through critical analysis of patient health/disease data.

Include any additional comments or questions.

# CALCULUS INDEX/EXPLORING PROFICIENCY

Student Name: \_\_\_\_\_ Patient's Name: \_\_\_\_\_ Evaluation Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Patient Perio Case Type/Deposit Level \_\_\_\_\_ Completed Fac Initials: \_\_\_\_\_

A qualifying subgingival deposit is a distinct deposit that is easily detected with an explorer includes:  
 A definite "jump", "bump", or bidirectional piece  
 Ledges, rings, spiny or nodular formations  
 Supragingival deposits only need to be visible but do not have to have a confirmed "jump"

**Total Deposit Surfaces:**  
 Supra: \_\_\_\_\_ Sub: \_\_\_\_\_  
 \_\_\_\_\_% surfaces with sub gingival deposit

**Students:** fill in the box if calculus is present (put an "x" or "√" in the box) **Faculty:** Circle the box if calculus is present in green.

### Maxillary Right Quadrant

#1

	Supra	Sub
D		
F		
M		
L		

#2

	Supra	Sub
D		
F		
M		
L		

#3

	Supra	Sub
D		
F		
M		
L		

#4

	Supra	Sub
D		
F		
M		
L		

#5

	Supra	Sub
D		
F		
M		
L		

#6

	Supra	Sub
D		
F		
M		
L		

#7

	Supra	Sub
D		
F		
M		
L		

#8

	Supra	Sub
D		
F		
M		
L		

Teeth/Quad \_\_\_\_\_  
 Errors \_\_\_\_\_  
 Date \_\_\_\_\_  
 Faculty Initials \_\_\_\_\_

Teeth/Quad \_\_\_\_\_  
 Errors \_\_\_\_\_  
 Date \_\_\_\_\_  
 Faculty Initials \_\_\_\_\_

### Maxillary Left Quadrant

#9

	Supra	Sub
D		
F		
M		
L		

#10

	Supra	Sub
D		
F		
M		
L		

#11

	Supra	Sub
D		
F		
M		
L		

#12

	Supra	Sub
D		
F		
M		
L		

#13

	Supra	Sub
D		
F		
M		
L		

#14

	Supra	Sub
D		
F		
M		
L		

#15

	Supra	Sub
D		
F		
M		
L		

#16

	Supra	Sub
D		
F		
M		
L		

Teeth/Quad \_\_\_\_\_  
 Errors \_\_\_\_\_  
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 Faculty Initials \_\_\_\_\_

Teeth/Quad \_\_\_\_\_  
 Errors \_\_\_\_\_  
 Date \_\_\_\_\_  
 Faculty Initials \_\_\_\_\_

### Mandibular Left Quadrant

#17

	Supra	Sub
D		
F		
M		
L		

#18

	Supra	Sub
D		
F		
M		
L		

#19

	Supra	Sub
D		
F		
M		
L		

#20

	Supra	Sub
D		
F		
M		
L		

#21

	Supra	Sub
D		
F		
M		
L		

#22

	Supra	Sub
D		
F		
M		
L		

#23

	Supra	Sub
D		
F		
M		
L		

#24

	Supra	Sub
D		
F		
M		
L		

Teeth/Quad \_\_\_\_\_  
 Errors \_\_\_\_\_  
 Date \_\_\_\_\_  
 Faculty Initials \_\_\_\_\_

Teeth/Quad \_\_\_\_\_  
 Errors \_\_\_\_\_  
 Date \_\_\_\_\_  
 Faculty Initials \_\_\_\_\_

### Mandibular Right Quadrant

#25

	Supra	Sub
D		
F		
M		
L		

#26

	Supra	Sub
D		
F		
M		
L		

#27

	Supra	Sub
D		
F		
M		
L		

#28

	Supra	Sub
D		
F		
M		
L		

#29

	Supra	Sub
D		
F		
M		
L		

#30

	Supra	Sub
D		
F		
M		
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#31

	Supra	Sub
D		
F		
M		
L		

#32

	Supra	Sub
D		
F		
M		
L		

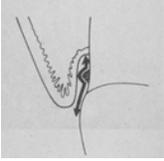
Teeth/Quad \_\_\_\_\_  
 Errors \_\_\_\_\_  
 Date \_\_\_\_\_  
 Faculty Initials \_\_\_\_\_

Teeth/Quad \_\_\_\_\_  
 Errors \_\_\_\_\_  
 Date \_\_\_\_\_  
 Faculty Initials \_\_\_\_\_

Comments/Notes:

## PATIENT CLASSIFICATION BY PERCENTAGE OF CALCULUS PRESENT

Stain and grainy calculus are not considerations for patient classification of calculus load. However, all stain, grainy calculus and residual calculus must be removed. Any stain, grainy calculus and/or residual calculus will count as errors in TalEval.

	<p>Qualifying subgingival calculus:</p> <ul style="list-style-type: none"><li>• Distinct</li><li>• More obvious</li><li>• Easily detectable</li><li>• Definite jump or bump</li><li>• Bi-directional detected</li></ul>		<p>Not qualifying subgingival calculus:</p> <ul style="list-style-type: none"><li>• Grainy</li><li>• Veneer</li><li>• Calculus is present but does not meet the definition of "qualifying calculus"</li></ul>
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### Instructions

1. Student completes calculus index noting supragingival and subgingival deposits.
2. Faculty evaluate calculus index during assessment check.
3. Patient deposit load will be determined by *subgingival deposits present only*.

### Calculation of deposit load:

- Faculty will count the number of teeth present and multiply by 4 (number of tooth surfaces)
- Faculty will count the number of subgingival deposits present once evaluation is complete
- Faculty will then divide the number of tooth surfaces present by the number of subgingival deposits present

**For example:** 28 teeth X 4 surfaces (M, D, F, L) = 112 tooth surfaces  
62 total deposits present on 112 possible surfaces  
62/112=55% of surfaces have deposits therefore this patient is a heavy

Determination of the calculus load is determined by the total number of subgingival deposits only as supragingival deposit is a given and not factored into the ability to identify and detect calculus.

### LIGHT CLASSIFICATION

UP TO 25% OF SUBGINGIVAL TOOTH SURFACES WITH CALCULUS PRESENT

### MODERATE CLASSIFICATION

25% TO 50% OF SUBGINGIVAL TOOTH SURFACES WITH CALCULUS PRESENT— MUST HAVE AT LEAST PREMOLARS PRESENT

### HEAVIES = 2 MODERATES

51% TO 75% OF SUBGINGIVAL TOOTH SURFACES WITH CALCULUS PRESENT—MUST HAVE A MINIMUM OF 16 TEETH AND 1 MOLAR PRESENT

### SUPER HEAVIES = 2 HEAVIES

GREATER THAN 75% OF SUBGINGIVAL TOOTH SURFACES WITH CALCULUS PRESENT, MINIMUM OF 4 CONNECTING RINGS PRESENT ON POSTERIOR TEETH AND AT LEAST 1 MOLAR PER QUADRANT PRESENT

### Notes:

- A calculus index is not required on pediatric dental patients. However, failure to remove all supragingival and subgingival calculus on a pediatric dental patient upon final check-out will result in an "X" in the appropriate TalEval category.
- Second year spring semester dental hygiene students *do not* have to chart supragingival deposits. It is assumed when working at this level, the student can detect and will remove all visible supragingival deposits and extrinsic stain. Failure remove all supragingival deposits and extrinsic stain will result in an "X" in TalEval.

FACULTY PLEASE COLLECT THIS FORM AFTER ASSESSMENT CHECK AND FILE IN STUDENTS FILE.

## TALEVAL Grading Categories

### Category 7 Deposit Assessment

Item 33 Supra: under assessed/over assessed

1-3 pieces	"+"
4-6 pieces	"√"
7-10 pieces	"x"

Item 34 Sub: under assessed/over assessed

1-3 pieces	"+"
4-6 pieces	"√"
7-10 pieces	"x"

Item 35 Soft deposit assessment and indices at each appointment

Plaque index completed and documented	"+"
Not completed	"x"

Academic Program Assessment Report AY 2016-17

*Due by October 15 Revised 2/10/2017*

Center/Program/Department: Radiologic Technology AAS

Program Chair: Lorraine Yost [lorraine.yost@ccd.edu](mailto:lorraine.yost@ccd.edu)

Date: February 10, 2017

1. *Which Program Student Learning Outcome(s) did you assess this academic year?*  
Program Assessment using the National Certification Exam results through the American Registry of Radiologic Technologists (ARRT).
2. Check the Institutional Outcome(s) tied to this assessment:
  - Globally Aware
  - Complex Thinker**
  - Effective Communicator**
  - Numeric Thinker
  - Effective and Ethical User of Technology**
  - Personally Responsible
3. *Describe the population of students that was assessed?*  
The students assessed were invited into the Radiologic Technology Program for Fall of 2014 and completed the program requirements for graduation in May of 2016.
4. *Describe how you measured whether the students achieved this outcome.*  
There were 23 students who were invited into the program in fall 2014. During the first semester of the five semester program, one student withdrew due to healthcare issues that affected her academic performance. This resulted in 22 students successfully completing the program and eligible to take the certification exam through the ARRT.
5. *What did you learn/discover from this assessment?*  
The Radiology Program (RTE) at CCD has been successful in the first attempt passing rate on the national certification exam administered through the ARRT. The five year data from 2011 to 2016 reveals 93-100% pass rates, the class of 2016 obtained 100% passing scores. The exam was broken into five subsections that corresponds with the coursework offered at CCD. Analysis of the 2016 data and scores revealed that overall the CCD program fared better than the national average of 87%. This is a proud accomplishment.

Further analysis of the five subsections reveals passing scores ranging from 76-95% out of 100% with the average score of 86%. The minimum score for passing is 75%. 10/22 students that scored 90% or higher, with 4/22 students scoring below 80%.

Examining the five content subsets revealed that 21/22 students obtained above 8.0/10 in the area of radiation protection. In the subsets of Procedures and Patient Care, 19/22 students scored 8.0/10. The last subsets address Equipment, Quality Control, Image Acquisition and Evaluation with 16/22 receiving scores above 8.1/10. An interesting side note is that in these two combined subsets the highest and lowest scores were obtained.

Multiple students scored 9.6 and above, with several at 9.9, while multiple students scored 7.6 and below, with the lowest score at 6.4.

This analysis reveals a need to study and assess the last subsets of equipment, quality control, image acquisition and evaluation more thoroughly. The data reveals that in those areas, there are students that clearly understand and grasp the material well, because some of the highest scores are evidenced. The opposite effect is also noted.

In the 2017 examination year, the ARRT will provide more data to programs regarding the specific content within the subset areas. This will enable the program at CCD to develop assessment tools and methodologies to increase student learning in these specific areas.

6. *What changes will be made as a result of this data?*

The CCD Radiology Program has exhibited an average of 98% pass rates from 2011-2016, which are above the national average of 90% for the same timeframe. Closer analysis reveals some gaps in the program regarding specific subsets of content s mentioned above.

A change has been made for the program applicants for the Fall 2018 cohort to require Physics 105 as a prerequisite. This change was initiated in 2016 to address observations from the instructor and comments by the students in the Equipment and Imaging course.

The instructor has implemented more collaborative learning to match stronger students with weaker students. All course materials are available on the learning management system for students to review. The data from the 2017 ARRT exam will be analyzed to see specific weaknesses in content area and will be addressed for the incoming Fall 2017 students.

7. *How and to whom will these results and changes be communicated?*

These results have been communicated to the Radiology faculty and adjunct instructors during staff meetings. The concerns regarding students struggling with the material has been discussed at the staff meetings and the individual students as identified by their test grades and participation in the class.

The RTE Advisory Board met in November 2016 and discussed the addition of the Physics prerequisite.

8. *How will this assessment affect your overall Program Assessment Plan?*

This Program Assessment Plan will identify and remove any areas of formal assessment where high student success is measured through the ARRT subset exam results and the individual course assessments. The Program Assessment plan will focus on the areas of weakness and gaps identified.

9. *Which Program Student Learning Outcome will you assess next year?*

The PSLO that will be assessed will be the results from the ARRT national certification examination. The ARRT will provide more in-depth results of specific areas of content for the spring 2017 graduates. This data will be analyzed and utilized to develop the 2017-18 AY assessment plan.

The RTE program is also interested to measure if there is a correlation between Health Occupation Assessment Exam (HOAE) scores and student success. The HOAE was implemented in 2015 for the incoming Fall 2016 students. Student success will be tracked by

semester and a correlation of the data will be implemented after two cohorts have completed their first semester of the program which will be after Fall 2017.

*10. Include any additional comments or questions.*

This program assessment has been valuable to identify gaps in student learning. Using the correct tool and method of assessment will be a part of continued learning and professional development by the instructors and Program Chair.

*Note: Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.*

*Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.*

*The SLC will share a list of which reports have been submitted to Center deans and the Provost, but not the reports themselves. Your Center dean may request a copy of this report from you.*

## Academic Assessment Cycle at CCD

- October 15      Assessment Reports Due to D2L dropbox  
                          SLC chairs report list of submitting programs to Deans & Provost
- December 1      Peer Reviews Completed and Returned to Submitting Program Chair via D2L  
                          (minimum 2 reviewers per report)
- Mid-March        Campus-wide Assessment Day

1. **Name of Department and Center:** Radiologic Technology, Health Sciences

2. **Faculty and Staff**

a. **Chair:** Lorraine Yost [lorraine.yost@ccd.edu](mailto:lorraine.yost@ccd.edu)

b. **Full-Time Faculty (by name and content area):**

- 1) Johanna Morrison RT(R), RTE Clinical Coordinator
- 2) Lorraine Yost RT(R)(M), RTE Mammography Coordinator

c. **Number of Adjunct Faculty:**            10

d. **Staff (by name and title):**

- 1) Jess Richardson RT(R)(CT)(MR), PSL, Children's (SR) Fall, SRMC (JR) (Spring)
- 2) Pam Johnson RT(R), clinical instructor – PSL, Children's (SR)
- 3) Roy Smither MA, RT(R), adjunct instructor, (JR) clinical instructor PSL(fall) Children's (Spring)
- 4) Judith Sarro BA, RT(R)M, adjunct instructor Mammography, clinical instructor, mammography and RTE Porter, Kaiser clinics, (SRMC (Fall))
- 5) Teri Huggins BS, RT(R)CT, SRMC(Fall) Lone Tree, Kaiser, CT (Spring)
- 6) Sam Haswell RT(R), Medical Center of Aurora
- 7) Kristy Sorenson-Cruz, RT(R)M, Denver Health
- 8) Brandon Diekmann BS, RT(R)(MR) Children's (JR) (Fall)
- 9) Chris Nelson RT(R), PSL (JR) (Spring)
- 10) Andrew DeGarbo BA, RT(R), (SR) (Spring) SRMC

3. **FTE and Average Class Size: 5 year data**

Year	FTE/Average Class Size
2012	19.1/17.9
2013	19.0/18.9
2014	20.0/24
2015	26/25 includes a returning student from 2014

2016	22/23
2017	25 admitted -3 personal -2 academic

#### 4. Mission:

**CCD Mission Statement:** Provide our diverse community an opportunity to gain higher education and achieve personal success in a supportive and inclusive environment.

**RTE Mission Statement:** The mission of the Radiologic Sciences Programs is to provide the healthcare community with ethical, competent, and professional radiographers.

The radiology program mission aligns with the mission of CCD by:

- Offering equal access to the program to all students through the use of an unbiased application process, implementation of Universal Design principals in course, and utilizing the flipped classroom to foster collaborative and active learning.
- Evaluation of student outcomes through a broad general education, comprehensive advising and support services, and a full range of learning activities that facilitate learning needs and styles.
- Providing students opportunities to exhibit and develop professionalism, knowledge, and skills necessary for gainful employment and upward mobility through life-long learning.
- Assisting the student to assume responsibility for his/her own education and professionalism.

#### 5. Department Goals:

1. Students will exhibit clinical competence
  - Students will model clinical competence through demonstration of positioning skills
  - Students will apply appropriate technical factors.
  - Students will demonstrate and apply radiation protection according to the ALARA principal (as low as reasonably achievable).
2. Students will communicate effectively
  - Students will demonstrate effective, medically-oriented communication skills.
  - Students will practice and apply written communication skills.
3. Students will demonstrate critical thinking and problem solving skills.
  - Students will perform complex radiographic examinations.
  - Students will critically analyze images.
  - Students will demonstrate proper technical selections for all exams and patient types.
4. Students will exhibit professional growth and development
  - Students will demonstrate professional behavior
  - Students will participate in professional development through attendance of state or national professional conferences.
  - Students will exhibit the ethical values to which modern healthcare subscribes.

#### 6. Department Strengths:

- 1) Content mastery
- 2) Communication

- 3) Collegiality
- 4) Community outreach
- 5) Professional development

**7. Areas to Work on:**

- 1) Revision and design of programmatic goals to ensure all are measurable PSLO's
- 2) Development of PSLO assessments/rubrics
- 3) JRCERT accreditation program and graduates surveys
- 4) VE-135 data collection
- 5) Replacement of equipment to digital radiography

**8. Assessment of Student Learning**

**a. What is being assessed?**

- 1) ARRT registry scores of RTE graduates, specifically looking at the five segmented content scores to assess what areas need more attention in the curriculum/classroom
- 2) Program completion rates
- 3) Employment data

**b. What data do you have?**

- 1) ARRT registry data
- 2) Completion rates
- 3) VE135 data
- 4) Program satisfaction survey sent to 2015 graduates in January 2017
- 5) Graduate preparation surveys sent to employers of 2015 graduates in January 2017
- 6) Surveys will be sent in April 2017 for 2016 graduates and employers.

**c. What changes are you making as a result of your data?**

- 1) Reevaluating PSLO's and methods of assessment of specific courses that correlate to the ARRT exam content scores.
- 2) Changing prerequisites for fall 2018 challenges identified in physics and anatomy related courses.
- 3) Revision to program surveys

**d. What resources do you need to build on assessment of student learning in your department?**

- 1) Additional professional development in developing PSLO and assessment tools.
- 2) Administrative support to offset time to develop assessment tools and SLO's.

**9. What does your department do to increase retention rates?**

- 1) STEAR reporting
- 2) Tutoring – both individual and group

- 3) Develop relationships with the students, which provides for identification of areas of need (whether personal or scholastic), deficits in content learning, and study/homework habits.
- 4) D2L grade book

**10. What does your department do to increase completion/graduation rates?**

- 1) Personal tutoring/extra attention to struggling students
- 2) Applicant screening for academic ability suited for the rigorous RTE curriculum – incorporation of Health Occupations Aptitude Examination
- 3) D2L grade book
- 4) Comprehensive advising

**11. What resources are needed for your department to achieve its goals?**

- 1) CCD tutors for Lowry in the area of physics.
- 2) Digital imaging equipment to increase student's transition to the clinical internship environment.

**12. How do the goals and objectives of the department relate to CCD's mission?**

The CCD mission statement to provide all students with the ability to gain knowledge and skills to achieve personal success aligns with the goals and objectives of the radiology program. The Institutional Outcomes of CCD align with the four goals of the radiology program.

**Complex Thinker, Numeric Thinker:** RTE Goal One, students will demonstrate critical thinking and problem solving skills This is assessed in various stages of coursework and clinical internships to evaluate competence in performing complex examinations, demonstrating image analysis and critique, and choosing correct technical factors to adhere to the "as low as reasonably achievable" (ALARA) standard.

**Effective and Ethical Use of Technology:** RTE Goal Two states that students' will demonstrate clinical competence. This is assessed at various stages of the program, starting in introductory level courses, enforced or emphasized in continued coursework. Then competency is assessed at the end of the program. The assessment and data collection is by the instructor of the course and occurs within the first and fourth semester coursework. The progression towards clinical competency is assessed by the clinical instructors at the site during the first internship and the last internship. Areas measured include positioning skills, equipment use, and the use of appropriate radiation safety methods controlled by the technologist.

**Effective Communicator:** RTE Goal Three is that students will be effective communicators by demonstrating medically-oriented skills through written, oral and group presentations. This is assessed in introductory coursework and third semester internships through individual presentations using oral and digital story-telling, collaborative group projects with written and oral presentations, and at the end of the program with a written analysis about surgical radiography.

**Personally Responsible, Globally Aware:** RTE Goal Four is that the student will exhibit professional growth and development. This is assessed informally throughout the program during every internship with formal data collection during the third semester of internship specific to their professional behavior in the clinical site. The students' development professionally is assessed by participation in the state of Colorado's professional organization,

Colorado Society of Radiologic Technologists (CSRT). Opportunities for professional growth and development is assess during the fourth semester research in advanced modalities. This all relates to the interactions that the students have with their peers, supervising technologists, clinical instructors, Faculty, and most of all, the patient experience.

**13. How do the goals and objectives of the department relate to the CCCS Strategic Plan?**

Within the RTE program, all students have access to the application process. If accepted, they are prepared to join the workforce as highly skilled and qualified healthcare workers. It is a program that facilitates a seamless transition from high school into college and higher education, as we have articulation agreements with both Regis University’s Bachelor of Science in Healthcare Administration and Colorado Mesa University’s Bachelor of Applied Science in Radiologic Technology. The program is cost-effective and in-state students benefit from COF funding.

**Linking PSLOs, Assessment Methods, and Reports/Use 2017-2018  
AY**

<b>CCD IO PSLO assessed</b>	<b>RTE goals</b>	<b>Assessment measure, how?</b>	<b>Population, whom?</b>	<b>Reporting</b>
Students will demonstrate that they are effective and ethical users of technology.	RTE students will demonstrate clinical competence through proficiency in technical selections to provide the lowest dose to the patient with the best image quality during portable exams at the clinical site.	RTE 181 Development of manual technic chart. RTE 181; provide analysis and critique of factors applied to three portable chest and/or abdomen exams. Exposure Index, deviation index, technical factors used, (mA, time/or mAs, kVp, distance)	RTE 182 Internship- Junior students. RTE 281-282 Internship/Senior students Clinical Instructors to evaluate images from three portable exams using a new tool. Independent of current course grading tool. <b>Tool development</b>	RTE faculty and CI will evaluate the outcomes which could lead to a change in curriculum if warranted.  Results will be discussed with the RTE Advisory Board

		Pathology considerations, habitus. Same exams to be evaluated for RTE 281-282		
Students will demonstrate complex thinking.	RTE students will demonstrate evidence of critical thinking skills through evaluation and tracking of clinical journal entries.	Senior student journals are read by the Clinical Coordinator and will be tracked and evaluated for entries that demonstrate critical thinking skills. Some antidotal stories may be added in the assessment.	RTE 281- 282 senior students in final two semesters of clinical internships. Clinical Coordinator will track and evaluate. <b>Tool development</b>	RTE faculty and CI's will evaluate the outcomes. Results will be discussed with the RTE Advisory Board.

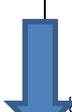
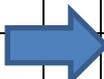
<b>CCD IO PSLO assessed</b>	<b>RTE goals</b>	<b>Assessment measure, how?</b>	<b>Population, whom?</b>	<b>Reporting</b>
Students will demonstrate effective communication	RTE students will implement appropriate communication skills.	Junior students will be given a scenario as a graded assignment explaining the communication dialogue with a patient from greeting the	RTE 111 junior students will be given the assignment by the instructor. RTE 289 senior students will be given the assignment by the instructor.	RTE faculty and CI's will evaluate and discuss at the RTE Advisory Board meeting.

		<p>patient in the waiting room and to completing the exam. AIDET principals are the criteria. Senior 5<sup>th</sup> semester students will be given a complex scenario of an unconscious patient.</p>	<p>Scenarios to be developed.</p>	
<p>Students will demonstrate personally responsible behaviors.</p>	<p>RTE students will employ professional work ethics.</p>	<p>Graduate students are evaluated in annual employer surveys sent within the year of graduation. RTE juniors and seniors will be tracked for incidents of tardiness, absences, dress code violations, and preparedness (books) at the clinical site. Juniors will be evaluated in RTE 141 for film badge, name tags, and books.</p>	<p>Clinical Coordinator will compile data provided by clinical instructors. RTE 141/142 instructor will compile classroom data based on JRCERT requirement. Tracking tool to be developed.</p>	<p>RTE faculty and CI's will evaluate and discuss at the RTE Advisory Board meeting.</p>

- **2017-18: The mission of the *Radiologic Sciences Program* is to provide the health care community with ethical, competent, and professional radiographers**
- **Key : I + Introduced E= Emphasized C= Competent A= Currently Formally Assesed N-not applicable**



Institutional Goals	Courses	RTE 101 Intro to Rad SU	RTE 111 Patient Care FA 1st	RTE 121 Procedures I FA 1st	RTE 122 Procedures II SP 1st	RTE 131 Pathology 1 SP 2nd	RTE 132 Pathology II SP 5th	RTE 141 Equipment I FA 1st	RTE 142 Equipment II SP 1st	RTE 221 Advanced Modalities FA 4th	RTE 231 Radiation Biology FA4th	RTE 289 Capstone SP 5th	RTE 181 Intern I FA 1st	RTE 182Intern II SP 2nd	RTE 183 Intern III SU 3rd	RTE 281 Intern IV FA 4th	RTE 282 Intern V SP 5th
<b>1. Complex Thinker</b> RTE Students will demonstrate critical thinking and problem solving skills <ul style="list-style-type: none"> <li>a. Complex exams</li> <li>b. Image analysis</li> <li>c. Radiation safety through ALARA</li> </ul>		N	I	I	I	I	I	I	I	E	C	C	I	E	E	C	C
<b>2. Effective and Ethical User of Technology</b> RTE Students will demonstrate clinical competence <ul style="list-style-type: none"> <li>Positioning</li> <li>Technical Factors</li> <li>Radiation protection</li> </ul>		N	I	I	I	E	E	E	E	C	C	C	E	E	E	C	C
<b>3. Effective Communicator</b> RTE Students will effectively communicate in all medically oriented Scenarios.			I	E	E	E	E	E	E	C	C	C	E	E	C	C	C
Institutional Goals	Courses	RTE 101 Intro to Rad	RTE 111 Patient Care	RTE 121 Procedures I	RTE 122 Procedures II	RTE 131 Pathology 1	RTE 132 Pathology II	RTE 141 Equipment I	RTE 142 Equipment II	RTE 221 Advanced Modalities	RTE 231 Radiation Biology	RTE 289 Capstone	RTE 181 Intern I	RTE 182Intern II	RTE 183 Intern III	RTE 281 Intern IV	RTE 282 Intern V
<b>4. Personally Responsible</b> RTE Students will exhibit professional work and ethics.		I	I	E	E	E	E	E	E	C	C	C	E	E	E	C	C
<b>5. Globally Aware</b> RTE students will communicate with respect and dignity in all settings		I	I	E	E	E	E	E	E	C	C	C	E	E	E	C	C



<b>6. Numeric Thinker</b> RTE students adjust technical factors for varied patient type	N	N	E	E	E	E	E	E	E	C	C	C	E	E	E	C	C	

**The RTE Academic Year 2017-2018 Assessment Report**

Center/Program/Department: Health Sciences

Chair: Lorraine Yost [lorraine.yost@ccd.edu](mailto:lorraine.yost@ccd.edu) 303-365-8372

Academic year: **2017-2018**

1. What are the goals of your program/department?
  - A. RTE students will demonstrate clinical competence through proficiency in technical selections to provide the lowest doses to the patient on portable examinations.
  - B. RTE students will demonstrate evidence of critical thinking skills through their conclusions of radiologic internship experiences in their clinical journal entries.
  - C. RTE students will discuss appropriate communication skills when applied to specified patient scenarios.
  - D. RTE students will demonstrate professional work ethics of preparedness, timeliness, absenteeism, and dress code compliance.

2. Select/identify **one** of these outcomes:

CCD Institutional Outcome	Course IO Assessed	RTE Goal
Effective and Ethical Users of Technology	RTE 181 Internship I RTE 281-282 Internship IV, V	Goal "A"
Complex Thinker	RTE 281-281 Internship IV, V	Goal "B"
Effective Communicator	RTE 111 Patient Care RTE 289 Capstone	Goal "C"
Personally Responsible	All Internship courses RTE 141-142 First class preparedness, attendance	Goal "D"

3. How will you measure whether the students, as a group, possess this outcome upon completion of your specified courses?
  - A. Junior students will be given a scenario as a graded assignment explaining the communication dialogue with a patient from initial greeting to exam completion, using AIDET principals. (Acknowledge, Introduce, Duration, Explain, Thank you). Senior students will be given a similar assignment with

a more complex scenario, such as an unconscious patient in the emergency room.

- B. Senior student journals are read by the Clinical Coordinator and will be tracked and evaluated for entries that demonstrate critical thinking skills in the internship setting. Some qualitative analysis using antidotal stories may be added in the assessment.
- C. Junior students will be given a scenario as a graded assignment explaining the communication dialogue with a patient from greeting the patient in the waiting room and to completing the exam. AIDET principals are the criteria. Senior 5th semester students will be given a complex scenario of an unconscious patient.
- D. Graduate students are evaluated in annual employer surveys sent within the year of graduation. RTE juniors and seniors will be tracked for incidents of tardiness, absences, dress code violations, and preparedness (books) at the clinical site. Juniors will be evaluated in RTE 141-142 for film badge, name tags, and books.

4. How will you gather data?

The data will be gathered in a variety of ways.

Goal A: Student created Technique Chart using a graded Rubric. Graded image evaluation tool.

Goal B: Student clinical internship journals

Goal C: Provided scenarios graded with rubric

Goal D: Tracking of preparedness, absences, and late arrivals at clinical internship site and in first didactic course each week.

5. Who will gather the data?

Goal A: Johanna Morrison, Clinical Coordinator, Teri Huggins, and Clinical Instructors

Goal B: Johanna Morrison

Goal C: Roy Smither, RTE 11 Instructor and Johanna Morrison, RTE 289 Instructor

Goal D: Johanna Morrison, and Clinical Instructors, Lorraine Yost RTE 141-142 Instructor

6. Responsible for analyzing the data?

RTE faculty adjuncts (clinical instructors) and full-time faculty will discuss the results at end of the academic year. Program chair will provide final report.

7. How will the center/department/program communicate the outcome of the assessment to all parties?

The data will be communicated to all full-time faculty, adjunct, and clinical instructors at the first department meeting the following fall. The assessments and results will be communicated to the RTE Advisory Board in the fall semester.

8. Were the outcomes what were expected?

These assessments are new for the 2017-18 academic year. The radiology program has assessed its program effectiveness in a very general manner through graduation rates, employment data, and certification pass rates, which have all been above the benchmarks. Prior course assessment matched the program goals, and benchmarks were met, with outcomes of 100 % for those assessments.

9. Will any changes be made as a result of the data received?

The program has developed new assessments for the current year (17-18) to gather data to evaluate areas that are part of our mission and goals that have not been previously assessed.

10. If yes, how will these changes be communicated and implemented?

The data will be communicated to all full-time faculty, adjunct, and clinical instructors at the first department meeting the following fall. The assessments and results will be communicated to the RTE Advisory Board in the fall semester.

11. Will you choose the same goal for assessment the next academic year?

The Radiologic Technology Program has met its benchmarks with prior program assessment measure as program effectiveness data. This academic year, the program developed new student learning outcomes to assess, collecting new data to evaluate other areas of the program that have not been assessed in the prior years. The outcomes to be assessed will be evaluated at the end of the year, with changes made to the instruction if outcome is below the expected benchmark. If there is no action identified, a new outcome may be measured for the following year, or the data collection tool will be modified. .

12. How does your program assessment tie into at least one of the institutional outcomes?

The RTE program assessment follows four of the CCD institutional outcomes. First, effective and ethical user of technology through demonstration of clinical competence use the technical radiology equipment to provide the optimal image quality while keeping the radiation dose as low as reasonably achievable. Second, a Radiologic Technology graduate will be a complex thinker at the conclusion of the program evaluated through their written internship journals. Effective communication skills will be evaluated through the use of provided scenarios at the start of the program, using similar scenarios at the end of the program to measure their retention and application of the AIDET principals, acknowledge, introduce, duration of time for procedure, explanation of procedure the procedure, and providing a thank you. Personal responsibility is emphasized throughout the radiology program through preparedness for classes and internships.

Other assessments/ research that will be conducted by the faculty/chair in the RTE program:

1. Do Health Occupation Assessment Exam score results predict success in the RTE program? Retrospective and current data analysis (3 years)
2. What effect does successful completion of PHY 105 (physics) have on student's success in the Equipment and Imaging course? Retrospective and current data analysis (3 years).
3. Perkins
  - a. Digital radiography equipment and student transition into clinical sites.
  - b. Infant and pediatric phantom technic charts for the DR and CR equipment
  - c. Equipment testing for CR and DR units and student understanding in Equipment and Imaging courses.
  - d. Joint Review Commission on Education of Radiologic Technologists (JRCERT) program effectiveness and annual report.

Humanities Program Assessment Plan

Center for Arts & Humanities

Community College of Denver

Jan. 31, 2017

Contents:

1. HUM Program Student Learning Outcomes
2. HJUM Assessment Plan Overview
3. Assessment Prompt—January 2017
4. Assessment Rubric 2017
5. HUM Program Assessment Matrix
6. HUM PSLO Curriculum Map

## HUM Discipline Program Student Learning Outcomes (PSLOs)

PSLO 1: Students will identify the elements of a cultural artifact\* using the technical language of the appropriate discipline.

PSLO 2: Students will analyze and interpret cultural artifacts within the contexts they were originally created.

**PSLO 3: Students will evaluate the significance of the artifact in the student's contemporary context.**

\*Artifact, in this context, refers to any appropriate work of art—literary text, painting, sculpture, music, and film, as well as any other work of artistic significance—that might be taught in any HUM course (World Mythology, HUM Survey Sequence [121,122,123], Cultural History of Rock and Roll, Introduction to Film, etc.).

1. Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific **terminology to demonstrate knowledge of the artifact's significance.**

2. Students will analyze and interpret cultural artifacts within the contexts they were originally created. Specifically:

- a. Students will articulate the cultural, political, and/or economic context and their **implications for the artifact's significance.**
- b. **Students will articulate significant biographical details of the creator's life and their implications for the artifact's significance.**
- c. Students will interpret the significance of the artifact in the context of its cultural attitudes toward race, class, gender, and other areas of study.

**3. Students will evaluate the significance of the artifact in the student's contemporary context.**

Specifically:

- a. Students will identify and articulate significant contemporary theories related to race, class, gender and other areas of study.
- b. Students will apply significant theories related to race, class, and gender to interpret the cultural, political, and/or economic contemporary significance of the artifact.

## **PROGRAM ASSESSMENT USING POETRY INTERPRETATION ESSAYS**

### **1. PSLOs to focus on:**

Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.

### **2. What will you assess?**

Students' ability to perform the PSLOs above in a brief interpretive essay.

### **3. Assessment Methods**

Essays reviewed and evaluated by departmental committee.

### **4. Time Frame**

Students will complete essays in the last third of the semester in all HUM 115 sections.

### **5. Who Will Do the Assessment?**

Department Chair, fulltime faculty and appointed committee.

### **6. Type of Feedback.**

At the end of each evaluation, the committee will analyze evaluation data and write a brief report describing the strengths and weaknesses that the essays demonstrate.

### **7. Closing the Loop**

The department will meet as a whole to discuss findings and develop recommended methods of improving department procedures and curricula.

## HUM Assessment Prompt—World Mythology, Spring 2017

1. Please read the myth below.
2. Next, please write a 2-3 page essay that interprets the myth's meaning and explains how the various critical approaches/archetypes and terminology we've used this semester (such as Creation Myths, the Hero's Journey, the Female Divine, Tricksters, etc.) are used to develop and explore the underlying idea/s that the culture emphasizes in this story. In your essay's thesis, please identify the myth, the archetype/s you will use to analyze the myth, and your statement of the myth's underlying meaning for the culture which told the story. Then, in the body of your essay, please analyze the particulars of the myth utilizing the appropriate terminology, quoting specifically wherever possible, to support and develop your interpretation.
3. After you are finished with your essay, please put it in your instructor's dropbox on this site.

"The Creation"

From *God's Trombones* by James Weldon Johnson  
1927

And God stepped out on space,  
And he looked around and said:  
I'm lonely—  
I'll make me a world.

And far as the eye of God could see  
Darkness covered everything,  
Blacker than a hundred midnights  
Down in a cypress swamp.

Then God smiled  
And the light broke,  
And the darkness rolled up on one side,  
And the light stood shining on the other,  
And God said: That's good!

Then God reached out and took the light in his hands,  
And God rolled the light around in his hands  
Until he made the sun;  
And he set that sun a-blazing in the heavens.  
And the light that was left from making the sun  
God gathered it up in a shining ball  
And flung it against the darkness,  
Spangling the night with the moon and the stars.  
Then down between

The darkness and the light  
He hurled the world;  
And God said: That's good!

Then God himself stepped down—  
And the sun was on his right hand,  
And the moon was on his left;  
The stars were clustered about his head,  
And the earth was under his feet.  
And God walked, and where he trod  
His footsteps hollowed the valleys out  
And bulged the mountains up.

Then he stopped and looked and saw  
That the earth was hot and barren.  
So God stepped over to the edge of the world  
And he spat out the seven seas—  
He batted his eyes, and the lightnings flashed—  
He clapped his hands, and the thunders rolled—  
And the waters above the earth came down,  
The cooling waters came down.

Then the green grass sprouted,  
And the little red flowers blossomed,  
The pine tree pointed his finger to the sky,  
And the oak spread out his arms,  
The lakes cuddled down in the hollows of the ground,  
And the rivers ran down to the sea;  
And God smiled again,  
And the rainbow appeared,  
And curled itself around his shoulder.

Then God raised his arm and he waved his hand  
Over the sea and over the land,  
And he said: Bring forth! Bring forth!  
And quicker than God could drop his hand,  
Fishes and fowls  
And beasts and birds  
Swam the rivers and the seas,  
Roamed the forests and the woods,  
And split the air with their wings.  
And God said: That's good!

Then God walked around,  
And God looked around  
On all that he had made.

He looked at his sun,  
And he looked at his moon,  
And he looked at his little stars;  
He looked on his world  
With all its living things,  
And God said: I'm lonely still.

Then God sat down—  
On the side of a hill where he could think;  
By a deep, wide river he sat down;  
With his head in his hands,  
God thought and thought,  
Till he thought: I'll make me a man!

Up from the bed of the river  
God scooped the clay;  
And by the bank of the river  
He kneeled him down;  
And there the great God Almighty  
Who lit the sun and fixed it in the sky,  
Who flung the stars to the most far corner of the night,  
Who rounded the earth in the middle of his hand;  
This Great God,  
Like a mammy bending over her baby,  
Kneeled down in the dust  
Toiling over a lump of clay  
Till he shaped it in his own image;

Then into it he blew the breath of life,  
And man became a living soul.  
Amen. Amen.

HUM Program Assessment Rubric

PSLO 1. Students will identify the elements of a cultural artifact using the technical language of the appropriate discipline. Specifically:

- a. Students will analyze the artifact to its component parts.
- b. Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate **knowledge of the artifact's significance**.

	Exemplary Demonstration of Outcome	Outcome Demonstrated	Outcome Developing	Zero to minimal evidence of progress toward outcome
Students will analyze the artifact to its component parts.	Specific, precisely accurate, and thorough identification of elements applying discipline-appropriate terminology demonstrated	Discipline-appropriate terms are applied to identify multiple elements, and are most often used precisely.	Discipline-appropriate terms are applied to identify multiple elements, but command of terms is imprecise.	Discipline-appropriate terms absent or applied entirely inaccurately.
Students will synthesize the appropriate elements and apply discipline-specific terminology to demonstrate knowledge of the artifact's significance.	Statement of connections between elements and articulations of their significance is coherent, precise, and defensible.	Statement of the significance of elements is almost always present, coherent, precise, and defensible.	Statement of the significance of elements is usually present and generally coherent, but includes some imprecision or vagueness.	Statement of the significance of elements is absent or consistently incoherent.

Assessment Process Matrix

Assessment Process	What	Who will conduct it	When
Preparation	Develop assessment plan, distribute plan to instructors of HUM 115, form HUM program assessment team from dept. faculty. Revision of these materials is ongoing and will be revisited in dept. meetings each fall and spring.	Dept. faculty	Fall 2016/ongoing revision
Data Collection	Interpretation essays from all sections of HUM 115 will be collected via D2L dropbox	Instructors of HUM 115 deliver instructions and materials to students, students submit completed essays to D2L	This will happen by the end of each spring semester (eventually outcomes and courses will rotate)
Analysis	Each fall, HUM program assessment committee faculty (full time and adjunct) will score essays using the rubric we've developed, producing qualitative data.	Dept. faculty (program assessment committee)	This will happen early in each fall semester
Reporting/Use	The HUM program assessment committee will produce a report including scoring data and discussion of trends/patterns in data. The HUM dept. will meet to discuss the report and recommend changes to procedures, curricula, or suggest best practices to best support student success in accomplishing PSLOs.	Dept. faculty	Report will be completed each fall, dept. meetings in late fall will set recommendations to be implemented going into the next assessment loop.

## Curriculum Mapping

Program: Humanities

Revised Date: January 31, 2017

### Program Student Learning Outcomes

#### Key

I = Introduced

E = Emphasized

U = Utilized

A = Currently Formally Assessed

Course	PSLO 1	PSLO 2
HUM 103	I, E, U,	I, E, U
HUM 115	I, E, U, A/Essay	I, E, U
HUM 121	I, E, U	I, E, U
HUM 122	I, E, U	I, E, U
HUM 123	I, E, U,	I, E, U

## Academic Program Assessment Report

*Due by October 15*

Center:CHS

Department:HWE

Program:HWE certificate

Program Chair:Michelle Hoffer

Other Participating Faculty/Instructors:N/A

Date:October 16, 2017

### **REPORT FROM LAST YEAR**

Which Program Student Learning Outcome(s) did you assess last academic year? HWE only had course level assessment last year. No program existed until this year with the new certificate in food, nutrition, and wellness. AY 17-18 will be the first year to track program assessment.

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment: N/A

What did you discover from your assessment work last year?

N/A

### **PLAN FOR THIS YEAR**

Which Program Student Learning Outcome(s) will you assess this academic year?

- Students will accurately assess personal dietary intake and compare it to guidelines and standards.

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator

**□ Numeric Thinker**

- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use?
- Embedded questions with in the final exam will demonstrate the student has been introduced of to the PSLO in HWE 143.
  - An assignment is built into the course that will demonstrate the student has had reinforcement of the PSLO in HWE 124.
  - A final project with a grading rubric is built into all sections of HWE 100 that reinforces and assesses students have mastered the PSLO.
- (b) Exactly what are you assessing?

Outcome	I-Introduced R-Reinforced M-Mastery		
PSLO's for CCD	HWE 100	HWE 124	HWE 143
Students will accurately assess personal dietary intake and compare it to guidelines and standards.	M	R	I

- (c) Please describe in some detail the tool(s) you will use.  
Artifacts: Final project with rubric, assignments, and test
- (d) How do you intend to conduct this assessment?  
Artifacts: Final project with rubric , assignments, and test
- (e) Please describe in some detail the **students** and artifacts that will be involved in this assessment.  
Artifacts: Final project with rubric, assignments, and test  
All completers of the 3 course certificate will be assessed. I will also be using the final project in all sections of HWE 100 as course level assessment.

(f) How does this year's assessment prepare for future program assessments?

I have defined 4 PSLO's for the program with a curriculum map for the certificate. I will utilize my curriculum map and PLA. Since this certificate is new to CCD, the number of students completing it will consistently be monitored. The ultimate goal is to grow this certificate into an AS or AAS which would articulate into an Integrative Wellness or Holistic Nutrition 4-year degree. As changes are made, this assessment will be modified.

(g) Are any of the courses you are assessing?

- Online
- Hybrid
- High School
- Lab/Clinic - \*lecture/lab
- Practicum/Internship
- Lecture

(h) How is your assessment plan this year related to what you learned from assessment last year?(i) Have you conducted any course level changes as a result of last years assessment?

No program level assessment has been done prior to AY 17-18 because this is the first year a certificate (not just one course) has been offered in the HWE prefix. First student completers will be identified during the AY-17-18.

(i) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?

I attempted course level assessment but it was not implemented throughout all sections with a consistent rubric. I learned that a standard project with rubric needed to be implemented to gain true assessment feedback. This year a standardized final project with grading rubric is going to be utilized in all sections of HWE 100 and I will receive my first course level assessment from all sections this AY.

Include any additional comments or questions.

## The CT Certificate Academic Year 2017-2018 Assessment Report

Center/Program/Department: Health Sciences Computed Tomography (CT)

Chair: Lorraine Yost [lorraine.yost@ccd.edu](mailto:lorraine.yost@ccd.edu) 303-365-8372

CT Program Coordinator Teri Huggins, [teri.huggins@ccd.edu](mailto:teri.huggins@ccd.edu) 303-365-8341

Academic year: **2017-2018**

1. What are the goals of your program/department?

Students will...

- A. Exhibit technological literacy and the skills to effectively use computerized tomography equipment for diagnostic imaging.
- B. Explain the process of image formation and representation to include acquisition and processing techniques.
- C. Construct the processes and protocols required for the preparation, scheduling, and acquisition of CT examinations.
- D. Critically critique acquired diagnostic images for quality, pathology, and scanning technical factors.

2. Select/identify **one** of these outcomes:

CCD Institutional Outcome	Course IO Assessed	RTE Goal
Effective and Ethical Users of Technology	RTE 257 CT Basics RTE 280 Internship I, II	Goal "A"
Complex Thinker	RTE 257 CT Basics RTE 280 Internship II	Goal "B" Goal "C" Goal "D"

3. How will you measure whether the students, as a group, possess this outcome upon completion of your specified courses?

Goal A: RTE 257 CT Basics will use two assessments to measure this learning outcome. One as an equipment labeling activity. The number of attempts and time to complete will be measured until this the activity is completed. The second assessment will using the scores of a 30 question multiple choice quiz. Scores must be 80% to progress.

RTE 280 Internships will use a Professional Development Assessment tool to measure the clinical skill and use of the CT equipment. The section used in the evaluation has a value of 15 points.

Goal B, C, and D: RTE 257 will use two assessments to measure this student learning outcome. A short answer quiz with a value of 30 points requiring a score of 80 % to proceed.

A multiple choice exam given with a value of 30 points requiring a score of 80% to proceed.

## The CT Certificate Academic Year 2017-2018 Assessment Report

RTE 280 CT Internship II Case Study graded with rubric which is a final evaluation to demonstrate program competency.

4. How will you gather data?

The data will be gathered in a variety of ways.

Goal A: Summative and formative assessment scores in the didactic course, and with scores within a professional development tool used multiple times in the internship courses. The scores will be averaged over the multiple times this is measured.

Goal B, C, and D: Formative assessment scores in the didactic course and graded case study presentation at the conclusion of the final internship.

Who will gather the data?

Teri Huggins, the CT Program Coordinator

5. Responsible for analyzing the data?

The CT Program Coordinator and the Program chair will provide final report.

6. How will the center/department/program communicate the outcome of the assessment to all parties?

The data will be communicated to all full-time faculty, adjunct, and clinical instructors at the first department meeting the following fall. The assessments and results will be communicated to the RTE Advisory Board held the following fall semester.

7. Were the outcomes what were expected?

The CT certificate program is new for the 2017-18 academic year, so the program level assessments are new as well. Benchmarks will be set when this assessment year is finished.

8. Will any changes be made as a result of the data received?

The didactic instruction and/or internship assessments may be revised based on the data received.

9. If yes, how will these changes be communicated and implemented?

The data will be communicated to all full-time faculty, adjunct, and clinical instructors at the first department meeting the following fall. The assessments and results will be communicated to the RTE Advisory Board in the fall semester.

10. Will you choose the same goal for assessment the next academic year?

This will be identified in the fall after the results are evaluated.

11. How does your program assessment tie into at least one of the institutional outcomes?

The Computed Tomography Certificate program assessment follows two of the CCD institutional outcomes. First, effective and ethical user of technology through identification and

## **The CT Certificate Academic Year 2017-2018 Assessment Report**

determination of the parts, functions, and purpose of the components of the computed tomography equipment with direct application measured at the clinical site. Second, a Computed Tomography certificate graduate will be a complex thinker at the conclusion of the program evaluated through a case study presentation. The institutional outcomes of Effective Communicator and Personal Responsibility will be evaluated in the internship with the professional development assessment tool, but not measured as an outcome for this academic year.

Other assessments/ research that will be conducted by the RTE faculty/chair for the CT Certificate program is gathering effectiveness data specific to certification exam pass rates, program completion, and employment data. This data will be collected through employer and graduate surveys administered in the 2018-19 AY for the 2017-18 AY graduates.

## Linking PSLOs, Assessment Methods, and Reports/Use Computed Tomography 2017-2018 AY

CCD IO PSLO assessed	CT Program	Assessment measure, how?	Population, whom?	Reporting
<p>CT Students will demonstrate that they are effective and ethical users of technology.</p>	<p>RTE CT students will identify the components of the imaging equipment through an embedded online labeling activity. They will apply their knowledge through an online quiz which includes specific questions about the function and purpose of each part of the equipment.</p>	<p>RTE 257 CT Basics will use two assessments to measure this learning outcome. One as an equipment labeling activity. The number of attempts and time to complete will be measured until this the activity is completed. The second assessment will use the scores of a 30 question multiple choice quiz. Scores must be 80% to progress.</p> <p>RTE 280 Internships will use a Professional Development Assessment tool to measure the clinical skill and use of the CT equipment. The section used in the evaluation has a value of 15 points.</p> <p>No benchmarks set at this time, since this is a new program and clinical internships begin mid-October.</p>	<p>Computed Tomography certificate students. These students are registered through the American Registry of Radiologic Technologists (ARRT) and have been employed in the profession for a minimum of one year and are obtaining post-primary certification.</p>	<p>CT Program Coordinator/ Instructor will evaluate the outcomes which could lead to a change in curriculum if warranted.</p> <p>Results will be discussed with the RTE Advisory Board</p>

## Linking PSLOs, Assessment Methods, and Reports/Use Computed Tomography 2017-2018 AY

CCD IO PSLO assessed	CT Program	Assessment measure, how?	Population, whom?	Reporting
<p>Students will demonstrate complex thinking skills.</p>	<p>RTE CT students will demonstrate evidence of complex thinking skills through a comprehensive case study that starts with the scheduling of a patient, preparation, applied protocols, image acquisition, examination review, pathology, reporting, to final prognosis.</p>	<p>RTE 257 will use two assessments to measure this student learning outcome. A short answer quiz with a value of 30 points requiring a score of 80 % to proceed. A multiple choice exam given with a value of 30 points requiring a score of 80% to proceed. RTE 280 Internship II Case Study graded with rubric which is a final evaluation to demonstrate program competency.</p>	<p>Computed Tomography certificate students. These students are registered through the American Registry of Radiologic Technologists (ARRT) and have been employed in the profession for a minimum of one year and are obtaining post-primary certification.</p>	<p>CT Program Coordinator/ Instructor will evaluate the RTE 257 outcome which could lead to a change in curriculum if warranted. The CT Coordinator will evaluate the outcome of the final case study project which could lead to a change in curriculum if warranted.</p> <p>Results will be discussed with the RTE Advisory Board</p>

## Academic Program Assessment Report

*Due by October 15*

Center: PABSS

Department: Psychology

Program: Psychology

Program Chair: Jeff Froyd

Other Participating Faculty/Instructors: Wendy Parslow-Helton  
Casey Casler

Date: 10/01/2017

### REPORT FROM LAST YEAR

Which Program Student Learning Outcome(s) did you assess last academic year?

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- X      Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach a review and samples)
- (b) How did you analyze that data?

#### **Benchmarks** – expected outcomes

1. Apply or identify the basic psychological theoretical orientations and methodologies in the explanation of human behavior, thinking and motivation.

2. Explain, apply, and demonstrate the psychological study of mind and behavior.
3. Evaluate psychological methods of research and their ethical principles.
4. Locate, interpret, evaluate, and employ psychologically relevant data in order to draw and defend evidence-based conclusions.

**(c) What conclusions did you reach?**

This results in a program average of 1.59. This number is disappointing and suggests perhaps a couple of conclusions. The first is of course that the program is falling short of its stated goals. A second possibility is inter-rater reliability in terms of assessment – some raters (all full-time faculty) may be applying the rubric standards too rigorously. A third possibility is that these scores are an artifact of the small sample size and the fact that we had a very limited subject pool.

We will necessarily have to wait for our second round of data to answer these questions and to implement any changes in the data gathering process and assessment instrument, as well as consider the implications for program improvements.

- (d) What changes are you making to improve your program based assessment on this data?**
- (e) When and how will you assess those improvements to ensure that they actually work?**

## PLAN FOR THIS YEAR

Which Program Student Learning Outcome(s) will you assess this academic year?

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- X  Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

We will proceed as we have the last two semesters, gathering artifacts from the designated classes – PSY 235, 217, 249, and 265.

(a) What direct measure of student learning will you use?

**Evaluation Rubric for Student Artifacts**

<b>Outcome</b>	<b>Excellent “3”</b>	<b>Proficient “2”</b>	<b>Needs Improvement “1”</b>	<b>Unsatisfactory “0”</b>
<b>Identify and apply the fundamental psychological theoretical orientations and methodologies in the explanation of human behavior, thinking and motivation.</b>	The student has a clear and excellent understanding of concepts. May include a grasp of semantic nuances, ability to synthesize theoretical principles and/or, critically evaluate theoretical information.	The student demonstrates a satisfactory understanding of concepts but lacks a deep or comprehensive grasp of principles or theories.	The student demonstrates only a rudimentary understanding of concepts. May include only superficially mentioning a critical principle or idea.	The student fails to mention critical concepts and/or lacks even a basic understanding of principles.
<b>Explain and demonstrate the psychological study of mind and behavior.</b>				
<b>Evaluate psychological methods of research and their ethical principles.</b>				
<b>Locate, interpret, evaluate, and employ psychologically relevant data in order to draw and defend evidence-based conclusions.</b>				

(b) Exactly what are you assessing?

If I understand this correctly, artifacts consist of portfolios, tests, final papers from the above mentioned classes.

(c) Please describe in some detail the tool(s) you will use. (I.E. Rubrics, portfolios, surveys)

See the above rubric

- (d) How do you intend to conduct this assessment?

The Psychology Department will rate the artifacts, compare notes and discuss the outcome.

- (e) Please describe in some detail the students and artifacts that will be involved in this assessment.

Different instructors have different artifacts that are pulled from every third student in the class. Some instructors use end of the semester portfolios. Others use final or midterm exams. One instructor uses a final paper to address the benchmarks for the department.

- (f) How does this year's assessment prepare for future program assessments?

With Spring assessment, we should have enough information to begin looking at the program and possibly make either adjustments to the assessment process itself or actually "close the loop" and look at program goals and outcomes.

- (g) Are any of the courses you are assessing?

- X Online
- Hybrid
- High School
- Lab/Clinic
- Practicum/Internship
- X Lecture

- (h) How is your assessment plan this year related to what you learned from assessment last year?

Again, we should now have enough information to begin looking at the program and possibly make either adjustments to the assessment process itself or actually "close the loop" and look at program goals and outcomes.

- (h) Have you conducted any course level changes as a result of last years assessment?

Not to date, but we have seen some possible implications in for our PSY 235 classes related to who the students taking these classes are, how the subject matter relates to the general discipline of Psychology and how to best meet the Benchmarks within a class that is typically seen as a bit outside the standard Psychology core.

- (i) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?

This will be address after this semesters assessment.

Include any additional comments or questions.

### **Program Goals**

We currently have one set of data on our program outcomes. This data helps set a baseline for the program and provides insight into our data gathering procedures, evaluation instrument and the validity of program goals.

Based on this first data set and in consultation with Katy Hill, we have made some initial modifications in our process. We believe that our program goals are still relevant and will continue to utilize these as our measurement standards. We also believe the assessment rubric is at least useful, although we may be applying it with too much rigor. We will examine that issue with our second round of data.

Per Katy Hill's suggestion, we will be expanding the data pool to include PSY 217, PSY 249 and PSY 265. Also, per her suggestion, rather than restricting the data pool to DWD students, we will select every third student randomly from the roster of each class in order to provide a slightly larger data set. This should provide us with additional information regarding the program goals.

We intend to gather data for Fall 2016 in January of 2017 and complete assessment in March for comparison with Spring 2016. We see this as an ongoing process and believe that, with data collection for Spring 2017, we will have sufficient information to begin closing the loop and make useful suggestions for program improvement.

# Academic Program Assessment Report

## Chinese

*Due by October 15*

Center: Arts & Humanities

Department: World Languages

Program: Chinese

Program Chair: Erin Farb

Other Participating Faculty/Instructors: Min Qu (CE instructor), Lillian He (Visiting scholar from Hanban), Jane Lim (Confucius Institute Director)

Date: October 9, 2017

### 1. REPORT FROM LAST YEAR

Which Program Student Learning Outcome(s) did you assess last academic year? *Effective Communicator, Presentational Mode, speaking and writing*

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach a review and samples)

*We collected artifacts of presentational communication from intermediate level students (CHI211 & CHI212) in spring 2015 and fall 2016. There were a total of 8 samples. The samples were both written and spoken presentational artifacts from each student. These were*

*collected toward the end of the semester in order to collect the best representation of student ability. Written artifacts were in the form of short compositions that students had the opportunity to correct after receiving instructor feedback. We collected the final draft.*

*Spoken artifacts were digitally submitted. They included live presentations.*

**(b) How did you analyze that data?**

*Two Chinese speakers (Confucius Institute director and Concurrent Enrollment instructor) reviewed each sample using our rubric (see attached). These results were compared and discussed. The reviewers were not the instructor who submitted artifacts, so as to reduce bias.*

**(c) What conclusions did you reach?**

*Our students are where we want them to be. All 4 students scored at, or higher than, the level expected of them for both written and spoken presentational communication in Chinese in each of the two intermediate courses assessed. This tells us that our students are capable of presenting information through written and spoken Chinese in a way that a native speaker, familiar with non-native speakers, can easily understand.*

*However, we recognized that assessment at this level is only a piece of the picture, and the small sample size provides limited information about program success overall since it leaves out students in lower levels who may transfer before completing the sequence.*

*Additionally, the largest group of students who take Chinese are through the concurrent enrollment program. We have yet to assess them because they are starting at the beginning levels and have not yet progressed to intermediate levels.*

**(d) What changes are you making to improve your program based assessment on this data?**

- We are broadening our collection of artifacts to include all 4 levels of academic Chinese (CHI111, CHI112, CHI211, CHI212) in order to have a clearer picture of how the majority of students in the language sequence are performing*

- *We are requiring that all classes at all levels include a formal presentation, either in person or digitally. This is also motivated by the CDHE designation of intermediate World Languages courses (GT-AH4) as the only content area in which a student can achieve the Oral/Presentational Communication GT Pathways Competency. By requiring this in all classes, we will provide students opportunities to practice and build this skill from early in their studies. It will also offer us consistency across courses in this skill.*

**(e) When and how will you assess those improvements to ensure that they actually work?**

*As described above, we are not making changes yet. This is because we need more information before making those changes. The exception being the addition of presentational spoken communication in all courses as a requirement. Since we have no previous data on student outcomes in this area, the change begin more preemptive, we will assess where students are in this mode and then make changes next year as needed based on assessment results.*

*Collection begins at the close of fall 2017 semester. In early spring 2018 we will assess the entire library of artifacts which should give us a programmatic picture, from start to finish, of how our students are progressing in Chinese courses.*

**2. PLAN FOR THIS YEAR**

**Which Program Student Learning Outcome(s) will you assess this academic year?**

**If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:**

- Globally Aware
- Complex Thinker
- Effective Communicator

- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

**(a) What direct measure of student learning will you use?**

*Written presentational artifacts from CHI111, CHI112, CHI211, CHI212 students*

*Spoken presentational artifacts from CHI111, CHI112, CHI211, CHI212 students*

*Rubric to chart where students fall on level of ability, with the goal being to progress toward intermediate levels by the end of CHI212*

**(b) Exactly what are you assessing?**

*Presentational mode of communication in spoken and written Chinese*

**(c) Please describe in some detail the tool(s) you will use. (I.E. Rubrics, portfolios, surveys)**

*Rubric of presentational mode (attached). This was created by all faculty and instructors working together under the direction of the department chair. The rubric reflects the progression of a student from first through fourth semester of Chinese language study. It is designed to be in alignment with our PSLO, CCCS requirements, and national language proficiency standards as defined by ACTFL (American Council on the Teaching of Foreign Languages)*

*Student artifacts – written - final draft of final semester composition*

*Student artifacts – spoken – digital recording of final semester presentation (live or digital)*

**(d) How do you intend to conduct this assessment?**

*We will collect artifacts from all students in all classes at all four levels: CHI111 (including Concurrent Enrollment), CHI112 (including concurrent enrollment), CHI211, CHI212*

*Artifacts will be submitted to the designated D2L shell.*

*In pairs, using the rubric, instructors and faculty will review artifacts from classes other than their own. This will be organized by the department chair.*

*Instructors will review courses they did not teach. This will include the director of the Confucius Institute, an adjunct instructor, concurrent enrollment instructor, and our visiting scholar from Hanban.*

(e) Please describe in some detail the students and artifacts that will be involved in this assessment. See above (d)

(f) How does this year's assessment prepare for future program assessments?

*This is one of three modes of communication. We will design the rubrics for the other two modes (interpretive and interpersonal) this year and begin assessing them similarly next year following this process (unless we discover a problem with our process).*

(g) Are any of the courses you are assessing?

- High School
- Online
- Hybrid
- Lab/Clinic
- Practicum/Internship
- Lecture

(h) How is your assessment plan this year related to what you learned from assessment last year?(i) Have you conducted any course level changes as a result of last years assessment?

*This was answered previously in the following sections:*

*1c-e (Report from last year)*

(i) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?

*This was answered previously in the following sections:*

*1c-e (Report from last year)*

Include any additional comments or questions.

## Effective Communicator

**Presentational Mode:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Prepared, purposeful presentation designed to increase knowledge, foster understanding, or promote change in listeners'/viewers' attitudes, values, beliefs or behaviors. One-way communication to facilitate interpretation by members of the other culture. No direct active negotiation between members of the two cultures. To ensure audience success in interpretation, speaker needs knowledge of audience's language and culture.

Proficiency Level	Un-scoreable	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate High	Advanced Low
<b>Points</b>	0	1	2	3	4	5	6
<b>Corresponding course</b>	N/A	ASL121 CHI111 FRE111 GER111 ITA111 SPA111   midterm	ASL121 CHI111 FRE111 GER111 ITA111 SPA111   Final	ASL122 CHI112 FRE112 GER112 ITA112 SPA112   final	ASL123 CHI211 FRE211 GER211 ITA211 SPA211   final	CHI212 FRE212 GER212 ITA212 SPA212   Final	None – beyond course levels offered
<b>Functions</b>	Has no real functional ability.	Uses memorized language only, familiar language.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not	Consistently narrates and describes in all major time frames. Able to communicate on familiar topics, which may include current events, employment, and matters of public interest.

				language cultures	include personal information related to self, interests, and personal preferences, as well as physical and social needs such as food, shopping, and travel.	consistently.	
<b>Content Organization</b>	<p>Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.</p>	<p>Creates messages in some personally relevant contexts on topics that relate to basic biographical information. Presented in a clear, simple and organized manner. Uses words, phrases, chunks of language, and lists.</p>	<p>May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment. Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details. Uses simple sentences and memorized phrases.</p>	<p>Creates messages in contexts relevant to oneself and others, and one's immediate environment. Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details. Produces sentences, series of sentences, and some connected sentences.</p>	<p>May show emerging evidence of the ability to create messages on general interest and work-related topics. Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest. Uses strings of sentences, with some complex sentences.</p>	<p>Creates messages in both personal and general contexts. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics. Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience. Uses connected sentences and paragraph-length discourse.</p>	<p>Creates messages fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of</p>

							audience. Uses connected, paragraph-length discourse.
<b>Language Control</b>	Has little accuracy even with memorized words. Most of spoken/written language may be unintelligible or understood only with additional effort.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level. Is understood, although often with difficulty, by those accustomed to the speaking/writing of non-natives.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning. Is understood with occasional difficulty by those accustomed to the speaking/writing of non-natives, although additional effort may be required.	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex. Is generally understood by those accustomed to the speaking/writing of non-natives, although additional effort may be required.	Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Language decreases in quality and quantity when attempting to perform functions or handle topics associated with the Superior level.
<b>Cultural Awareness</b>		May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions. Reflects awareness	Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural similarities and differences	Uses culturally appropriate vocabulary, expressions and gestures. Demonstrates ability to identify, compare and	Uses a variety of culturally appropriate vocabulary, expressions and gestures. Demonstrates emerging ability to reflect and analyze	Uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural

			of cultural similarities and differences between target culture and their own culture.	between target culture and their own culture.	describes some products, practices, or perspectives.	authentic cultural practices and perspectives. Identifies compares and describes a range of products, practices, or perspectives.	practices and perspectives
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Community College of Denver Department of World Languages

Effective Communicator: Presentational Mode

Scoring Sheet for Sample # \_\_\_\_\_

Circle one: spoken / written / signed

Using the attached rubric, please indicate the score for each category.

Proficiency Level Domain	Emerging Unscoreable	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate High	Advanced Low
Points	0	1	2	3	4	5	6
Functions							
Content / Organization							
Language Control							
Cultural Awareness							
<b>Total</b>							

Community College of Denver Department of World Languages

Effective Communicator: Presentational Mode

Scoring Sheet for Sample # \_\_\_\_\_

Circle one: spoken / written / signed

Using the attached rubric, please indicate the score for each category.

Proficiency Level Domain	Emerging Unscoreable	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate High	Advanced Low
Points	0	1	2	3	4	5	6
Functions							
Content / Organization							
Language Control							
Cultural Awareness							
<b>Total</b>							

# Academic Program Assessment Report

Spanish

*Due by October 15*

Center: Arts & Humanities

Department: World Languages

Program: Spanish

Program Chair: Erin Farb

Other Participating Faculty/Instructors: Paola Allani, Bertha Ornelas, Oriol Casañas, Linda Grant

Date: October 9, 2017

## **1. REPORT FROM LAST YEAR**

Which Program Student Learning Outcome(s) did you assess last academic year? *Effective Communicator, Presentational Mode, speaking and writing*

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach a review and samples)

*We collected artifacts of presentational communication from intermediate level students (SPA211 & SPA212) in fall 2016. There were a total of 8 samples. The samples were both written and spoken presentational artifacts from each student. These were collected toward the end*

*of the semester in order to collect the best representation of student ability.*

*Written artifacts were in the form of short compositions that students had the opportunity to correct after receiving instructor feedback. We collected the final draft.*

*Spoken artifacts were digitally submitted. They included digital stories and live presentations.*

(b) How did you analyze that data?

*Two Spanish instructors reviewed each sample using our rubric (see attached). These results were compared and discussed. The reviewers were not instructors who submitted artifacts, so as to reduce bias.*

(c) What conclusions did you reach?

*Our students are where we want them to be. All 8 students scored at, or higher than, the level expected of them for both written and spoken presentational communication in Spanish in each of the two intermediate courses assessed. This tells us that our students are capable of presenting information through written and spoken Spanish in a way that a native speaker, familiar with non-native speakers, can easily understand.*

*However, we recognized that assessment at this level is less informative than assessment at the beginning levels would be for our program overall. This is because of several factors:*

- Many students in intermediate Spanish courses place into those levels and do not take our beginning courses, thus skewing our perception of how well we prepare students leading up to the intermediate level (because they acquired their skills elsewhere, such as high school, abroad, or at home).*
- Enrollment is much higher in the beginning 1 Spanish course (SPA111) which is where we should be collecting data. These students either transfer before reaching intermediate levels, or are only interested in taking one semester as an elective credit, not as an interest in acquiring Spanish language abilities. We learned that not all*

*beginning glevel courses require students to given spoken presentations. All courses began including written presentational communication appropriate to the linguistic level in fall 2015.*

(d) What changes are you making to improve your program based assessment on this data?

- *We are broadening our collection of artifacts to include all 4 levels of academic Spanish (SPA111, SPA112, SPA211, SPA212) in order to have a clearer picture of how the majority of students in the language sequence are performing*
- *We are requiring that all classes at all levels include a formal presentation, either in person or digitally. This is also motivated by the CDHE designation of intermediate World Languages courses (GT-AH4) as the only content area in which a student can achieve the Oral/Presentational Communication GT Pathways Competency. By requiring this in all classes, we will provide students opportunities to practice and build this skill from early in their studies. It will also offer us consistency across courses in this skill.*

(e) When and how will you assess those improvements to ensure that they actually work?

*As described above, we are not making changes yet. This is because we need more information before making those changes. The exception being the addition of presentational spoken communication in all courses as a requirement. Since we have no previous data on student outcomes in this area, the change begin more preemptive, we will assess where students are in this mode and then make changes next year as needed based on assessment results.*

*Collection begins at the close of fall 2017 semester. In early spring 2018 we will assess the entire library of artifacts which should give us a programmatic picture, from start to finish, of how our students are progressing in Spanish courses.*

## 2. PLAN FOR THIS YEAR

Which Program Student Learning Outcome(s) will you assess this academic year?

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

(a) What direct measure of student learning will you use?

*Written presentational artifacts from SPA111, SPA112, SPA211, SPA212 students*

*Spoken presentational artifacts from SPA111, SPA112, SPA211, SPA212 students*

*Rubric to chart where students fall on level of ability, with the goal being to progress toward intermediate levels by the end of SPA212*

(b) Exactly what are you assessing?

*Presentational mode of communication in spoken and written Spanish*

(c) Please describe in some detail the tool(s) you will use. (I.E. Rubrics, portfolios, surveys)

*Rubric of presentational mode (attached). This was created by all faculty and instructors working together under the direction of the department chair. The rubric reflects the progression of a student from first through fourth semester of Spanish language study. It is designed to be in alignment with our PSLO, CCCS requirements, and national language proficiency standards as defined by ACTFL (American Council on the Teaching of Foreign Languages)  
Student artifacts – written - final draft of final semester composition*

*Student artifacts – spoken – digital recording of final semester presentation (live or digital)*

(d) How do you intend to conduct this assessment?

*We will collect artifacts from all students in all classes at all four levels: SPA111 (including hybrid and online), SPA112 (including concurrent enrollment), SPA211, SPA212 (including Heritage Speaker section)*

*Artifacts will be submitted to the designated D2L shell.*

*In pairs, using the rubric, instructors and faculty will review artifacts from classes other than their own. This will be organized by the department chair.*

*All faculty and instructors will participate in the spring in an assessment session to review artifacts as a group in our respective languages.*

(e) Please describe in some detail the students and artifacts that will be involved in this assessment. See above (d)

(f) How does this year's assessment prepare for future program assessments?

*This is one of three modes of communication. We will design the rubrics for the other two modes (interpretive and interpersonal) this year and begin assessing them similarly next year following this process (unless we discover a problem with our process).*

(g) Are any of the courses you are assessing?

X Online

X Hybrid

X High School

Lab/Clinic

Practicum/Internship

Lecture

(h) How is your assessment plan this year related to what you learned from assessment last year?(i) Have you conducted any course level changes as a result of last years assessment?

*This was answered previously in the following sections:*

*1c-e (Report from last year)*

(i) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?

*This was answered previously in the following sections:*

*1c-e (Report from last year)*

Include any additional comments or questions.

Note: *Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.*

*Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.*

*The SLC will share a list of which reports have been submitted to Center deans and the Provost, but not the reports themselves. Your Center dean may request a copy of this report from you.*

**COM 125: Interpersonal Communication  
Theory Application Paper Data  
Spring 2016**

	High Skills / Exemplary Work	Moderate Skills / Commendable Work	Low Skills / Needs Improvement
Theory Explanation	15	7	3
Apply to Example	23	2	0
Source Citation	3	13	9

**COM 125: Interpersonal Communication  
Theory Application Paper Data  
Spring 2017**

	High Skills / Exemplary Work	Moderate Skills / Commendable Work	Low Skills / Needs Improvement
Theory Explanation	17	7	1
Apply to Example	21	3	1
Source Citation	14	7	4

**COM 125: Interpersonal Communication  
Theory Application Paper  
Rubric**

	High Skills / Exemplary Work	Moderate Skills / Commendable Work	Low Skills / Needs Improvement
<b>Theory Explanation</b>	Student chose an important theory specifically related to interpersonal communication. Student thoroughly outlined the foundation and history of the theory. Students explained the main concept of the theory in-depth, as well as the key tenants that are important in understanding how the theory works.	Student chose a relevant theory specifically related to interpersonal communication. Student outlined some of the foundation and history of the theory. Student briefly mentioned the main concept of the theory, and touched on the key tenants that are important in understanding how the theory works.	Student chose a theory irrelevant and related to interpersonal communication. Student failed to outline the foundation and history of the theory. Student did not or minimally mention the main concept of the theory, nor the key tenants that are important in understanding how the theory works.
<b>Application to Example</b>	Student picked a personal experience that was relevant to the theory of their choosing. Student thoroughly dissected communicative aspects of the event to fit the framework of the proposed theory. Student demonstrated impressive ability to apply theoretical concepts to a real-world situation.	Student picked a personal experience that was somewhat related to the theory of their choosing. Student adequately described communicative aspects of the event to fit the framework of the proposed theory. Student demonstrated adequate ability to apply theoretical concepts to a real-world situation.	Student picked a personal experience that was irrelevant to the theory of their choosing. Student failed to describe communicative aspects of the event to fit the framework of the proposed theory. Student demonstrated a lack of ability to apply theoretical concepts to a real-world situation.
<b>Source Citation</b>	Students cited a variety of sources related to the topic, including scholarly research from academic journals related to the communication discipline. A properly formatted bibliography was attached at the end of their paper.	Students cited minimal sources in their paper, primarily using the textbook as a source. Non-textbook sources and academic journals are lacking. Bibliography is formatted incorrectly or missing entirely.	Students failed to cite sources in their paper, lacking evidence from the text or any outside sources. Bibliography is absent from the end of the paper.

is explained			
Program Student Learning Outcome for next year is identified			
Additional comments or recommendations			

*Note: This feedback is for the submitting program chair to guide and support assessment efforts of the program. It is not evaluative. It may include recommendations for further guidance from the Director of Institutional Effectiveness.*

#### Academic Assessment Cycle at CCD

October 15 Assessment Reports Due to D2L dropbox

-SLC chairs report list of submitting programs to Deans & Provost

October 27 Peer Review

November 3 Feedback uploaded on D2L

November 17 Revision Deadline

Last week of November Publication of Reports on Web

Mid-March Campus-wide Assessment Day

# Academic Program Assessment Report

*Due by October 15*

Center: Center for Arts & Humanities

Department: Communication

Program: Communication Degree with Designation

Program Chair: Adam Glick

Other Participating Faculty/Instructors: Eric Peterson

Lindsey McCormick

Mary Van Zet

Date: October 3, 2017

## REPORT FROM LAST YEAR

Which Program Student Learning Outcome(s) did you assess last academic year?

- Students will be able to employ communication theories, perspective, principles and concepts

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- √ Complex Thinker (PSLO falls under this IO)
- √ Effective Communicator (PSLO falls under this IO)
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach a review and samples)
  - Communication theory application papers were collected in each COM 125: Interpersonal Communication courses in consecutive spring

semesters. Random samples were taken from each section. These were the artifacts utilized to extract data for analysis.

(b) How did you analyze that data?

- A common rubric was developed and utilized to gauge three components of the paper: theory explanation, theory application, and source citation. (See attachment.) Faculty used this rubric as the lens through which papers were analyzed and data was compiled.

(c) What conclusions did you reach?

- After the first round of assessment in Spring 2016, the data indicated that students were not demonstrating the ability to identify and cite scholarly communication research at the desired level. While they were explaining and applying the theory at a generally acceptable level, many were lacking sources or simply citing the text. The conclusion was reached that students needed to improve in their ability to research and cite academic sources.

(d) What changes are you making to improve your program based assessment on this data?

- During the Spring 2017 semester, we made a change to improve the program by requiring each COM 125 class to implement a trip to the library for course instruction regarding academic research. Library instructors were given details regarding the assignment, and instructed students on general scholarly research skills, as well as specific strategies for the Communication Theory Application Paper.

- (e) When and how will you assess those improvements to ensure that they actually work?
- Since this is the second round of assessment regarding this particular PSLO, we have closed the loop by implementing a required library trip; so we should know now if it works now (through a change in the data extracted using the rubric). Indeed, the numbers indicate that there was significant improvement in the area of source citation on this assignment. The library research visit has been a change made to this course as a direct result of this assessment project. This change has resulted in improved outcomes related to this particular PSLO, so we will continue to mandate this additional course component in order to maintain student success in this PSLO.

#### PLAN FOR THIS YEAR

Which Program Student Learning Outcome(s) will you assess this academic year?

- Students will be able to create messages appropriate to the audience, purpose, and context

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- ✓ Complex Thinker
- ✓ Effective Communicator
- Numeric Thinker
- ✓ Effective and Ethical User of Technology
- ✓ Personally Responsible

How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use?
- The COM Department will be using artifacts from COM 115: Public Speaking courses. Specifically,

students' Persuasive Speech outlines will serve as the direct measure of student learning.

- (b) Exactly what are you assessing?
  - We will be assessing whether or not students are able to create messages in the speech outline appropriate to the audience, purpose, and context through the use of the preparation outline format taught in our COM 115: Public Speaking sections.
  
- (c) Please describe in some detail the tool(s) you will use. (I.E. Rubrics, portfolios, surveys)
  - We will be employing the use of a standardized rubric that assesses various aspects of students' outlines; including both content and structure.
  
- (d) How do you intend to conduct this assessment?
  - We will require digital collection of all COM 115: Public Speaking outlines via the Desire2Learn Dropbox. For the Persuasive Speech (generally given later in the semester), we will randomly pull samples from each COM 115 section to be assessed. Data will be collected and analyzed, conclusions will be drawn, and recommendations for change will be made (if necessary).
  
- (e) Please describe in some detail the students and artifacts that will be involved in this assessment.
  - The students involved in this first-round of assessment will be COM 115 students from the Spring 2018 semester that turn in a Persuasive Speech preparation outline. Students will be from traditional, late-start, concurrent enrollment, and online sections. The artifacts will be Persuasive Speech preparation outlines turned in via the Desire2Learn dropbox.

- (f) How does this year's assessment prepare for future program assessments?
- This year's assessment will involve a larger number of COM Department faculty than the previous assessment, as it is taking place in our primary service course which has a multitude of unique sections and instructors. This will prepare faculty for future program assessments when it is necessary to assess specific classes that do not have as many instructors (ie COM 220: Intercultural Communication, which typically has only three sections per semester) since almost all instructors instructing specialty classes teach at least one section of COM 115: Public Speaking.
- (g) Are any of the courses you are assessing?
- ✓ Online
  - Hybrid
  - ✓ High School
  - Lab/Clinic
  - Practicum/Internship
  - ✓ Lecture
- (h) How is your assessment plan this year related to what you learned from assessment last year?
- This year's assessment plan switches gears by moving away from one PSLO and towards another. However, we are taking what we learned about the value of digital collection of artifacts via Desire2Learn in our first full cycle of assessment and applying it on a larger scale to this project. We also learned the importance of having a clear rubric for each instructor to follow in their individual classes and will be employing those lessons to this year's assessment project.
- (i) Have you conducted any course level changes as a result of last years assessment?

- Yes. As I mentioned, since this was the second round of assessment regarding that particular PSLO, we closed the loop by making the course level change of implementing a required library trip in our COM 125: Interpersonal Communication classes. We will be maintaining this change as a requirement for current and future sections, as well.
- (j) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?
- This is our first full cycle of assessment that involved making changes that “closed the loop.” There were no previous course level changes that could be assessed.

Include any additional comments or questions.

Note: Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.

Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.

The SLC will share a list of which reports have been submitted to Center deans and the Provost, but not the reports themselves. Your Center dean may request a copy of this report from you.

Non-Verbal Communication:  
Gestures Not Culturally Universal  
**STUDENT NAME REMOVED**  
Community College of Denver

## Abstract

According to Tidwell and Emeritus (2010), non-verbal communication “involves those nonverbal stimuli in a communication setting that are generated by both the source [speaker] and his or her use of the environment and that have potential message value for the source or receiver [listener]...”. Without mentioning all the types of non-verbal communication by name, some common examples are smell, dress, proximity, eye contact, vocal inflection, and posture. Also belonging to this list is *gesture*, which is the topic and focus of this paper. It is of interest to this paper because of the relatable personal experiences with this specific type of communication, as a *bi-cultural* person currently living in the United States. It is the author's belief that many of the other forms of non-verbal communications are either universally recognized (common) or can be easily adapted from one culture to another. For instance, *dress* can be changed and readily adopted, when necessary, as a guest in a foreign host's country. We have observed when a female international news reporter wears a Hijab when within a Muslim country. Some of us have removed our shoes when entering homes within Asia (Hones, 2010). Both are examples of readily adoptable customs and signs of respect. However, there are other behaviors that are not easily adopted, as this requires time immersed within a culture. Time spent within a culture eventually molds the way its member behaves when communicating. This includes certain gestures of the hands, head, arms, and feet which are used to convey information without speech. This paper concludes that although there are many common gestures throughout the world, it would be wrong to assume that any gesture has the same meaning. In fact, some gestures can have near opposite meanings. This is counter to some of the basic understandings of non-verbal communications as, perhaps, Charles Darwin has observed and described during his relative study of this behavioral subject (Yammiyavar et al, 2008).

### Discussion

Besides the universal non-verbal communication behaviors like crying (a signal of displeasure) or laughter (a signal of pleasure), one of the first gestures infants make are the motions of refusal and acceptance. Darwin notes within his published scientific study, *Expressions of the Emotions in Man and Animals* in 1872, that when a nursing infant does not want to be fed (by way of breastfeeding), a baby will turn its head laterally to the left or right and sometimes both ways. In the case where the child is willing to accept being fed, the infant may move their heads in a vertical fashion while advancing towards the mother's breast (Andonova et al, 2012; Yammiyavar et al, 2008). Indeed, these are perhaps the roots of the common human behavior for today's 'yes' and 'no'.

There are other body gestures, primarily movements of one's hands and arms, which are said to be the first forms of human communications – of which these have “preceding speech by tens of thousands of years” (Adler et al, 2014). Among the different types of gestures that uses the hands, there is first the *illustrator*. This type of human gesture makes voluntary use of hand movements that must be coupled with verbal speech to convey both meaning and context. In other words, these are gestures that do not stand on their own. For example, one may start with their hands placed together and cyclically move the hands with an inward and outward motion. This does not communicate anything specific when done on its own. Rather, it is used to place emphasis or an importance on what is being said. Another example would be to ball one's fist while speaking to convey the seriousness of a message being communicated. *Illustrator* examples can be found throughout all cultures in the world, which makes the practice nearly universal. However, there's is no way to compare this gestures from one culture to the next because even

within a culture, there is no specific and actionable information being given with such behavior on its own.

Another type of gesture is referred to as *adaptors* and its subset behavior called *manipulators* (Adler et al, 2014; Ekman et al, 1969). These are unconscious bodily movements that are a consequence of the external environment, from a dangerous situation to a relaxing surrounding. Temperature would also be such an example where, in the case of cold, shivering and folding one's arms in to warm up is a universal uncontrolled human response (Adler et al, 2014). This is because the movements and postures have a very real and physical function. The effect is the body attempting to protect itself with movements that help to warm itself. However, the same behaviors are also non-verbal cues that *A*, a person is truly in a state of cold and perhaps needs assistance with warming up. It also could be *B*, an adopted behavior and acted on demand to convey a social metaphoric state of someone having 'a cold attitude', for example. Because *A* is a natural function for all humans, it can be concluded that this behavior is universal and has nearly the same meanings in both cases *A* and *B*. Yawning is also said to be a similar adaptor behavior, with some scientist believing that the act of yawning causes others to yawn for some biological and collective social reasoning that is not yet understood (Bergland, 2014). Yet again, voluntarily yawning almost always means to be "uninterested" or "bored" with a social situation.

Yet unlike the former gestures of crying, drawing an "air box" with your fingers, or having involuntary shaking of the hands when nervous, there is another type of gesture that I believe to be set apart from the others. They fall within a class of voluntary movements that also communicate a very specific meaning on their own. The differentiator is that these gestures do not carry equal meanings across all cultures.

Referencing to the formerly mentioned head-nod gesture of ‘yes’ and ‘no’; despite that Darwin believed the head-nod for the ‘affirmative’ or ‘negative’ is on the level of a basic instinct, it is surprising that the nods can have completely opposite meanings throughout the world. Social researchers, Andonova and Taylor (2012) give the example of Bulgaria, of which ‘yes’ and ‘no’ head nods are completely reversed from the behaviors of North Americans. Clearly this would cause great confusion and make for very awkward situations during face-to-face conversation between people from each culture.

Interestingly, I can relate to such a situation. I was raised in both the United States and Puerto Rico. I am now very familiar with both North American and Latin American cultures respectively. I often have friends and family that visit me from the island where I come into an opportunity to get a first-hand observation of the drastic differences in the meanings of gestures between the two cultures. It is common for some Puerto Rican islanders to find themselves in awkward and even embarrassing engagements while displaying odd and puzzling gestures with – especially – Anglo-North Americans. We must place an emphasis on “Anglo” because the Kiowa Indians of North America, for example, have a similar behavior and etiquette to Puerto Ricans in at least one regard. Puerto Ricans find it impolite to unnecessarily point at other people with their fingers during a conversation. Both Puerto Ricans and the Kiowa Indians tend to opt for pointing to their subject with their lips and eyes (Kirch, 1979). When I was a young adult and living back in the mainland United States (I was born in New York City), you can imagine that many of my “gringo” friends had the look of confusion followed by laughter as I poked my lips out to point to other people.

### Conclusion and Future Study

This type of gesturing is labeled as an *emblem* by Ekman and Friesen (1969) and it is a deliberate non-verbal behavior that is almost only recognized within respective culture that it originated and has developed (Adler et al, 2014; Yammiyavar et al, 2008). The differences in these types of gestures could be both humorous and innocent. However, for instance, we can imagine the surprise American soldiers had when they stuck their thumbs up to the native inhabitants of Iraq during the war. What was meant to be a soldier's signal that "this or things are okay", turned out to be an extremely upsetting and offensive gesture for most Iraqis (Adler et al, 2014). This, yet again, is an example of how emblem gestures are not quite like the other more universal and involuntary behaviors previously described.

It is of the opinion of this paper that a study be made on the impact on diplomatic relations between the cultures of today's conflict is worthy (e.g., the United States versus the Middle East, Russia, North Korea, and others). The understanding of these non-verbal cues is perhaps just as important as understanding the written and verbal languages of each country's culture.

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A Mindful Approach to Relationships

**STUDENT NAME REMOVED**

Community College of Denver

Interpersonal Communications - 125

A relationship can be described as a state of being connected with one's self or others. Throughout life, we will experience multiple relationships. They are, in a sense, unavoidable and required for survival. Several relationship development models have been created to identify the stages of the relationship process and the communication behaviors of each process. Although developing, maintaining, and/or dissolving relationships can be challenging, applying a mindfulness approach to any relationship may improve intra- and interpersonal communication.

Mindfulness is known as the state of being aware of and attentive to what is taking place in the present, and it is a reliable and validly measurable characteristic that has a significant role to play in a variety of aspects of mental health (Brown and Ryan 2003). When a person is mindful, they are conscious. Consciousness encompasses both awareness and attention. Awareness is the background "radar" of consciousness, continually monitoring the inner and outer environment. One may be aware of stimuli without them being at the center of attention. Attention is a process of focusing conscious awareness, providing heightened sensitivity to a limited range of experience (Westen, 1999).

In the book "Looking Out, Looking In," Ronald Adler and Russell Proctor refer to communication researcher Mark Knapp's 1978 Stages of Relational Development as a method to navigate developing relationships. Knapp's ten-step model is divided into two broader phases. The "coming together" phase consists of the first five steps, and the "coming apart" phase consists of the last five steps. Knapp states that the model describes what seems to occur and not necessarily what should happen in a relationship. He suggests that all the steps should be done sequentially and one at a time to be effective, but not every relationship will follow the model (Knapp 2014).

Initiation is the first stage of the “coming together” phase, and it is described as establishing initial contact and showing that you are worthy of conversation. Initial contact can be accomplished through a brief introduction, a handshake, and usually includes observation of the other person. The second stage, experimentation, is where a decision to continue pursuit of the relationship is made. Small talk is most commonly used in this stage to search for shared interests and commonalities. Stage three is the intensifying stage which is best known for the love charged euphoria that is depicted in movies. The expression of feelings towards the other person becomes more common during this stage. After mutual affection has been confirmed and the relationship strengthens, a social identity is created and the relationship has integrated. The integrating stage, stage four, is a time when individuals give up some characteristics of their old selves and develop shared identities. The fifth stage of this phase is bonding. During the bonding stage, a symbolic public gesture is made to show the world that the relationship exists (Adler and Proctor 2014).

The next five stages comprise the phase of “coming apart.” The sixth stage of differentiating is where the individuals assert their separate identities and “we” messages turn into “me” messages. Stage seven is about circumscribing and involves a decrease in quality and quantity of communication between members as conversations are withdrawn and deemed not worth the energy. The eighth stage is stagnation which is a continuation of the circumscribing stage. Here, the relationship is a hollow shell of its former self. Once stagnation becomes too unpleasant, physical distance is created between each other, and the avoiding stage has commenced. During the ninth stage, avoiding, the partners become more individualistic in the relationship and become more separate from one another mentally, physically, and emotionally. The tenth and final stage of Knapp’s model is the termination stage. Relationships tend to move

towards dissolution through a back-and-forth pattern, rather than, a straight line. Termination can occur for any reason and can be accomplished in any positive or negative manner.

Knapp's model provides a detailed and prescriptive approach to relationship development and communication behaviors, but it lacks recognition of societal changes, and it presupposes that relationships will ultimately come apart (Adler and Proctor 2014). Updating stages in the current model, or possibly creating a new application theory that acknowledges an individual's intrapersonal development, could create a more efficient application of Knapp's model. A mindful awareness to an individual's growth can directly affect any relationship, and this evolution should be considered when applying theoretical relationship models to communication behaviors. Also, given the era in which Knapp's model was created, one could presume that it is partially based upon a linear communication model, and it has not evolved to the updated transactional communication model; in which, communication is multidirectional and involves communicators processing messages simultaneously (Adler and Proctor 2014).

Personal attempts to apply Knapp's model have revealed how the model is a sound, but linear, template to categorize communication behavior. An example is a personal relationship that has been maintained in which all ten stages of Knapp's model were experienced. The first through sixth stages occurred abruptly. Initial contact, experimentation, and intensifying communication behavior moved in a circular pattern. Glances, small talk, flirtation, and intimate contact overlapped each other within a 48-hour time frame. The stages of integration, bonding, differentiation, and circumscribing were also interwoven with the first three stages as the relationship developed into its own entity. Communication behavior moved randomly between all ten stages as we learned how to communicate with each other. This undescribed phase allowed for positive and negative issues to surface, but provided opportunities for the

relationship, and the individuals within it to grow. As we each experienced different rates of personal growth, our application of intrapersonal mindfulness enhanced the interpersonal communications within our relationship. Mindfully recognizing the other person's perspective improved our listening skills, increased empathy and understanding, and nurtured the needs of the individual. A mindful approach allowed for a judgement free environment where we each felt safe to express our thoughts, collaborate on solutions for many issues, and discuss the health of our relationship during the dissolution stages of circumscribing, stagnation, avoiding, and termination.

A mindful approach and nonlinear application of Knapp's model shows how relationship development and maintenance can be successfully achieved. Conscious attentive awareness of being present and understanding the complexities of the individuals involved in a relationship can create a more trusting environment that strengthens the relationship dynamic. Since 1978, Knapp's model has shown to be applicable to many relationships. It is important to recognize and account for an individual's behavioral health when designing relationship models. Social and behavioral psychology is rapidly advancing and has recently accepted mindfulness as a state of well-being. Future research of interpersonal behavior and communication could potentially yield a model that is more reflective of our continuously evolving society and the communication channels that are available, but until new theories are published containing a mindful perspective, a mindful approach to intra- and interpersonal communication is beneficial to us all.

## References

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## Academic Program Assessment Report

*Due by October 15*

Center: Career and Technical Education

Department: Early Childhood Education

Program: Early Childhood Education

Program Chair: Anne Fulton

Other Participating Faculty/Instructors: Patricia Amat, Alicia Boyd, Gary Sawyer, Lisa Grant

Date: 10/13/2017

### REPORT FROM LAST YEAR

Which Program Student Learning Outcome(s) did you assess last academic year?

Students know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development.

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator x*
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach a review and samples)

We collected work samples from the child observation assignment and child case study project. We collected student performance and instructor

feedback in relation to the rubric criteria. We also have Desire to Learn statistical data on student performance for this assignment.

(b) How did you analyze that data?

We analyzed our data using the criteria expressed in the rubric. The criteria detailed expectations for the child observation assignment. Observations were rated for their objectivity and in-depth description. Faculty also gaged students' progress through noting the degree of objectivity, fairness and anti-bias in child observations.

(c) What conclusions did you reach?

Our rubric data provided evidence of what students were doing well on the child observation and illuminated areas in which we could improve and better support them in their learning.

(d) What changes are you making to improve your program based assessment on this data?

We have refined our child observation expectations, form and rubric. We updated our child development list of goals and objectives for reference when practicing observation. Our ECE 102 lab techniques course adopted a new textbook. Faculty have integrated more opportunities to practice observing and documenting in face to face classroom sessions.

(e) When and how will you assess those improvements to ensure that they actually work?

We will select a sample of child observation assignments from this academic year and analyze student performance in relation to the new form and developmental goals and objectives. We will analyze grade item statistics and instructor feedback.

## PLAN FOR THIS YEAR

Which Program Student Learning Outcome(s) will you assess this academic year?

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker x*
- Effective Communicator
- Numeric Thinker

- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

(a) What direct measure of student learning will you use?

- Key Assignment Work Samples
- Desire to Learn grade item statistics

(b) Exactly what are you assessing?

Rationale: Understanding a child's growth, development, and learning is paramount in providing experiences that foster the predictable steps and sequences of development. Knowing how children grow, develop, and learn allows early childhood educators to develop, guide, and monitor learning experiences that address all domains of child development. Developmentally appropriate learning experiences consider a child's developmental abilities, temperament, language and cultural background, needs, and learning styles while recognizing factors such as family characteristics and community influences. Fully understanding the importance of child growth, development, and learning means all children are valued individually and inclusivity is respected (Colorado's Competencies for Early Childhood Educators and Administrators, 2017).

PSLO: Successful early childhood teacher education students use their understanding of young children's characteristics and needs, and multiple influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for each child.

(c) Please describe in some detail the tool(s) you will use.

We created a crosswalk which aligns the competencies from the Colorado Community College Common Course Numbering System, Colorado's Competencies for Early Childhood Educators and Administrators, and the National Association for the Education of Young Children Professional Preparation Standards for the following courses: ECE 101, 102, 103 111, 220 and 238. Full and part time faculty will collect a random sampling of student work and evaluate performance in relation to this learning outcome through the use of rubric tools, instructor feedback and Desire to Learn grade item statistical data.

(d) How do you intend to conduct this assessment?

Full and part time faculty will identify at least one key assessment from their course that measures this outcome. Faculty will be responsible for collecting and gathering student performance data, which will be shared with the Chair by the end of the SP18 semester.

(e) Please describe in some detail the students and artifacts that will be involved in this assessment.

Full and part time faculty will randomly select key assessment student work samples that address this learning outcome. Examples of work samples include: child development case study work, D2L discussion posts which focus on child development and reveal students' level of understanding, and article reflection review paper excerpts, which demonstrate the student is able to link theoretical and research knowledge to practice.

(f) How does this year's assessment prepare for future program assessments?

This year's assessment will help prepare us for future program assessments because knowledge of child growth and development is the foundation for much of the work we do with our students in this program.

(g) Are any of the courses you are assessing?

- Online
- Hybrid x
- High School
- Lab/Clinic x
- Practicum/Internship
- Lecture

(h) How is your assessment plan this year related to what you learned from assessment last year?

Last year we assessed child observation and documentation to support young children and families. Each of our program student learning outcomes are grounded in current research on early development and learning and align with our national and state standards for early childhood educators. This year we decided to assess the first standard because knowledge of child growth and development is integrated in each of our certificates and degrees.

- (i) Have you conducted any course level changes as a result of last year's assessment?

Yes. Our ECE 102 Early Childhood Lab Techniques part time faculty revised our child observation form and helped us to update our child development goals and objectives to reflect what most Head Start and Denver Public Schools early childhood programs are currently using. We have also changed the textbook for our lab techniques course to more closely align with the workforce.

- (j) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?

Presently, full and part time faculty report that the new form is more user friendly for students and is also more consistent with what the industry is currently utilizing for observation and documentation of children's learning. Students seem better prepared to engage in observation and documentation work after the classroom observation practice sessions.

Include any additional comments or questions.

*Note: Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.*

*Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.*

# Academic Program Assessment Report

*Due by October 15*

Center: Arts & Humanities

Department: Multimedia Graphic Design

Program: Graphic Design

Program Chair: John Kjos

Other Participating Faculty/Instructors: John Kjos Doug Ekstrand, Marty Jaquis, Steph Goss, & Jason DiSalvo

Date: 16 October 2017

## **REPORT FROM LAST YEAR**

Which Program Student Learning Outcome(s) did you assess last academic year? *Effective Communicator, Effective and Ethical User of Technology, Personal Responsibility, and Creative Problem Solver.*

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- X Effective Communicator*
- X Effective and Ethical User of Technology*
- X Personally Responsible*

What did you discover from your assessment work last year?

- (a) What data did you collect? *Please see instrument at end of this form.*
- (b) How did you analyze that data? *We engaged faculty and practicing professionals to review and respond to the data.*
- (c) What conclusions did you reach? *We We found that 78% of the students scored 8 or better in personal responsibility. 70% of the students scored 8 or better as effective communicators, and all of students scored above a 6 on both issues. As creative problem solvers, 70% of the students scored 8 or better, and 75% of the students scored 8 or better as effective and ethical users of technology. Only 22% of the students scored a*

*5 on both outcomes, and no student was below a 5. This portfolio review, juried by top-flight professionals, is an independent, objective affirmation of our program.*

- (d) What changes are you making to improve your program based assessment on this data? *While we performed extremely well in the assesement, a review of our curriculum projects will be performed in concert with all MGD faculty. A closer look at branding, social and cultural messaging, and an improved Web sequence is in order. We will create new design briefs that reflect the ever-changing communications environment, and improve our curriculum.*
- (e) When and how will you assess those improvements to ensure that they actually work? *During the Spring semester we will tabulate and analyze the data, review findings with faculty, advisory board and independent practicing professionals to chart the best course of action.*

## **PLAN FOR THIS YEAR**

Which Program Student Learning Outcome(s) will you assess this academic year?

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- X Complex Thinker*
- X Numeric Thinker*
- X Globally Aware*

2. How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use? *We will use the MGD 289 Capstone class review by a panel of high-level practicing graphic design professionals.*
- (b) Exactly what are you assessing? *We will assess each students' problem solving ability (complex thinker,) spacial configuration, scale and proportion use (numeric thinker,) and use of international visual language and iconongraphy (globally aware.)*

Please describe in some detail the tool(s) you will use. *Each student made a presentation of his/her portfolio (the culmination of their work in our program) to a panel of high-level practicing Graphic Design professionals. The professionals provide each individual with verbal feedback and filled out a PSLO Review Form that has a scale of 1 – 10 evaluating their skill sets.*

- (a) (I.E. Rubrics, portfolios, surveys)
- (b) How do you intend to conduct this assessment? *A portfolio review by and outside panel of practicing professionals.*
- (c) Please describe in some detail the students and artifacts that will be involved in this assessment. *Each student creates a portfolio of work that is the culmination of their time in the CCD Graphic Design Program.*
- (d) How does this year's assessment prepare for future program assessments? *After reviewing and analyzing the professional panels data and comments, and in concert with faculty, and our advisory board, we will fine tune course assignments and expectations.*
- (e) Are any of the courses you are assessing?
  - X STUDIO
  - Hybrid
  - High School
  - Lab/Clinic
  - Practicum/Internship
  - Lecture

(h) How is your assessment plan this year related to what you learned from assessment last year?  
(i) Have you conducted any course level changes as a result of last years assessment? *We will examine how specific design solutions align with current design thinking, software skills, and communication platforms to assure our students are ready for professional practice.*

(j) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish? *We are looking at an improvement in social media applications that connect to studio assignments, and implementing extended branding communications across multiple platforms.*

Include any additional comments or questions.

*Note: Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.*

*Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.*

*The SLC will share a list of which reports have been submitted to Center deans and the Provost, but not the reports themselves. Your Center dean may request a copy of this report from you.*

### **PSLO - Outside Portfolio Review for CCD Graphic Design**

Student:

Reviewer:

Presentation Segment (personally responsible - effective communicator)

Student presented him/herself in a professional manner: good eye contact, clear speech at an appropriate voice level, appropriate appearance for event.

Student was articulate in describing his/her work to you, able to speak of intent in the use of formal elements – why specific formal properties were used in the design (why a specific color or type selection was relevant to the content for example).

Portfolio realization Segment (creative problem solver - effective/ethical use of tech.)

Skill

Work presented was of consistent high quality in its final form – work reflected attention to detail, typographic and/or technology related errors (low resolution images for example) were minor or nonexistent. Craft perfected.

Creativity

Work presented formal strengths of design: typographic selection and use, image selection and use, color selection and use, control of space and/or structuring of content, understanding of form overall.

Concept

Work presented evidence of strong conceptual development. Solutions were poignant, smart and spoke well to the problem. Further, student was able to speak conceptually – convey conceptual aspects of projects beyond formal considerations and speak of desired results in regard to proposed design solutions.

Text Statement(s)

Text statement(s) (may include bios and/or individual project descriptions or overviews) were articulate, describing key ideas and concepts.

Comments:

## Academic Program Assessment Report

*Due by October 15*

Center: \_\_\_\_\_ PABS

Department: \_\_\_\_\_ Performing Arts

Program: \_\_\_\_\_ Music

Program Chair: \_\_\_\_\_ Cathleen Whiles

Other Participating Faculty/Instructors: \_\_\_\_\_

\_\_\_\_\_

Megan Bunes, Chad Reagan, Conrad Kehn, Evan Shelton, Josh Sawicki, Roger Harmon

Date: \_\_\_\_\_ October 11 2017

### REPORT FROM LAST YEAR

Which Program Student Learning Outcome(s) did you assess last academic year? In Music, Effective Communicator

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator in Music
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach a review and samples) Music review, samples attached page 4-5
- (b) How did you analyze that data? In Music, we discussed this data at our January 9, 2017 Music program meeting. Communication plan is in place and relevant stakeholders are identified: communicated with our students as they are filling out their next self-

assessment survey (December 2017), Results and changes are discussed with our faculty at our department meetings (August 14, 2017; January 2018) as well as the Student Learning Committee with this form (October 15 2017).

- (c) What conclusions did you reach? In music, we decided that we needed to improve student confidence and self assessment.
- (d) What changes are you making to improve your program based assessment on this data? Assessment results are planned for use a drivers of improvements in learning in music by adding 40 minutes before class to have more access to the piano lab.
- (e) When and how will you assess those improvements to ensure that they actually work? In music, December 4 2017 data of Direct and Indirect measures will be discussed at our January 2018 Music program meeting.

## **PLAN FOR THIS YEAR**

Which Program Student Learning Outcome(s) will you assess this academic year? In music, Effective Communicator

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator in music
  - Numeric Thinker
  - Effective and Ethical User of Technology
  - Personally Responsible

How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use? In music, the faculty evaluations in class piano rubric (along with MUS 211 Music Theory IV and MUS 213 Advanced Ear Training/Sightsinging II Lab if enough students sign up for them)

- (b) Exactly what are you assessing? In music, the measure of "Students are able to demonstrate piano proficiency in sight reading, scales and technique." (along with the measure of "Students are able to demonstrate a competency in theoretical analysis and aural skills." for MUS 211 Music Theory IV and MUS 213 Advanced Ear Training/Sightsinging II Lab if enough students sign up for them)
- (c) Please describe in some detail the tool(s) you will use. (I.E. Rubrics, portfolios, surveys) Rubrics and Surveys in music. We are using rubrics for the direct measure of student learning in class piano, assessing the measure of "Students are able to demonstrate piano proficiency in sight reading, scales and technique." (along with the measure of "Students are able to demonstrate a competency in theoretical analysis and aural skills." for MUS 211 Music Theory IV and MUS 213 Advanced Ear Training/Sightsinging II Lab if enough students sign up for them). Students are self-assessing the indirect measure of a survey with the same measures of "Students are able to demonstrate piano proficiency in sight reading, scales and technique." (along with the measure of "Students are able to demonstrate a competency in theoretical analysis and aural skills." if enough students sign up for MUS 211 and 213).
- (d) How do you intend to conduct this assessment? In music, the final quiz of Class Piano (December 4, 2017) Faculty evaluation and student survey. (MUS 211 and 213 final in May 2018 if enough students sign up.)
- (e) Please describe in some detail the students and artifacts that will be involved in this assessment. The student population that was assessed in music: all MUS 131 Class Piano Students (and MUS 211 and 213 students if they sign up). Artifacts in music: the direct measure of the faculty evaluation of the student's ability to demonstrate piano proficiency in sight reading, scales and technique. (and demonstrate a competency in theoretical analysis and aural skills. In MUS 211 and 213 if students sign up.) and indirect measure of the student survey of the student's ability to demonstrate piano proficiency in sight reading, scales and technique. (and demonstrate a competency in theoretical analysis and aural skills. In MUS 211 and 213 if students sign up.)
- (f) How does this year's assessment prepare for future program assessments? In music, this year's assessment provides a

continuation of class piano assessment (and hopefully start MUS 211 and 213)

(g) Are any of the courses you are assessing?

- Online
- Hybrid
- High School
- Lab/Clinic in music, Lab for MUS 131 (and MUS 213)
  - Practicum/Internship
- Lecture (in music, lecture for MUS 211)

(h) How is your assessment plan this year related to what you learned from assessment last year? In music, we are evaluating the same Class Piano as last year and hoping to add MUS 211 and 213.

(i) Have you conducted any course level changes as a result of last years assessment? In music, we are providing 40 minutes more piano time in the lab for our students.

(j) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish? In music, we made course level changes for 200 level private lessons in 2015-1016, we will assess these changes in 2018-2019. That cycle hasn't happened yet.

Include any additional comments or questions. In music, we opted to do the same cycle of analysis of MUS 131 Class Piano and MUS 211/213 because we had enough students sign up for MUS 210/212 this fall and we are hoping they will sign up for spring 2018 as well.

### REVIEW:

These assessment results below show our music program's faculty's higher confidence in student ability to demonstrate piano proficiency in sight reading, scales and technique than the students self-assessments, which is how this relates to learning, instruction, and curriculum in the music program.

### SAMPLES

Of the music students' self-evaluations in class piano in 2016-2017, we see

MEASURE	Exemplary	Proficient	Needs Improvement	Deficient
Students are able to demonstrate piano proficiency in sight reading, scales and technique.	Performs major and minor scales, harmonic progressions and sight reading.	Able to perform most scales, satisfactory sight reading skills.	Shows proficiency in some, not all aspects of piano proficiency in sight reading, scales and technique.	Unable to perform scales. Showing little growth.
		50%	50%	

Of the faculty evaluations in class piano in 2016-2017, we see

MEASURE	Exemplary	Proficient	Needs Improvement	Deficient
Students are able to demonstrate piano proficiency in sight reading, scales and technique.	Performs major and minor scales, harmonic progressions and sight reading.	Able to perform most scales, satisfactory sight reading skills.	Shows proficiency in some, not all aspects of piano proficiency in sight reading, scales and technique.	Unable to perform scales. Showing little growth.
	25%	33%	42%	

***Note:** Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.*

*Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.*

*The SLC will share a list of which reports have been submitted to Center deans and the Provost, but not the reports themselves. Your Center dean may request a copy of this report from you.*

## Academic Program Assessment Report

*Due by October 15*

Center: CCD Center for Health Sciences at Lowry

Department: Nurse Aide

Program: Nurse Aide

Program Chair: Derek Patton

Other Participating Faculty/Instructors: Corey Dennis, Jodi Tarlini, Michael Grigsby, Arthur Hazen, Breanna Maddux, Sarah Masten, Sharron Williams, Lynda Freund, Leslie Gaito, Candace Lartigue, Stephanie Sova, Michelle Mammen

Date: October 13, 2017

### **REPORT FROM LAST YEAR**

Which Program Student Learning Outcome(s) did you assess last academic year?

- a. Students will demonstrate mastery over the 22 NNAAP skills as outlined by the Colorado State Board of Nursing (SBON) and the National Council on State Boards of Nursing (NCSBN)

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

Globally Aware  
Complex Thinker X  
Effective Communicator X  
Numeric Thinker  
Effective and Ethical User of Technology  
Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach analysis and summary, with sample data if relevant)  
The faculty developed a rubric that we utilized for all sections of Nurse Aide (4, 7, and 15 week). This rubric was utilized for all 22 skills but then was also utilized at

the end for the final examination where we assessed 5 individual nurse aide skills. One skill had to be handwashing and at one skill had to be measurement. The other three skills were selected at random from the remaining 17 skills. The standards that the students were assessed on were the standards written in the *Nurse Aide Candidate Handbook* that are developed and written for all nurse aide training programs in all 50 states. With that, we also received evaluation data from Pearson Vue to inform us on how our students are doing on the state examination.

(b) How did you analyze that data?

The state provide us with the number of students that have taken the examination and the number students that have passed the examination. We simply plotted our pass rates based on the data received. A point-in-time analysis shows us over the course of a year what has transpired with regard to pass rates in the Nurse Aide training program.

### Community College of Denver CNA Skills Pass Rates August, 2016 - August, 2017



Month	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	17-Jan	17-Feb	17-Mar	17-Apr	17-May	17-Jun	17-Jul	17-Aug
Skills Takers	21	14	10	9	8	20	1	3	11	6	19	24	28
Skills Pass	20	12	8	9	4	17	1	3	7	3	13	22	21
Skills Pass Rates	95%	86%	80%	100%	50%	85%	100%	100%	64%	50%	68%	92%	75%
Written Takers	20	15	9	7	7	15	1	3	8	5	18	20	23
Written Pass	18	13	9	7	7	15	1	3	8	4	16	18	21
Written Pass Rates	90%	87%	100%	100%	100%	100%	100%	100%	1	0.8	0.888888889	0.9	0.913043478

(c) What conclusions did you reach?

This past year, we have had 201 nurse aide graduate from the program. We have had 21 adjunct instructors rotate through this program and we have implemented the 4 week module in the summer with the retention of the 15 week and 7 week modules as well. Given that we have had such tremendous turnover in adjunct faculty and included our 4 week module, I believe that the results here are not indicative of the success that we have had with our student placement opportunities and with the success that we have had solely in the 4 week module. That said, there is a tremendous inconsistency with how the skills are being taught amongst our adjunct and full-time faculty.

(d) What changes are you making to improve your program based assessment on this data?

The results of the final exams along with the pass rates lend itself to needing a more robust and comprehensive onboarding training program for our new instructors. We have thus implemented the following:

1. D2L instructor page for access to resources, best practices, training videos, and a communication board so that our adjunct instructors feel as though they have more access to the training materials and to each other for best practices.
2. Onboarding training through the program chair along with a mandatory classroom observation for new instructors. These new instructors will shadow their fellow instructors for a minimum of two class periods. This is where they will learn the skills, ask questions and observe the instructors in the classroom. When the new instructor gets ready to instruct, that instructor they shadowed will then come into their classroom and observe their progress and again address any questions or concerns that time.
3. We have also implemented an open lab for students to seek additional help with the skills,

with the homework and with other questions they may have. This is based on a referral system from their instructor and the faculty that oversees this lab, is our full-time NUA faculty who utilizes this time as service to the college.

- (e) When and how will you assess those improvements to ensure that they actually work?

We implemented these changes fall, 2017 and hope to have a comprehensive evaluation of the effectiveness of these resources that we have put into action by this time next fall. For those students who have been referred to open lab, we will make sure to follow them through their state exam and through the final exam to see if they additional support helped them to be successful. For the instructors who went through the onboarding and shadowing experience, we will follow their students' pass rates on the state exam, collect their final exam data and also give the instructors the onboarding survey to see if what they did made a difference in how they taught. Included in that survey will be questions regarding the ease and access of D2L Instructor information and see what their thoughts are on having this information and was it helpful in their instruction.

## **PLAN FOR THIS YEAR**

Which Program Student Learning Outcome(s) will you assess this academic year?

Students will employ an exceptional level of professionalism while in the workplace/classroom.

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator X
- Numeric Thinker

- Effective and Ethical User of Technology
- Personally Responsible X

How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use?
  - i. Students will be assessed through a Professionalism rubric that will be on D2L for instructors/faculty to rate their students. During clinical this rubric is found in the clinical instructor's paperwork and then we will also be following up with employers via an employer survey.
- (b) Exactly what are you assessing?
  - i. We are assessing: Student is on time to all scheduled meetings/classes. Student comes prepared with appropriate attire (scrubs, wristwatch with second hand, closed-toed shoes, ID, gait belt) Student is presentable with clean, non-wrinkled scrubs, hair tied back, tattoos are covered up, finger nails are appropriate length with no acrylics, jewelry and perfume/cologne are moderately applied if at all.
- (c) Please describe in some detail the tool(s) you will use. (I.E. Rubrics, portfolios, surveys)
  - i. A rubric will be utilized on D2L and in clinical
- (d) How do you intend to conduct this assessment?
  - i. Faculty/instructors will utilize this rubric in all sections of nurse aide including the 2, 4, 7, and 15 week courses. I will be collecting the data from the fall (late start), spring (all) and summer (all) courses. I will compile the data and then the faculty/instructors and I will review these data come July/August of 2018.
- (e) Please describe in some detail the students and artifacts that will be involved in this assessment.
  - i. No artifacts will be gathered at this time.
- (f) How does this year's assessment prepare for future program assessments?
  - i. I believe that with this year's assessment we will be able to start looking at our employers more specifically and discuss placements for our students to determine if we are meeting the employer's needs.

(g) Are any of the courses you are assessing?

- Online \_\_\_\_\_
- Hybrid \_\_\_\_\_
- High School X
- Lab/Clinic X
- Practicum/Internship \_\_\_\_\_
- Lecture X

(h) How is your assessment plan this year related to what you learned from assessment last year?(I) Have you conducted any course level changes as a result of last year's assessment?

Based on our assessment from last year, we as a program, have determined that perhaps students are taking the resources being offered by our instructors/faculty for granted and not utilizing the entire class time for preparation. Students are showing up late or leaving early. Are the students coming prepared or are they often forgetting items? These are things we hope to understand and correct in order to make our students more successful! Since this program is only two courses, we have made the above changes to the NUA 101 courses which in turn impacts the program.

(i) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?

- a. Again, this is not something that we can do since we have only two courses in this program and those changes have been made.

Include any additional comments or questions.

*Thank you for your review! I look forward to your feedback.*

*Derek & The Nurse Aide Faculty/Instructors*

## Academic Program Assessment Report

*Due by October 15*

Center: PABS

Department: Parlegal

Program: Paralegal

Program Chair: Stacey Beckman

Other Participating Faculty/Instructors: Karey James, Laura Beard, Beth Weir

Date: 10/3/2017

### REPORT FROM LAST YEAR

Which Program Student Learning Outcome(s) did you assess last academic year?

1. Paralegal students must be able to articulate and apply ethical and professional behavior for paralegals.
2. Paralegal students must be able to research the law.
3. Paralegal students must be able to perform written legal analysis on issues pertaining to client matters using the Issue Rule Analysis Conclusion (or IRAC) method.
4. Paralegal students must be able to brief case law and perform statutory analysis.
5. Paralegal students must be able to think critically.

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach a review and samples) We collected Summer and Fall 2017 memorandum artifacts from PAR 289 and scored them on our rubric.
- (b) How did you analyze that data? We had a meeting with a representative from IR and we as a department discussed the data while reviewing it.
- (c) What conclusions did you reach? We have successfully completed a norming session last Spring 2017 that gave us the interater reliability we had been trying to achieve. It appears that our Statutory Analysis outcome is still fairly low.
- (d) What changes are you making to improve your program based assessment on this data? We have requested from IR a year by year data analysis so that we can compare our 2016-2017 data side by side. We also asked them to pull the data from our students surveys where they self report on whether they believe they achieved the program outcomes.
- (e) When and how will you assess those improvements to ensure that they actually work? Our program conducts assessment Fall, Spring and Summer. Our Department meets in Spring to assess the artifacts. We send out data from assessment to IR. Than we meet in Fall to

review the past years data and develop a plan for the current and upcoming semesters.

## PLAN FOR THIS YEAR

Which Program Student Learning Outcome(s) will you assess this academic year? We are continuing to assess our current program outcomes we will continue to assess these outcomes until we reach our benchmarks. Which are to have 80% of the student work rank at 3 and 4.

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- XComplex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use? In our direct measure artifact we required all students to use the Model rules of Professional Conduct to answer an ethical question relevant to the legal workplace. The question required the students to relate the law to the client issues presented in the questions fact pattern. Students were required to post their answers in Legal Memorandum format, using the IRAC case briefing method.
- (b) Exactly what are you assessing? We are continuing to assess whether our graduating students achieved our program level student learning outcomes listed above.

- (c) Please describe in some detail the tool(s) you will use. (I.E. Rubrics, portfolios, surveys) We use a rubric and a student survey. The evaluation tool will be an analytical rubric. Paralegal Program faculty will rank student effort for the rubric using four frequencies: (1) did not meet expectations, (2) acceptable but needs work, (3) meets expectations and (4) exceeds expectations.
- (d) How do you intend to conduct this assessment? We pull the memorandum artifact and I remove the student information from it. Then copies are made and given to the reviewers along with a scoring rubric. Once they are scored the data is taken to IR and compiled so that we can review it and discuss it.
- (e) Please describe in some detail the students and artifacts that will be involved in this assessment. The population of students assessed was Capstone PAR 289 from Fall 2016, Summer 2016.
- (f) How does this year's assessment prepare for future program assessments? We are continuing our assesment from last year and hope to make course level changes once we review the year by year data and have a departmental discussion on including more statutory analysis into our classes.
- (g) Are any of the courses you are assessing?
- Online
  - Hybrid
  - High School
  - Lab/Clinic
  - Practicum/Internship
  - Lecture
  - XCapstone

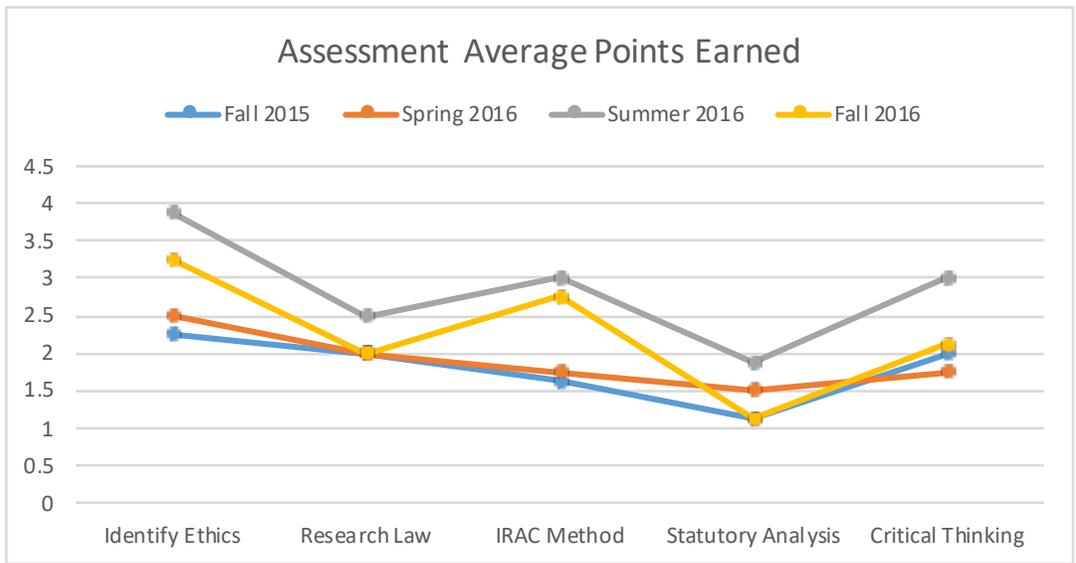
(h) How is your assessment plan this year related to what you learned from assessment last year? We are continuing our assessment from last year and will be developing more ways to include ethics and statutory analysis in our courses. (i) Have you conducted any course level changes as a result of last years assessment? We will be discussing and implementing changes this year but as of now they are not decided. From last years assessment we added an in person workshop into the Capstone course to review the concepts students covered in Legal Writing. This workshop pulled in the department chair as well as adjunct faculty to be present in the classroom during the workshop.

- (j) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish? At the course level our faculty have researched ways to increase success in teaching legal writing and critical thinking using the "Marsh Method" and we have been including this pedagogy in the classes we teach. As a result the data we received from the Capstone assessment suggests that our IRAC method outcome has gone up a ½ point to 3.5 bringing us closer to our benchmark goal of 4.

Include any additional comments or questions.

Data Request #20171504 Paralegal Assessment

Average Points	Skill/Concept			
	Identify Ethics	Research Law	IRAC Method	Statutory Analysis
Fall 2015	2.25	2	1.625	1.125
Spring 2016	2.5	2	1.75	1.5
Summer 2016	3.875	2.5	3	1.875
Fall 2016	3.25	2	2.75	1.125



Fall 2015 and fall 2016 assessment of student understanding in research law, statutory analysis, and critical thinking showed lower scores. However, assessment of student understanding in areas related to identifying ethics and IRAC Method improved from fall 2015 to fall 2016. Students assessed in summer 2016 showed improvement on all skills over both fall 2015 and fall 2016.

Rater reliability improved drastically from fall 2015 to fall 2016. In fall 2015 there was disagreement in scoring on all eight papers. In summer 2016 only one score differed across all papers and skill categories. In fall 2016 all reviewers scored the papers at the same level.

<b>Critical Thinking</b>
2
1.75
3
2.125

no change  
fall 2015 to fall 2016

applied on all skill categories.  
and skills consistently.

Fall 2015	Review Packe	Student #	Identify Ethic	Research Law	IRAC Method	Statutory Anal	Critical Thinking
201620	1	1	2	2	2	1	2
201620	1	2	2	2	1	1	2
201620	1	3	2	2	2	1	2
201620	1	4	1	1	1	1	1
201620	1	5	2	2	2	1	2
201620	1	6	2	1	2	1	2
201620	1	7	2	2	1	1	2
201620	1	8	2	2	2	1	1
201620	2	1	3	2	1	1	2
201620	2	2	3	2	2	2	2
201620	2	3	3	2	3	2	3
201620	2	4	3	1	1	1	2
201620	2	5	3	3	4	3	4
201620	2	6	3	2	2	2	3
201620	2	7	3	2	2	2	3
201620	2	8	3	2	2	2	3
201620	3	1	2	2	1	1	2
201620	3	2	3	2	1	1	2
201620	3	3	3	2	2	1	3
201620	3	4	1	1	1	1	1
201620	3	5	2	3	3	2	2
201620	3	6	3	2	2	1	2
201620	3	7	2	2	1	1	2
201620	3	8	2	2	2	1	2

	Paper 1			Paper 2			Paper 3
Outlier in red	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 1
Identify Ethical	2	3	2	2	3	3	2
Research Law	2	2	2	2	2	2	2
IRAC Method	2	1	1	1	2	1	2
Statutory Analysis	1	1	1	1	2	1	1
Critical Thinking	2	2	2	2	2	2	2

Student's rating/score with outlier rating excluded or average score if no two ratings are in agree

	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5	Paper 6	Paper 7
Identify Ethical	2	3	3	1	2	3	2
Research Law	2	2	2	1	3	2	2
IRAC Method	1	1	2	1	3	2	1
Statutory Analysis	1	1	1	1	2	1	1
Critical Thinking	2	2	3	1	2	2	2

Fall 2015	Identify Eth	Research La	IRAC Methc	Statutory A	Critical Thinking
Average	2.25	2	1.625	1.125	2

Paper 4			Paper 5			Paper 6
Reviewer	Reviewer	Reviewer	Reviewer	Reviewer	Reviewer	Reviewer
2	3	1	2	3	1	1
3	3	1	3	1	2	2
2	2	1	1	1	2	1
3	2	1	1	1	2	2
2	1	1	1	1	1	1
3	3	1	2	1	2	2
(average)						

ement

Paper 8

Average

2	18	2.25
2	16	2
2	13	1.625
1	9	1.125
2	16	2

Paper 7			Paper 8				
Reviewer	Reviewer	Reviewer	Reviewer	Reviewer	Reviewer		
2	3	1	2	3	1	2	3
3	3	2	3	2	2	3	2
2	2	2	2	2	2	2	2
2	2	1	2	1	2	2	2
2	1	1	2	1	1	2	1
3	2	2	3	2	1	3	2
(average)							

Review Packet #	Student #	Identify Eth	Ethical Con	Research La	Research Cr	IRAC Methc	IRAC Comr
L.B.	1	1	4		3		3 No Cases
		1	2	3	3	No Cases	2
		1	3	3	2	No Citation	2 Incomplete
		1	4	3	2	No Cases	2
		1	5	3	3	No Case	3
		1	6	4	3	No Case	4
		1	7	2	2		1
		1	8	3	2	No Case or	2
B.W.	2	1	3		2	Only the ba	3 IRAC was gc
		2	2	3 Needed Mo	3	Missed case	2 Not a lot of
		2	3	2	1		1
		2	4	2	1		1
		2	5	4	2	No cases, or	2 No real fact
		2	6	4	2	Just one rul	3
		2	7	1	2		1
		2	8	2	1		1
S.B.	3	1	4		3	Needs more	2
		3	2	2 Need more	2	Got statute	2
		3	3	2	1	No cases, St	1
		3	4	2	1		1
		3	5	2	2		2
		3	6	4	3		3 Missed case
		3	7	1	2		2
		3	8	1	1		1

Review Packet #	Student #	Identify Eth	Research La	IRAC Methc	Statutory A	Critical Thinking	
L.B.	1	1	4	3	3	2	3
B.W.	2	1	3	2	3	2	2
S.B.	3	1	4	3	2	2	2
	1	2	3	3	2	2	2
	2	2	3	3	2	2	2
	3	2	2	2	2	1	2
	1	3	3	2	2	2	2
	2	3	2	1	1	1	1
	3	3	2	1	1	1	1
	1	4	3	2	2	2	2
	2	4	2	1	1	1	1
	3	4	2	1	1	1	1
	1	5	3	3	3	2	3
	2	5	4	2	2	2	2
	3	5	2	2	2	2	2

Statutory A	Statutory C	Critical Think	CT Commer	General Comments
2		3		Overall needs work on grammar
2	No Case	2		I don't know why student submitted "part 2"? Needs work c
2	No Case	2		Contradictory Analysis
2	No Cases	2		Does not give any citation of the law
2	No Case	3		Incomplete quotation language. Work on punctuation and
2	No Case	3		No Comments
1		1		Needs to work on grammar and sentence meaning . Very coi
2	No Case or (	2		Incomplete
2	No Cases	2	Almost there, just not quite	
2		2		
1		1		
1		1		
2		2		
2		3		
1		2		
1		1		
2		2		Paper needs editing, phrasing, sentence construction, clarifi
1	Missed case	2	Correct con	Clarity, phrasing
1		1		More facts, detail
1		1		Lacking basic writing skills
2		2		Need facts, cases, writing skills
2		4	Just missed cases	
2		2		Phrasing
1		1		Case law? Statutory Law?

Average	Student #	Identify Eth	Research La	IRAC Methc	Statutory A	Critical Thinking
	1	4	3	3	2	2
	2	3	3	2	2	2
	3	2	1	1	1	1
	4	2	1	1	1	1
	5	2	2	2	2	2
	6	4	3	3	2	3
	7	1	2	1	1	2
	8	2	1	1	1	1
		2.5	2	1.75	1.5	1.75

on quoting the law correctly, punctuation, grammar, complete sentences, and getting the facts correct.

grammar

nfusing in all aspects.

ty, all need work



2016	Fall	2	4	4	2	3	1	2
2016	Fall	2	4	4	2	3	1	2
2016	Fall	2	4	4	2	3	1	2
2016	Fall	2	5	4	2	3	1	3
2016	Fall	2	5	4	2	3	1	3
2016	Fall	2	5	4	2	3	1	3
2016	Fall	2	6	4	2	3	1	2
2016	Fall	2	6	4	2	3	1	2
2016	Fall		6	4	2	3	1	2
2016	Fall	3	7	4	2	3	1	2
2016	Fall	3	7	4	2	3	1	2
2016	Fall	3	7	4	2	3	1	2
2016	Fall	3	8	4	2	3	1	3
2016	Fall	3	8	4	2	3	1	3
2016	Fall	3	8	4	2	3	1	3

Year	Term	Student #	Identify Ethics	Research Law	RAC Method	tutory Anal	tical Thinking
2016	Summer	1	3	2	3	2	3
2016	Summer	2	4	2	3	1	3
2016	Summer	3	4	2	2	1	2
2016	Summer	4	4	4	4	4	4
2016	Summer	5	4	2	2	1	2
2016	Summer	6	4	2	3	1	3
2016	Summer	7	4	4	4	4	4
2016	Summer	8	4	2	3	1	3
			31	20	24	15	24
Average			3.875	2.5	3	1.875	3

Year	Term	Student #	Identify Ethics	Research Law	RAC Method	tutory Anal	
2016	Fall	1	1	4	2	3	1
2016	Fall	1	2	1	2	3	2
2016	Fall	1	3	1	2	1	1
2016	Fall	2	4	4	2	3	1
2016	Fall	2	5	4	2	3	1
2016	Fall	2	6	4	2	3	1
2016	Fall	3	7	4	2	3	1
2016	Fall	3	8	4	2	3	1
				26	16	22	9
Average				3.25	2	2.75	1.125

**ritical Thinking**

2
2
1
2
3
2
2
3

17

2.125

## Paralegal Assessment Data

Year	Term	Review #	Student #	Identify Ethics	Research Law	IRAC Method
2016	Summer	1	1	3	2	3
2016	Summer	1	2	4	2	3
2016	Summer	1	3	4	2	2
2016	Summer	1	4	4	4	4
2016	Summer	1	5	4	2	2
2016	Summer	1	6	4	2	3
2016	Summer	1	7	4	4	4
2016	Summer	1	8	4	2	3
2016	Summer	2	1	3	2	3
2016	Summer	2	2	4	2	3
2016	Summer	2	3	4	2	2
2016	Summer	2	4	4	4	4
2016	Summer	2	5	4	2	2
2016	Summer	2	6	4	2	3
2016	Summer	2	7	4	4	4
2016	Summer	2	8	4	2	3
2016	Summer	3	1	3	2	3
2016	Summer	3	2	4	2	3
2016	Summer	3	3	4	2	2
2016	Summer	3	4	4	4	4
2016	Summer	3	5	4	2	2
2016	Summer	3	6	4	2	3
2016	Summer	3	7	4	4	4
2016	Summer	3	8	4	2	3
2016	Fall	1	1	4	2	3
2016	Fall	1	2	1	2	3
2016	Fall	1	3	1	2	1
2016	Fall	1	4	4	2	3
2016	Fall	1	5	4	2	3
2016	Fall	1	6	4	2	3
2016	Fall	1	7	4	2	3
2016	Fall	1	8	4	2	3
2016	Fall	2	1	4	2	3
2016	Fall	2	2	1	2	3
2016	Fall	2	3	1	2	1
2016	Fall	2	4	4	2	3
2016	Fall	2	5	4	2	3
2016	Fall	2	6	4	2	3
2016	Fall	2	7	4	2	3
2016	Fall	2	8	4	2	3
2016	Fall	3	1	4	2	3
2016	Fall	3	2	1	2	3
2016	Fall	3	3	1	2	1
2016	Fall	3	4	4	2	3
2016	Fall	3	5	4	2	3
2016	Fall	3	6	4	2	3

2016	Fall	3	7	4	2	3
2016	Fall	3	8	4	2	3
2016	Spring	1	1	4	3	3
2016	Spring	1	2	3	3	2
2016	Spring	1	3	3	2	2
2016	Spring	1	4	3	2	2
2016	Spring	1	5	3	3	3
2016	Spring	1	6	4	3	4
2016	Spring	1	7	2	2	1
2016	Spring	1	8	3	2	2
2016	Spring	2	1	3	2	3
2016	Spring	2	2	3	3	2
2016	Spring	2	3	2	1	1
2016	Spring	2	4	2	1	1
2016	Spring	2	5	4	2	2
2016	Spring	2	6	4	2	3
2016	Spring	2	7	1	2	1
2016	Spring	2	8	2	1	1
2016	Spring	3	1	4	3	2
2016	Spring	3	2	2	2	2
2016	Spring	3	3	2	1	1
2016	Spring	3	4	2	1	1
2016	Spring	3	5	2	2	2
2016	Spring	3	6	4	3	3
2016	Spring	3	7	1	2	2
2016	Spring	3	8	1	1	1
2015	Fall	1	1	2	2	2
2015	Fall	1	2	2	2	1
2015	Fall	1	3	2	2	2
2015	Fall	1	4	1	1	1
2015	Fall	1	5	2	2	2
2015	Fall	1	6	2	1	2
2015	Fall	1	7	2	2	1
2015	Fall	1	8	2	2	2
2015	Fall	2	1	3	2	1
2015	Fall	2	2	3	2	2
2015	Fall	2	3	3	2	3
2015	Fall	2	4	3	1	1
2015	Fall	2	5	3	3	4
2015	Fall	2	6	3	2	2
2015	Fall	2	7	3	2	2
2015	Fall	2	8	3	2	2
2015	Fall	3	1	2	2	1
2015	Fall	3	2	3	2	1
2015	Fall	3	3	3	2	2
2015	Fall	3	4	1	1	1
2015	Fall	3	5	2	3	3
2015	Fall	3	6	3	2	2

2015	Fall	3	7	2	2	1
2015	Fall	3	8	2	2	2

<b>Statutory Analysis</b>	<b>Critical Thinking</b>
2	3
1	3
1	2
4	4
1	2
1	3
4	4
1	3
2	3
1	3
1	2
4	4
1	2
1	3
4	4
1	3
2	3
1	3
1	2
4	4
1	2
1	3
4	4
1	4
1	2
2	2
1	1
1	2
1	3
1	2
1	2
1	3
1	2
2	2
1	1
1	2
1	3
1	2
1	2
1	3
1	2
2	2
1	1
1	2
1	3
1	2

## Academic Program Assessment Report

*Due by October 15*

Center: Health Science Center

Department: Veterinary Technology

Program: Veterinary Technology

Program Chair: Shannon Burkhalter

Other Participating Faculty/Instructors: Jennifer Gunther

Date: October 13, 2017

### **REPORT FROM LAST YEAR**

Which Program Student Learning Outcome(s) did you assess last academic year?

Students will properly calculate pharmacological substances including anesthetics, fluids, and drugs.

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware \_\_\_\_\_
- Complex Thinker \_\_\_\_\_
- Effective Communicator \_\_\_\_\_
- Numeric Thinker ✓ \_\_\_\_\_
- Effective and Ethical User of Technology \_\_\_\_\_
- Personally Responsible \_\_\_\_\_

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach analysis and summary, with sample data if relevant)

Our students were having trouble with math calculations when they started their second year. In this stage of the program, students should be proficient with calculations.

We analyzed the courses that math was taught in the first year of the program. This included VET 116 Humane Treatment and Handling and VET 224 Pharmacology. In addition to these classes, the program had a math prerequisite of MAT107 Career Math.

(b) How did you analyze that data?

We first explored the prerequisite of MAT 107 Career Math, which covered measurement, algebra, geometry, trigonometry, graphs, and/or finance. This class did not fulfill the math foundation that corresponds with our curriculum. We also discovered that the students had most of the math in 2<sup>nd</sup> semester but very little in first semester.

(c) What conclusions did you reach?

We concluded that the students needed a better math foundation coming in to the program. We also discovered that math needed to be taught consistency throughout the program.

(d) What changes are you making to improve your program based assessment on this data?

We changed the math prerequisite from MAT 107 Career Math to MAT 103 Math for Clinical Calculations. This class provides a review of general mathematics, introductory algebra and an opportunity to learn systems of measurement and methods of solving problems related to drug dosage and intravenous fluid administration. It is designed for students in the health disciplines. We also made sure math was taught in every semester and now require a must pass math test in VET 224 Veterinary Pharmacology.

- (e) When and how will you assess those improvements to ensure that they actually work?

We will assess the student when they get into their second year of the program specifically in surgery labs.

We will also assess them through written and practical examinations as well as practical assignments in lecture and lab. Exams and assignments will be written and scored by the instructor of the course. Scores must lead to acquiring 70% of total points for the course to remain in the program.

## **PLAN FOR THIS YEAR**

Which Program Student Learning Outcome(s) will you assess this academic year?

Student will be a program completer.

A program completer is a student whom is able to obtain their AAS degree in Veterinary Technology and pass their national board examination on their first attempt.

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use?

We will use Paula Lind's research study as a frame of reference for looking at academic indicators of success. According to Dr. Lind's research Students who failed the VTNE averaged 9 out of 18 indicators.

We will be looking at 18 different indicators.

- Waited to take VTNE (did not take the exam 1<sup>st</sup> opportunity after graduation)
- No previous college prior to taking pre-requisites
- Not a full time student
- Math grade <B
- English grade <B
- Biology grade <B
- Failed any core 1st semester classes
- GPA at end of 1st semester < 3.0
- Intro to Lab (VET 108) final grade <B
- Pharmacology (VET 224) final grade <B
- Anesthesia Lecture (VET 225) final grade <B
- Anesthesia Lab grade <B
- Small Animal Nursing (VET 240) final grade <B
- Comprehensive Review (VET 250) final grade <B
- Failed 1 of the following: VET 108 VET 224, VET225, VET 240, VET 250
- Failed >1 of the following: VET 108 VET 224, VET225, VET 240, VET 250
- Any internship grade <A
- Cumulative GPA at graduation < 3.0

(b) Exactly what are you assessing?

We will specifically be looking at correlations between students' academic record and the student's ability to graduate and pass the Veterinary Technician National Examination (VTNE). This information will help us to identify where early intervention and remediation will be most valuable.

(c) Please describe in some detail the tool(s) you will use. (I.E. Rubrics, portfolios, surveys)

We will review our graduates from the past four years that we know have passed vs. failed the VTNE and cross reference their academic record compared to the academic indicators.

- (d) How do you intend to conduct this assessment?

Review our graduates from the past four years that we know have passed vs. failed the VTNE and cross reference their academic record compared to the academic indicators. Based on the information obtained, look at key areas/courses to implement remediation. Implement remediation for a period of time then repeat the cross reference.

- (e) Please describe in some detail the students and artifacts that will be involved in this assessment.

We will use practice exam results, supplied by the Persistence & Completion grant, and identify any VTNE domain areas that may be weak, improve teaching in those areas. All graduates from 2014-2019 will be involved in this study.

- (f) How does this year's assessment prepare for future program assessments?

We will specifically be looking at correlations between students' academic record and the student's ability to graduate and pass the Veterinary Technician National Examination (VTNE). This information will help us to identify where early intervention and remediation will be most valuable.

- (g) Are any of the courses you are assessing?

- Online \_\_\_✓\_\_\_
- Hybrid \_\_\_✓\_\_\_
- High School \_\_\_\_\_
- Lab/Clinic \_\_\_✓\_\_\_
- Practicum/Internship \_✓\_\_\_\_\_

Lecture\_\_✓\_\_

- (h) How is your assessment plan this year related to what you learned from assessment last year?(i) Have you conducted any course level changes as a result of last years assessment?

Yes, We changed the math prerequisite from MAT 107 Career Math to MAT 103 Math for Clinical Calculations. See above

- (i) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?

Yes, the changes we made from our assessment, "Students should perform an accurate assessment on a patient during a complete physical exam" have made a significant improvement on the competency of performing an accurate assessment on a patient.

Include any additional comments or questions.

#### Time Line

- 2017-2018 Academic Year: the first three bullet points under Methods and Tools will occur
- 2018-2019: Implementation of remediation; course improvements made as necessary based on results of persistence and completion grant project
- 2019-2020: Cross reference will be repeated to look at progress

*Note: Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.*

*Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.*

Evidence W

Student Learning Committee (SLC)  
Office of the Provost

Instructional Assessment Reports which are Improving  
their Assessment Tools

Fall 2017

Academic Program Assessment Report

*Due by October 15*

Center: PABSS

Department: Theatre Arts

Program: Theatre Arts

Program Chair: Cathleen Whiles

Other Participating Faculty/Instructors: Nick Taylor, Amanda Rose Villarreal, Vance McKenzie, Lisa Erickson, Luke List

Date: 10/10/2017

**REPORT FROM LAST YEAR**

Which Program Student Learning Outcome(s) did you assess last academic year?

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach a review and samples) The assignment and rubric need to be revised.
- (b) How did you analyze that data?
- (c) What conclusions did you reach? That the assignment did not fully assess student'

- (d) What changes are you making to improve your program based assessment on this data? We are piloting a new rubric and revised assessment guidelines
- (e) When and how will you assess those improvements to ensure that they actually work? We are rolling this out in two sections of THE 105 this fall and with all sections in the spring.

### PLAN FOR THIS YEAR

Which Program Student Learning Outcome(s) will you assess this academic year?

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker – this one
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use? We will collect artifact assignments from students enrolled in THE 211 and THE 212: Development of Theatre
- (b) Exactly what are you assessing? Student's ability to comprehend texts, interpret major dramatic themes, and identify relevant questions the text poses about the society it comes from.
- (c) Please describe in some detail the tool(s) you will use. (I.E. Rubrics, portfolios, surveys) We will assess student artifacts with a rubric
- (d) How do you intend to conduct this assessment? We will conduct this ongoing throughout the semester, as this is the first time we've assessed this PSLO.
- (e) Please describe in some detail the students and artifacts that will be involved in this assessment. Students

enrolled in THE 211 and THE 212, Development of Theatre courses are required to read, analyze and discuss representative works from all major periods of theatre history. They are asked to summarize main plots, characters, and actions in texts and analyze them in classroom discussion.

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- (f) How does this year's assessment prepare for future program assessments? We are just starting to collect data on this PSLO, which should inevitably let us know if we are on the right track.
- (g) Are any of the courses you are assessing?
- Online
  - Hybrid
  - High School
  - Lab/Clinic
  - Practicum/Internship
  - Lecture -- yes

(h) How is your assessment plan this year related to what you learned from assessment last year?(i) Have you conducted any course level changes as a result of last years assessment?

Mentioned above, we are rolling out a new rubric and assignment guidelines based on last year. We also are beginning to track students engagement with other PSLOs.

(j) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish?

No – this is ongoing work.

Include any additional comments or questions.

*Note: Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.*

*Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.*

*The SLC will share a list of which reports have been submitted to Center deans and the Provost, but not the reports themselves. Your Center dean may request a copy of this report from you.*

## Academic Program Assessment Report

*Due by October 15*

Center: CAH

Department: JOURNALISM

Program: MULTIMEDIA/JOURNALISM

Program Chair: Kristi Strother

Other Participating Faculty/Instructors: \_\_\_\_\_

Date: October 17, 2017

### REPORT FROM LAST YEAR

Which Program Student Learning Outcome(s) did you assess last academic year?

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? (please attach a review and samples) I have hard copies of student assessments
- (b) How did you analyze that data? CTE Advisory Board recommendations
- (c) What conclusions did you reach? 1<sup>st</sup> full cycle assessment was not successful. Assessment tool/ purpose was not aligned with industry standards and expectations. Complete revision needed.

- (d) What changes are you making to improve your program based assessment on this data? Revised assessment tool based on recommendations. EX: new prompt, new deadlines, different class, different times of semester.
- (e) When and how will you assess those improvements to ensure that they actually work? New assessment tool created over summer based on feedback. Two student data samples. Advisory Board will reassess this fall (December 2017)

#### PLAN FOR THIS YEAR

Which Program Student Learning Outcome(s) will you assess this academic year?

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use?  
Rubric developed by CTE advisory board
- (b) Exactly what are you assessing? Ethical Case scenario. Students must describe what he/she would do based on the ethical code followed by Journalists.
- (c) Please describe in some detail the tool(s) you will use. (I.E. Rubrics, portfolios, surveys) Rubric. Rubric is introduced prior to assignment and then used by board to give data.
- (d) How do you intend to conduct this assessment? Done twice this semester in JOU 106. Built in to course

schedule. Students will have 1 hour to do the assessment.

- (e) Please describe in some detail the students and artifacts that will be involved in this assessment. JOU 106 is a required course in the CTE JOU certificate. These are beginning reporters developing their inner code of ethics. Students will do two assessments. One in the middle of the semester and another at the end.
- (f) How does this year's assessment prepare for future program assessments? This will be an ongoing assessment tool..
- (g) Are any of the courses you are assessing?
  - Online
  - Hybrid
  - High School
  - Lab/Clinic
  - Practicum/Internship

**XLecture**

(h) How is your assessment plan this year related to what you learned from assessment last year?(i) Have you conducted any course level changes as a result of last years assessment? Last year's tool was not successful so this is the second attempt at assessing important concepts concerning ethics and communication. The new assessment is based off specific feedback provided in the spring 2017 advisory board meeting. Yes I implemented changes over the summer and are now using the new revised assessment tool in JOU 106 this semester

(j) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish? No. But I am excited to see how this new revised assessment tool will work this semester.

Include any additional comments or questions.

PSLO- Assessment: Close the Loop JOU 106

Student Assessments/Advisory board recommendations

**SPRING 2017**

Suggestions:

Changed to JOU 106

Use a sliding scale and revise rubric

Rewrite prompt completely—pay attention to more current issues

Don't do at midterm: Do at beginning and end of semester

Students needed more time to complete

Teach/explain Spj ethics, 1<sup>st</sup> amendment, core values of journalist PRIOR to assignment

**FALL 2017**

Rubric changed 3 times

Prompt changed completely

Not done at Midterm

1<sup>st</sup> assessment done mid-September (See direction sheet)

See Grade results by instructor

See results by Advisory Board

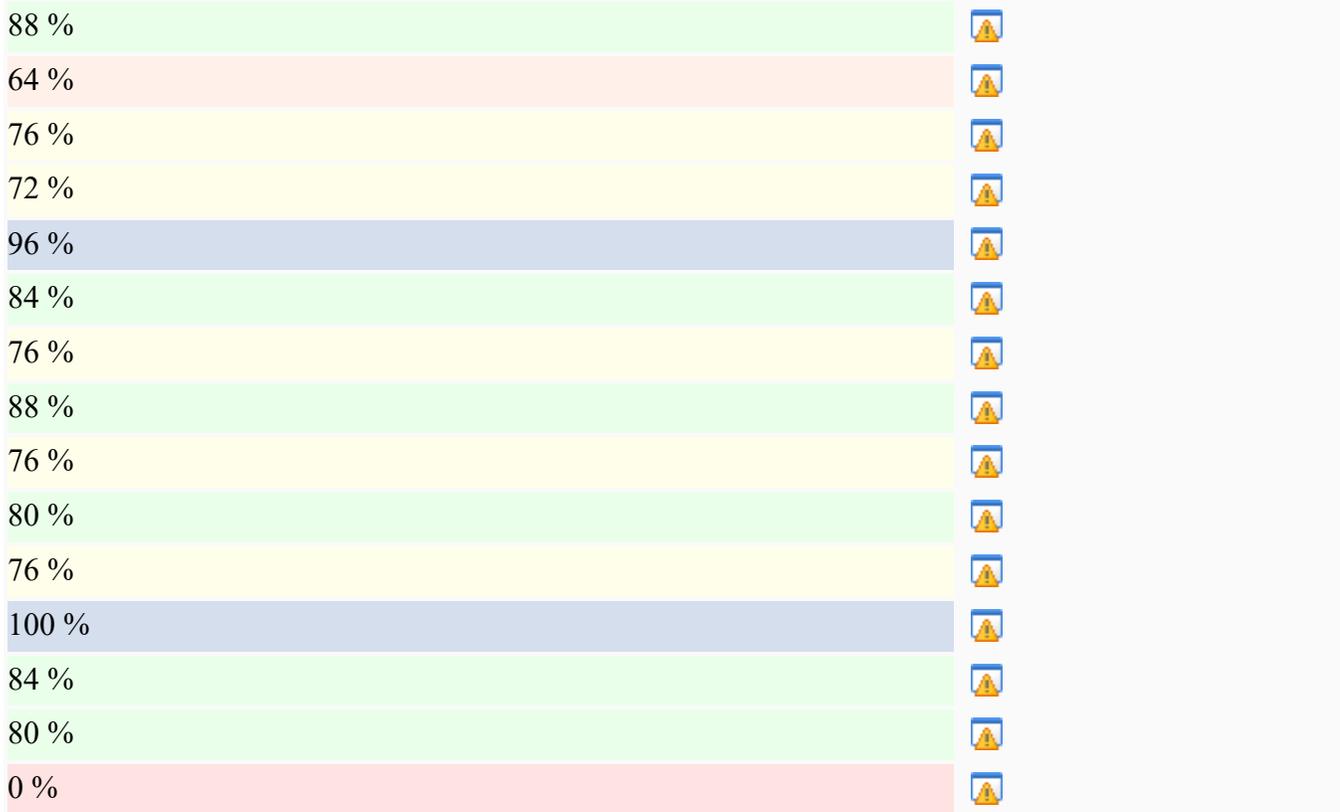
Fall 2017 First Assessment Ethics---16 students in JOU 106

Grades:

2 As

6 Bs

5 Cs



92 %

**Directions:** Think about the situation below and then respond with what you would do.

Please use complete sentences. Please also have a strong topic sentence that clearly shows your stance!

(5-10 sentences)

**Situation:**

You are a reporter for your college newspaper. You see a fellow reporter stressing out because her deadline is in an hour and she couldn't get any interviews. Within minutes, you see her making up a story. Her story includes interviews from people you know she didn't interview.

What would you do about her making up a fake story for the newspaper?

**Ethical Debate Question:** (5pts)

Rubric:

\_\_\_\_\_ 1pt follow directions

\_\_\_\_\_ 1pt critical thought

\_\_\_\_\_ 1pt topic sentence—ties to prompt

\_\_\_\_\_ 1pt support for your opinion

\_\_\_\_\_ 1pt grammar and mechanics

\_\_\_\_\_ / 5 points

**Directions:** Think about the situation below and then respond with what you would do.

Please use complete sentences. Please also have a strong topic sentence that clearly shows your stance!

(5-10 sentences)

**Situation:**

You are a reporter for your college newspaper. Your editor asks you to cover a story that you know nothing about. You truly have never heard of the topic. What would you do? Would you tell your editor you can't do it? Or would you take the story and try to write it?

If you tell your editor you can't do the story—explain how and what you would tell him/her. If you take the story explain what you would do to get information about the topic.

**Ethical Debate Question:** (5pts)

Rubric:

\_\_\_\_\_ 1pt follow directions

\_\_\_\_\_ 1pt critical thought

\_\_\_\_\_ 1pt topic sentence—ties to prompt

\_\_\_\_\_ 1pt support for your opinion

\_\_\_\_\_ 1pt grammar and mechanics

\_\_\_\_\_ / 5 points

## Basic Reporting: Ethical Dilemma

Directions:

Think about the situation below and then respond with what you would do.

Use your best grammar--use complete sentences. You can use spell check and the dictionary.

You may also refer to the 1st Amendment and Society of Professional Journalist Code of Ethics.

Please do not discuss your response with your classmates.

Your GOAL: Prove what you would do.

After thinking about ethics/morals, and the purpose of a journalist write a strong response that shows what you would do specifically.

Use a topic sentence (a sentence that states the subject and your opinion). The rest of the response will back up your topic sentence.

Grading: (25 points)

\_\_\_\_\_5pts for a strong topic sentence

\_\_\_\_\_10 pts for explaining what you would do with specific details

\_\_\_\_\_10 pts grammar, spelling, mechanics

Situation:

You just started working at the college newspaper as a reporter. You are very excited.

One day in your English class, your professor, accuses a classmate of plagiarism. The professor walks over to the student and puts her essay on her desk and tells her in front of everyone that she must go to the Vice President of the college to discuss the matter. The professor says it is the college policy that when students cheat they must go to the Vice President. Then he looks up at the other students, gives a deep sigh, and then says "I apologize for the delay in getting today's class started but she plagiarized most of her essay."

The student stands up and angrily says "I did not cheat". She then turns to the class and angrily says "this professor is the worst teacher ever and is a complete liar!" Then she grabs her backpack and essay and storms out of the room. As she slams the door, she again calls the professor a liar.

The professor begins class and no one says anything about it the rest of the class.

After class is over you walk back to the newspaper office and start to think about what to do.

You think of the student...

You think of the professor...

You think of the college's plagiarism policy...

You think of your job as a reporter....

What is your next step? What would you do? Please note there are many ways to handle this situation. I want to hear what you would do and why?

## Academic Program Assessment Report

*Due by October 15*

Center: Arts and Humanities Arts and Humanities

Department: \_\_\_\_\_

Program: English as a Second Language English as a Second Language

Program Chair: Bobbie Ware

Other Participating Faculty/Instructors: ESL: Bobbie Ware, Mike Chrzanowski, Rhonda Hageman, Gretchen Hack, Ryan Sethre, Juliet Drazek, Weldu Weldeyesus. CCR/ENG : Steve Thomas, Bret Hann, Brain Dickson, other adjunct and full-time faculty

Date: 10/13/17

### REPORT FROM LAST YEAR

Which Program Student Learning Outcome(s) did you assess last academic year?

Students will communicate effectively in academic writing by demonstrating appropriate syntax, verb tense usage and grammatical structures.

If your PSLO last year was an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

What did you discover from your assessment work last year?

- (a) What data did you collect? Each student, in every section of the ESL 054 Reading and Composition,

which is the final ESL course in the sequence, wrote a final in-class essay.

- (b) How did you analyze that data? Student names were removed from the essays prior to them being read and graded holistically in norming sessions which included each of the ESL 054 instructors (An evening instructor was not included in the session because of schedule conflicts). Using the final essay rubric from each course, instructors discussed whether each piece of student work demonstrated sufficient mastery of content, syntax and grammatical structures to move into CCR 094 and ENG 121. After the initial norming session, instructors met to discuss individual student performance and grades and how those compared to the results of the norming discussions (readiness to move into CCR and ENG).
- (c) What conclusions did you reach? We discovered, for one, that the assessment tool itself needed some revision. We found that writing prompts using compare and contrast and argument topics were effective in demonstrating whether students were successful in writing academic essays while the narrative writing prompt did not effectively demonstrate student ability to produce more academic types of written work. We also found, because we compared results of the norming session and final grades, that our predictions about student readiness for CCR and ENG 121 classes, based on the writing sample and final grades earned, were mostly the same. When we assessed that a student wasn't ready for CCR and ENG, that was usually reflected in a grade of D or F. We had productive discussions about these few outliers and the reasons they might have occurred.
- (d) What changes are you making to improve your program based assessment on this data? The narrative prompt has been removed from the choices of rhetorical modes for the final in-class writing assignment. ESL faculty have participated in norming sessions with CCR and ENG faculty. Finally, we have learned that many CCR and 121 instructors allow students to

receive the writing prompt before the in-class assessment, so we will consider making this adjustment to our assessment. We will also collaborate to create a common rubric to be used for assessment in the norming sessions for fall. We are using a higher level textbook for our ESL 054 and other composition classes in order to ensure academic rigor in our program.

- (e) When and how will you assess those improvements to ensure that they actually work? We will follow up by tracking success of these students in CCR 094 and ENG 121 classes this fall to determine if our predictions for success were accurate. Also, we will try to involve CCR and ENG faculty in our norming sessions for the fall and spring. We invited CCR and ENG instructors to norming sessions in the spring, but those instructors were unable to attend.

#### PLAN FOR THIS YEAR

Which Program Student Learning Outcome(s) will you assess this academic year? Students will communicate effectively in academic writing by demonstrating appropriate syntax, verb tense usage and grammatical structures.

If your PSLO this year is an Institutional Outcome, please check the Institutional Outcome(s) tied to this assessment:

- Globally Aware
- Complex Thinker
- Effective Communicator
- Numeric Thinker
- Effective and Ethical User of Technology
- Personally Responsible

How do you plan to complete your assessment this year?

- (a) What direct measure of student learning will you use? We will continue with the assessment of final in-class essays in ESL 054, and we will expand that assessment into ESL 052 Intermediate Composition.

- (b) Exactly what are you assessing? See (d).
- (c) Please describe in some detail the tool(s) you will use.  
(I.E. Rubrics, portfolios, surveys)
- (d) How do you intend to conduct this assessment? We will assess the final in-class paragraphs of ESL 052 Intermediate Composition Students as well the the final in-class essays of ESL 054 students. As with the ESL 054 assessment, student names will be removed from the essays prior to them being read and graded holistically in norming sessions which will include both ESL 052 and ESL 054 instructors. Using the final essay rubric, instructors will determine whether each piece of student work demonstrates sufficient mastery of content, syntax and grammatical structures to move into either ESL 054 or CCR 094 and/or 121. Instructors will meet to discuss individual student performance and grades and how those compare to the results of the norming discussions (readiness to move into ESL 054, CCR and ENG).
- (e) Please describe in some detail the students and artifacts that will be involved in this assessment. Students enrolled in all sections of both ESL 052 Intermediate Composition and ESL 054 Reading and Composition. Artifacts will include the final in-class esays of those students and the rubrics used for the assessment. Other artifacts will include student transcripts that indicate their success in future classes.
- (f) How does this year’s assessment prepare for future program assessments? We will continue to assess these classes and include lower-level feeder classes such as grammar and reading in the ESL program to determine how those classes contribute to the outcome of ensuring that students communicate effectively in academic writing by demonstrating appropriate syntax, verb tense usage and grammatical structures.
- (g) Are any of the courses you are assessing?
  - Online
  - Hybrid
  - High School
  - Lab/Clinic
  - Practicum/Internship
  - Lecture

(h) How is your assessment plan this year related to what you learned from assessment last year? Our assessment plan builds on the assessment plan from last year by enlarging the scope of the assessment as described above.

(i) Have you conducted any course level changes as a result of last years assessment? As a result of the ASB report and last years assessment project, we are looking at modifications to the ESL program as a whole to ensure that basic level students complete and are successful in their higher level and college classes. We have increased the rigor in our textbook selections by moving to higher level texts within our reading and composition series.

(j) Have you assessed any course level changes you made previously to see if they accomplished what you were trying to accomplish? We will follow up by tracking success of students we assessed in spring 2017 by tracking their grades in ENG 121 and/or CCR 094 at the end of fall 2017.

Include any additional comments or questions.

*Note: Please submit this report directly to the Student Learning Committee (SLC) for peer review via the designated D2L dropbox.*

*Members of the SLC will review and respond directly to you via the same D2L dropbox with narrative feedback and recommendations for further support, as needed.*

*The SLC will share a list of which reports have been submitted to Center deans and the Provost, but not the reports themselves. Your Center dean may request a copy of this report from you.*

## ESL Program Student Learning Outcomes Course Matrix Draft Spring 2016

<p>1. Students will communicate effectively in academic writing by demonstrating appropriate syntax, verb tense usage and grammatical structures.</p>	<p>2. Students will analyze and evaluate diverse viewpoints and perspectives in all four language modalities, reading, writing, speaking and listening.</p>	<p>3. Students will investigate, examine and revise career and financial goals in order to make realistic, personally responsible academic decisions.</p>
<p>012 Objective: To be able to spell and pronounce English words correctly Assessment: Dictation and sentence recitation via spelling and pronunciation tests.</p>	<p>Distinguish words with similar spelling and pronunciation</p>	<p>Be able to clearly and correctly fill out a job application with personal information. Be able to speak clearly and present oneself well in a mock interview.</p>
<p>021  Write and assess students on student created sentences . Write in a more extended way using sentences and composing paragraphs.</p>	<p>Student sharing personal paragraphs about diverse topics.</p>	<p>Cover letter</p>
<p>022  Short paragraphs using verb tenses covered (details)</p>		<p>More advanced cover letter</p>
<p>023  Writing logs and paragraphs using different verb forms, clauses, etc.</p>		
<p>031  Write dialogues and presentation</p>		<p>Theme unit career goals</p>

ESL Program Student Learning Outcomes Course Matrix Draft Spring 2016

032 Written dialogues and presentation	Learning to agree and disagree Language functions Controversial topics	Themes: Careers and job interviewing skills
033 Write questions and revise for effective interview	Debate diverse viewpoints about controversial topics.  Who gets the heart?	Research project Career goals realistic goals and about careers and career paths  Research certificate and degree programs/ earnings
041 Book reports Presentation notes	Choosing books representing diversity and holding discussions	
042 Reading Journals Summarizing and paraphrasing	Choosing books representing diversity and holding discussions	
043 Reading journals Reader summary and response	Paraphrasing Choosing books representing diversity and holding discussions	
052 Multiple assessed paragraphs In-class quick writes Final in-class paragraph		
054 Final in-class assessment	Argument Essay	Career exploration project Final project portfolio and

## ESL Program Student Learning Outcomes Course Matrix Draft Spring 2016

Multiple assessed essays with rubrics	Argument/Counterargument	student self-assessment.
071 See 021,031 and 041  Write and assess students on student created sentences . Write in a more extended way using sentences and composing paragraphs.  Write dialogues and presentation  Book reports Presentation notes	Student sharing personal paragraphs about diverse topics.    Choosing books representing diversity and holding discussions	Cover letter    Theme unit career goals
072  See 022, 032 and 042 Short paragraphs using verb tenses covered (details)  Written dialogues and presentation  Reading Journals Summarizing and paraphrasing	Learning to agree and disagree Language functions Controversial topics  Choosing books representing diversity and holding discussions	More advanced cover letter  Themes: Careers and job interviewing skills

Notes from ESL faculty meeting brainstorming, 054 norming session, and meeting with Katy Hill:

The following is based on our ESL program conversations and on my conversation with Katy.

ESL 054 in-class final. Choose in-class final topic that better reflects an academic mode of writing rather than a narrative assignment. Use a standard and lined printed handout (Ryan is happy to supply his.), rather than having students supply their own paper, for ease of copying and norming.

### Goals for fall and spring:

Learning Outcome 1.

We can talk about ways to support of this goal in other classes, but an area that seems obvious to focus on is grammar.

## ESL Program Student Learning Outcomes Course Matrix Draft Spring 2016

1. Archive examples of writing assignments that we use in each class section of ESL 021, 022 and 023. Create a portfolio of these assignments and ideas that grammar instructors can use in their classes. Collect copies of student responses to these assignments. (We can talk more about how later.)
2. Continue to have norming sessions to look over ESL 054 in-class final. Discuss whether we'd like to continue to use an in-class writing assignment or a final essay in which students have had support.
3. Implement an ESL 052 final writing assessment.

### Learning Outcome 2.

1. Supply a list of books and articles that we use in reading classes from diverse points of view. Keep copies of conversation discussion topics that have been successful for students.

### Learning Outcome 3.

1. Continue with the Career Research Portfolio in ESL 054. Archive those assignment handouts. Conduct a student survey about whether this assignment was useful and what students learned. We already have these questions, so we may just want to tweak them. Collect student responses to these surveys.
2. Continue with ESL 033 research project in which students research and revise career goals.



Program Student Learning Outcomes (Institutional Outcomes Aligned)	Course Numbers (Learning Outcome Alignment)			
	071 LC= 021, 031, & 041    072 LC = 022, 032, & 042			
1. Students will communicate effectively and demonstrate appropriate syntax, verb tense usage and grammatical structures in academic writing. (G, C, P, EC, ET)	021 (I, U, A)	022 (E, U, A)	023 (E, U, A)	054 (E, U, A)
	031	032 (U)	033 (U)	
	041 (I)	042 (U)	043 (E, U, A)	
			052 (E, U, A)	
2. Students will analyze and evaluate diverse viewpoints and perspectives in all four language modalities, reading, writing, listening, and speaking. (G, C, P, EC)	021 (I)	022 (I, U)	023 (U, A)	054 (E, U, A)
	031 (I)	032 (E, A)	033 (E, U, A)	
	041 (I)	042 (E, U)	043 (E, U, A)	
			052 (E, U, A)	
3. Students will investigate, examine, and revise career and financial goals in order to make realistic, personally responsible academic decisions (N, G, C, P, EC, ET)	021	022	023	054 (E, U, A)
	031 (I)	032 (I, U)	033 (E, U, A)	
	041	042 (I)	043 (U)	
			052 (U)	