**Institution:** Delta College
**Chief Executive Officer:** Dr. Michael Gavin
**Date Submitted:** August 24, 2023

**Action:** This Report covers Criterion 4.B.

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

**Areas of Focus:** Delta College needs to submit a monitoring report on systematic and repeatable processes for assessing student learning, and the use of data for improvement of learning in PLO, ISLO and co-curricular activities.

**Final Report Language**: The College meets with concerns Criterion Four Core Component 4.B; the review team concluded that significant progress remains toward establishing a consistent and sustainable processes of assessment in PLO, ISLO, and co-curricular activities. Additional time is needed to solidify and establish the work of assessment as an integral practice at Delta College. The team requests Delta College submit a monitoring report on systematic and repeatable processes for assessing student learning, and the use of data for improvement of learning in PLO, ISLO and co-curricular activities.

# Monitoring Report

This document serves to provide a narrative, including supporting documentation, of Delta College's history and significant progress in the indicated areas. (Note that all assessment related acronyms and terminology can be referenced in the Delta College Assessment Dictionary, Appendix A.)

# Summary

With a change in president, a new strategic plan was developed. That plan is data-focused with goals of increasing completion and manifesting equitable outcomes in doing so. A restructure in the way that Delta College views data and uses it institutionally has taken place to include the revision of titles, job descriptions, and subsequent people filling major administrative positions overseeing assessment work at Delta. These jobs are Dean of Occupational Programs and Workforce Strategies, and Dean of Transfer and Online Programs. As well, a new governance structure outlined also in an interim report (Appendix B), assessment and data has become an institutional focus for our new strategic plan (Appendix C).

To be sure, Delta College Academic Program Assessment has had a continuous and sustainable process since 2010. This process was inadequately described in our last Portfolio, but it is true that the results of assessment were not fully communicated in ways that would make a broad impact on students. Best Practices have been in place for assessment of academic Program Learning Outcomes (PLOs) and General Education Learning Outcomes (GELOs) including a handbook to guide the process, but again, results were not collated and communicated institutionally. Institutional Student Learning Outcomes (ISLOs) were developed in 2014; however, assessment of those were not further implemented until recently.

Significant progress has been made in establishing repeatable assessment processes for Co-curricular Learning Outcomes (CCLOs) and ISLOs since our last Portfolio and Feedback report. CCLO assessment has been incorporated into current assessment processes and will be fully implemented to the established continuous program assessment process in the 2023-2024 year.

Assessment data is available for ISLOs and has been reviewed by administration, faculty and staff involved in assessment with a plan for it to be reviewed College-wide in Fall of 2023.  Results are viewed as positive and with certainty that Institutional Learning Outcomes are being met by our graduates.  Developing a continuous, sustainable, and transparent ISLO assessment process will be a priority during the 2023-24 year.  Further progress will be reported in our next Portfolio.

# Delta College Assessment Information Flow

Faculty and instructional staff are responsible for assessment of student learning at Delta College.  Within each Program, assessment planning includes writing student learning outcomes that follow best practices, mapping learning outcomes to courses for academic programs and creating a plan to rotate assessment of outcomes annually.  The plan identifies the student artifact(s) to use for assessment of each outcome, the class(es) where it will be implemented and the person responsible.  Following an annual cycle, collected assessment results are analyzed and discussed among each program faculty (or staff) within a discipline, department, or resource group (for GELO assessments) to determine actions needed in response for the respective program, which may include changes to curriculum regarding the program or courses within the program.  The changes are implemented in programs by all instructors including adjuncts.  The action taken is reassessed for effectiveness when the outcome appears next in the rotation.  Reports for each assessment cycle are prepared annually and entered in Delta's Outcomes Assessment Tracking System (OATS) database.  Delta College's Assessment Best Practices Handbook is available in Appendix D1-D5.

The most important shift that has occurred since our last visit is that we have created a system that ensures academic programs (degrees and certificates), disciplines (high-enrollment courses), the general education program and co-curricular programs are accountable for developing data on student learning, and communicating that data broadly, with action steps required in the reporting annually.  Information from assessments flows into the OATS database and is reviewed by the Student Learning Assessment Committee (SLAC) for feedback and support.  Participating administrators and SLAC documentation carry assessment information to college leadership for policy planning and resource distribution.  Please see Delta's Assessment Dashboard (Appendix E1) and Outcomes Diagram (Appendix E2).

Assessment of all college programs is mapped to Institutional Student Learning Outcomes (ISLO) and identified for each student learning outcome assessment report in the OATS database.  Assessment results for ten years are available aggregated by ISLO in (Appendix F).  A list of Delta's ISLOs follows.

Delta College Graduates will:

Apply Skills and Knowledge
Think Critically
Communicate Effectively
Act Responsibly

The Institutional Outcome Assessment Information Flow includes stakeholders from across the college: faculty, staff, and administrators.  Professional development from annual assessment reviews will take place college-wide twice yearly at Learning Days.  Follow-up professional development opportunities to share how the college can improve student learning will be incorporated into Faculty Center for Teaching Excellence (FCTE) professional development offerings for faculty, and the Center for Organizational Success (COS) professional development offerings for staff and faculty.

### The Council for Innovation, Belonging and Equity

The Council for Innovation, Belonging and Equity (CIBE), (Appendix G) which formed as part of Delta's new shared governance structure provides a forum for open discussion of ISLO-level assessment results for the college community.  The committee is a diverse group of individuals from across the college.  The committee charge is to permeate completion, equity, inclusion and belonging throughout Delta College's activities and culture and to assist in the assurance that the Diversity, Equity, Belonging and Inclusion framework is being fully implemented.  Review, reaction, and recommendations for improvements will be shared with Delta's leadership, Strategic Planning Committee and Budget Cabinet for institutional-level policy decisions and informed resource distribution.  The first ISLO discussion is planned for Fall 2023.

### The Student Learning Assessment Committee

Program Assessment documents and resulting student learning improvements and issues are reviewed by the Student Learning Assessment Committee (SLAC). SLAC is made up primarily of faculty members with academic administrators represented to provide input and to take away information for college policy and resource planning. The committee meets at least monthly to review program assessments and give support and feedback to the faculty in the program under review. Occupational programs are scheduled on a rotating basis that is aligned with Delta's program review process to make the best assessment information available for program review. SLAC also reviews the General Education program assessment to provide feedback and keep academic student learning assessment communication channels open and consistent. SLAC documents and communicates the quality of assessment with the Assessment Quality Check Report (Appendix H) which reviews assessment planning documents, results and actions taken to improvement student learning along with any subsequent results. The Assessment Cycle and Timeline (Appendix I) for programs and disciplines other than College-wide General Education assessment can be viewed on Delta's Assessment web page. College-wide General Education follows a similar annual cycle but on a different timeline.

SLAC is currently expanding to include the review of co-curricular program assessment. Membership will be expanded to include two members from co-curricular program leadership, one academic and one non-academic. The 2023-24 meeting schedule will include review of at least four co-curricular program assessments. This will provide a baseline to work out any issues with their inclusion in SLAC processes. In future years SLAC will regularly review co-curricular assessments on a rotating basis.

SLAC can observe common issues that arise among student learning programs across the College and make recommendations to college leadership, strategic planning, and budget processes. The Vice President of Instruction and Learning Services, the Dean of Transfer and Online Programs, and the Dean of Occupational Programs and Workforce Strategies are invited to monthly SLAC meetings. The SLAC Chair is a faculty member and serves a three-year term as chair. Other members of SLAC include a faculty liaison from the General Education Curriculum and Assessment Committee (GECAC), one or two faculty members from each of five academic divisions and will include two members from co-curricular programs of the College. Members serve two-year terms and can continue for several terms. SLAC leaders are developed from the membership group. SLAC is also charged with providing support to those working on program assessment activities and reviewing program and course outcomes as actions are proposed for curriculum changes. Please see the SLAC charge (Appendix J).

### Future Improvements

Delta's assessment leaders are currently exploring ways to report the longer history of assessment for each program to show the repeating cycle rather than a single year at a time. Academic Program Assessment stories that include a long-term history of data collection, analysis and improvements with their impact have been developed on an individual program basis. A more comprehensive process is being developed. See sample program assessment stories (Appendix K1-K8) which include multiple annual cycles, actions taken and subsequent results.

## Academic Program Learning Outcomes Assessment

### A Brief History

Delta College first began program assessment efforts in the late 1990's and has been evolving and refining the processes since. Our current practices and systems were not well represented in our last Portfolio, so will be explained in more detail here. The basis for Delta College's current program learning outcome assessment process and documentation system began in 2010-11. It was conceived to follow the processes explained by Mary Allen, California State University Institute for Teaching and Learning, in her book, "Assessing Academic Programs in Higher Education," 2004, Anker Publishing. Mary Allen visited our campus in 2013 to provide several days of workshops and individual advising for programs and general education assessment.

Academic Programs are defined as groups of classes that lead to a degree or certificate. Some certificates are stacked leading to a degree and therefore are a part of a degree program. Some certificates are separate from any degree or are in an academic discipline without a degree. Our assessment process focuses on degrees and those certificates that are separate from degrees. Stacked certificates are assessed within the degree where they reside.

High enrollment individual classes and sequences of classes within general education disciplines are included in the following processes.

### The Program Assessment Process

Faculty experts within each program area determine appropriate program learning outcomes (PLOs), map those outcomes to courses within their program, plan a rotating schedule of when (which academic year) to assess each outcome, and plan how (what student artifact) to collect in assessing each outcome. This is documented in an Excel file using forms developed for the process that include a Program Curriculum Map and a Program Assessment Plan. The Excel file includes a form for reporting the annual assessment cycle results, including analysis and actions taken within the program to improve student learning. The completed Excel files are posted on the college's Assessment of Student Learning website, and the Assessment Planning and Reporting forms can be viewed on the Assessment web page (Appendix L1-L4).

In each assessment cycle one (or more) Program Learning Outcomes (PLO) is chosen and an appropriate standard is agreed upon by the program faculty, and adjunct faculty are included whenever possible. The planned student assignment, project or other artifact is administered in appropriate classes (program capstone or late program class) and results are collected. The methods used for student learning assessment are most often course embedded assignments or activities, but some programs with external accreditation and credentialing often use licensing exam results to measure student success. Program faculty meet to review and analyze results for weakness in student learning and discussion of possible actions for improvement, resulting in a decision to be acted upon. The actions taken to improve student learning results include changes or adjustments to content, materials, assignments, rubrics, outcomes, pre-requisites, or items in the assessment process. The impact of the changes are observed by faculty and measured again the next time the outcome is assessed in the rotation. This information is reported in the Annual Program Assessment Report.

The completed Annual Program Assessment Report from each program is entered into a Microsoft Access database that we refer to as the Outcomes Assessment Tracking System (OATS). This database was created in the early 2000s and contains program assessment reports back to 2004. When first created, fields contained mostly narrative entries and although these entries contained quantitative information, the information was not readily accessible. In recent years, we have made updates to our forms and database fields to record more accessible quantitative information and can now aggregate results and subsequent actions. We are currently planning to expand transparency and access by developing assessment dashboards with Tableau that will be available on the College's website.

Academic programs at Delta College have a long history of 'loop-closing' and improving our programs. Over the last ten years (2012 – 2022) 77% of program outcomes assessed resulted in the standard being met or exceeded with 83.9% of students meeting or exceeding the standard. The average score on those assessments was 80%. The most frequently identified actions in response were 18% of PLO cycles closed the loop by changing assignments or projects within the program, 9% updated their grading rubric and 44% updated program content because of PLO assessment.

Similar results are seen when viewing the last five years. Eighty-one percent (81%) of program outcomes assessed resulted in the standard being met or exceeded with 84.9% of students meeting or exceeding the standard and an average score of 81.8%. Nineteen percent (19%) of PLO cycles closed the loop by changing assignments or projects within the program, 7% updated their grading rubric and 49% updated program content because of PLO assessment. A table showing more results and actions taken by category and by year is available (Appendix M).

Program assessment cycle information is regularly presented to industry advisory groups and feedback is used to inform future assessment cycles. This has been a routine practice at Delta College for many years. Industry Advisory Group input is used in the same way that assessment results are used to improve our programs, student learning, and the program review process. This provides another gauge to measure our programs' success in producing employable graduates from occupational programs. Their comments are often recorded in the annual reports in our OATS database and guide our actions for improvement.

What we found after the HLC visit, however, is that we did not have a systematic way of closing the loop of program assessments and communicating those widely through the institution. The new assessment communication flow and governance structure, discussed above, will remedy this and elevate assessment at all levels of the institution.

As mentioned, academic programs have conducted program assessment for many cycles.  Sample reports showing continuous PLO assessment and history can be viewed in Appendix K1-K8.

## General Education Learning Outcomes Assessment

Delta's General Education Learning Outcomes (GELOs) assessment process was not a concern expressed in the feedback, so will not be fully explained here.  Over the last six years, two full cycles of assessment have been completed for each of the six GELOs and recent activities, results and actions taken in response are included in a chart and other documents (Appendix N1-N6).  The progress is in response to feedback that the college received from the HLC in the 2014 Portfolio response.  GECAC monitors and directs the College-wide assessment of GELO's with subcommittees referred to as Resource Groups for each outcome.  Please see our 2020 Portfolio for a more detailed description of this process.  The charge for GECAC can be viewed in Appendix O.

## Co-curricular Program Learning Outcomes Assessment

Delta College has made significant progress in developing systems that enable consistent and repeatable assessment of co-curricular programs (CCPs).  Co-curricular programs involve both academic and non-academic activities that are organized and led by both faculty and instructional staff members.  There is a great deal of overlap in these non-classroom student development activities, but they have similar goals to make students more successful graduates and community members.

A great deal of data has been collected over many years regarding participation and demographic data in co-curricular programs across the college.  A goal of moving the data collection to usable assessment cycles to improve student learning and development is at various stages across the programs.  We recognize that more progress is needed in some CCPs, but also that we have made significant progress since our last portfolio.  Co-curricular Learning Outcome (CCLO) assessment has been incorporated into our current academic program assessment processes with consistent language, implementing a planning and reporting system, and monitoring and review through the SLAC, which is described in a previous section of this report.  We have expanded the established process used for assessing PLOs (described above) to include assessment of CCLOs.  Many cocurricular programs at Delta College previously had established CCLOs and others have recently developed CCLOs.  A few programs are continuing the work of developing CCLOs, which we expect to complete during the 2023-24 academic year.  Many co-curricular programs have documented data collected and as a result, have implemented improvements that led to increased student participation and learning.  We chose to focus currently on several co-curricular programs that are further along in the assessment of student learning process to work through our processes and to highlight in this report.  A sample report can be seen in Appendix P.

We are working to implement full assessment processes across all co-curricular programs during the 2023-2024 academic year.  The goal of our assessment processes is to finalize CCLOs for all CCPs that describe direct student learning and will be assessed with an annual cycle to be recorded in the OATS database along with academic program assessment cycles.  This will be accomplished with training workshops for faculty and instructional staff as needed, with an expectation of recording the 2023-2024 CCLO assessment cycle in the database.

As described in the previous section, Excel forms have been used for planning and recording assessment cycles for academic programs.  The same forms have been adjusted for use in CCPs. CCLOs have been mapped to ISLOs.  An Assessment Plan has been drafted for cocurricular programs to document their CCLOs, and when and how each will be assessed.  This plan will be updated as we incorporate all CCPs.  Please see the Assessment (Appendix Q) to view a sample CCLO plan.  All program assessment reports (PLO, GELO and CCLO) can be aggregated for the planned assessment dashboards which will summarize all student learning assessments and results by ISLO.

Co-curricular program leaders (staff or faculty) follow similar processes described for academic program faculty.  They develop an assessment tool and set an appropriate standard, collect data, and analyze for weaknesses; then discuss actions needed to make improvements and implement those improvements moving forward.  The actions taken to improve student learning outcomes are reported by categories in the OATS database.  The impact of improvement actions will be assessed and analyzed in future assessment cycles.  Reporting for CCPs in the OATS database is in its initial stages and summary data is not yet

available for inclusion in this report but is expected to be available in our next Portfolio submission.  Full reporting for CCLOs is expected to be in place by the end of the 2023-2024 academic year.

### Review of Assessments

The SLAC reviews assessments of CCPs on a rotating schedule and provides support, as it does for academic program assessments.  This has recently been added to the SLAC charge and will be implemented in the 2023-2024 academic year.

# Institutional Student Learning Outcomes Assessment

### Brief History and Progress

Delta College developed ISLOs in 2013 during a summit that included College assessment leaders, assessment committee members and other interested parties from across the College.  ISLOs were written to represent broad goals for graduates that aligned with Delta College's Mission and Values and were able to be satisfied by all academic and non-academic student learning programs.  They have been reviewed recently for application by CCP leaders and judged favorably.  Currently all PLOs, GELOs and CCLOs are mapped to ISLOs through our annual planning and reporting process and recorded in the OATS database.

Significant progress has been made in recent years to develop a more comprehensive ISLO assessment process.  The assessment information flow has recently been updated.  See Appendix E1.  The structure is designed to summarize all learning outcome assessments (academic and cocurricular) by ISLO to be reviewed and analyzed for institutional-level trends and issues.  Our common assessment language and acronyms have been updated and are included in Delta's Data Dictionary housed in Data Cookbook.

All academic PLO assessments and all GELO assessments have been mapped to ISLOs through a check box system in the annual assessment report form and recorded in the OATS database since 2012.  Therefore, assessment results can be summarized by ISLO through Query reports from the Microsoft Access database.  The future assessment dashboards will illustrate this information automatically and make it easily accessible.

As CCLO assessment processes are implemented more fully, they will indicate one or more appropriate ISLOs in annual OATS reports and will be included in the summarized ISLO information.  This is expected to begin in 2023-2024.

### Assessment Results by ISLO

Over the last ten years (2012 – 2022) 77% of all program outcomes assessed resulted in the standard being met or exceeded, with 83.9% of students meeting or exceeding the standard.  When viewing the results by related ISLO, 78% that mapped to Apply Knowledge met or exceeded the standard; 78% that mapped to Think Critically met or exceeded the standard; 82% that mapped to Communicate Effectively met or exceeded the standard; and 82% that mapped to Act Responsibly met or exceeded the standard.

Similar results are seen when viewing the last five years.  Seventy-eight percent (78%) that mapped to Apply Knowledge met or exceeded the standard; 77% that mapped to Think Critically met or exceeded the standard; 86% that mapped to Communicate Effectively met or exceeded the standard; and 82% that mapped to Act Responsibly met or exceeded the standard.

In the most recent year 2021-2022, 72% that mapped to Apply Knowledge met or exceeded the standard; 74% that mapped to Think Critically met or exceeded the standard; 75% that mapped to Communicate Effectively met or exceeded the standard; and 91% that mapped to Act Responsibly met or exceeded the standard.

When reviewing trends over the last five years, all results that met or exceeded the standard were above 72% with some as high as 100% other than two ISLOs in the 2019-2020 year that fell to 63% and 65%.  These are viewed as anomalies due to the Pandemic and its chaos.  Since our last HLC Visit and creation of CIBE, the importance of communicating results, actions taken to improve student learning and resulting improvement has risen significantly.  The increased communication and awareness is expected to continue.  A table showing more results by year is in Appendix F.

**ISLO Result Discussions**

Administrators, faculty and cocurricular assessment leaders met to review assessment processes and discuss assessment results by ISLO (Appendix F) in May of 2023.  ISLO data had not been viewed in this context previously and was well received. Many in attendance were not aware that so many assessments were taking place around the college and were pleasantly surprised.  The results for percentage of assessments meeting or exceeding their standards was viewed as very positive and confirmed that our students are consistently learning as expected as is observed in individual programs and assessments.  The only numbers of concern were during the Pandemic year and were easily seen as an exception through lower numbers of assessments and students included, along with the chaos we all experienced while switching quickly to full online teaching and learning.

Overall, the information was seen as valuable and worthwhile for a future conversation college-wide in the Fall of 2023.  Many individuals mentioned that it was affirming of what we already know about Delta College and our students, student success is our outcome.

# HLC Monitoring Report 4.B. Appendix

## Table of Contents

# Delta College Assessment Dictionary

<u>Commonly Used Acronyms</u>
**CCP**- Cocurricular Program
**CCLO**- Cocurricular Learning Outcome
**GECAC**- General Education Curriculum and Assessment Committee
**GELO**- General Education Learning Outcome
**HLC**- Higher Learning Commission
**ISLO**- Institutional Student Learning Outcome
**OATS**- Outcomes Assessment Tracking System (Assessment Database)
**PLO**- Program Learning Outcome
**SLAC**- Student Learning Assessment Committee
**SLO-** Student Learning Outcome

<u>Academic program</u>
An instructional program leading toward a certificate or associate's degree or resulting in credits that can be applied to a certificate or degree. Source: Higher Learning Commission (HLC), modified

<u>Assessment</u>
-Assessment and evaluation are used as ordinary language synonyms. When a narrower referent is intended, the terms are modified, as in "assessment of student learning" or "evaluation of academic services."   Source of Definition:  HLC
-The term "assessment" at Delta College is used to refer to the assessment of student learning outcomes in courses and programs including academic, cocurricular and general education.  Source: Delta College Assessment Leadership

<u>Assessment Cycle</u>
The annual assessment cycle includes planning and implementing an assessment tool to gather information about student learning results, then analyzing and using the information to make improvements to future student learning results. The cycle includes reporting this information each year. See the Assessment Cycle Document on Delta Assessment website page. Source: Delta College Assessment Leadership

<u>Assessment for Accountability vs Improvement</u>
**Assessment for accountability:** assessment of some unit (could be a department, program or entire institution) to satisfy stakeholders external to the unit itself. Results are often compared across units. Always summative. Example: to retain state approval, the achievement of a 90 percent pass rate or better on teacher certification tests by graduates of a school of education.
**Assessment for improvement:** assessment that feeds directly, and often immediately, back into revising the course, program or institution to improve student learning results. Can be formative or summative  (see "formative assessment" for an example).  Source: Peer Review, Winter/Spring 2002

<u>Assessment of Individuals vs Programs vs Institution</u>
**Assessment of individuals** uses the individual student, and his/her learning, as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement. Would need to be aggregated if used for accountability purposes. Examples: improvement in student knowledge of a subject during a single course; improved ability of a student to build cogent arguments over the course of an undergraduate career. Source: Peer Review, Winter/Spring 2002
**Assessment of programs** uses the department or program as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally

program goals and objectives would serve as a basis for the assessment. Example: how sophisticated a close reading of texts senior English majors can accomplish (if used to determine value added, would be compared to the ability of newly declared majors).  Source: Peer Review, Winter/Spring 2002

**Assessment of institutions** uses the institution as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally institution-wide goals and objectives would serve as a basis for the assessment. Example: how well students across the institution can work in multi-cultural teams as sophomores and seniors. Source: Peer Review, Winter/Spring 2002

Assessment Planning and Reporting Forms
Forms used by programs (academic and cocurricular) to plan and report assessment cycles annually.  The forms can be found on Delta College's Assessment website page. Source: Delta College Assessment Leadership

Certificate
-A formal award certifying the satisfactory completion of a postsecondary education program.
Source of Definition: AACC's Voluntary Framework of Accountability
-A certificate is any non-degree (associate/baccalaureate) formal award recognized by the college for completing a credit-based program of study. Source of Definition:  AACC's Voluntary Framework of Accountability

Cocurricular
-**Cocurricular** refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum.
Cocurricular activities are typically, but not always, defined by their separation from academic courses. For example, they are ungraded, they do not allow students to earn academic credit, they may take place outside of school or after regular school hours, and they may be operated by outside organizations. That said, these traditional distinctions between academic and co-curricular programs are being eroded in some schools—www.edglossary.org
-**Cocurricular** activities refer to all the activities performed by students to enhance their life skills. Curricular activities comprise academic and scholastic activities. Cocurricular activities can be performed individually or in groups, inside or outside the classroom, depending on the activity's nature.
www.cuemath.com/learn/co-curricular-activities/
-**Cocurricular** Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.  Source: HLC

Cocurricular vs. Extracurricular
*Cocurricular* activities are an extension of the formal learning experiences in a course or academic program, while *extracurricular* activities may be offered or coordinated by a school but may not be explicitly connected to academic learning. This distinction is extremely fuzzy in practice, however, and the terms are often used interchangeably. Athletics, for example, are typically considered to be extracurricular activities, while a science fair would more likely be considered a co-curricular activity, given that students are learning science, participation may be required by the school, students may be graded on their entries, or a science teacher may coordinate the fair. Still, in some schools certain athletics activities might be considered "co-curricular," while in other schools a science fair may be labeled "extracurricular."

Cocurricular Learning Outcome (CCLO)
Student Learning Outcomes for Cocurricular Programs developed specifically for each program by the respective faculty or instructional staff leader. Source: Delta College Assessment Leadership

Cocurricular Learning Outcome Assessment
Cocurricular learning outcome assessment involves measuring and improving cocurricular student learning. The goal of the co-curricular learning outcomes assessment is to continually improve the quality of the student experience and positively affect the success of graduates.  Source: Delta College Assessment Leadership

Course/Discipline Assessment
Assessment of a course or course sequence in disciplines without a program. Course assessment is focused on Delta College's top 30 enrolled courses. Source: Delta College Assessment Leadership

Direct vs Indirect Assessment of Learning
**Direct assessment of learning** gathers evidence, based on student performance, which demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria. Examples: most classroom testing for grades is direct assessment (in this instance within the confines of a course), as is the evaluation of a research paper in terms of the discriminating use of sources. The latter example could assess learning accomplished within a single course or, if part of a senior requirement, could also assess cumulative learning.  Source: Peer Review, Winter/Spring 2002
**Indirect assessment of learning** gathers reflection about the learning or secondary evidence of its existence. Example: a student survey about whether a course or program helped develop a greater sensitivity to issues of diversity. Source: Peer Review, Winter/Spring 2002

Embedded assessment
Embedded assessment is a means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy). Source: Peer Review, Winter/Spring 2002

Formative vs Summative Assessment
**Formative assessment:** the gathering of information about student learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.  Source: Peer Review, Winter/Spring 2002
**Summative assessment:** the gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Examples: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing senior projects for the ability to integrate across disciplines.  Source: Peer Review, Winter/Spring 2002

General Education
Courses that consist primarily of English, mathematics, biological/physical sciences, social sciences, fine arts, and communication.  Source of Definition:  Delta Data Dictionary

General Education Assessment
Delta has six GELOs.  The assessment of these outcomes uses an embedded approach to collect instructor scores from student work using a common rubric as well as qualitative comments by the instructor.  This data, both quantitative and qualitative, is then used to improve student learning as a result of the changes faculty make to their individual courses in response.  Source: Delta College Assessment Leadership

## General Education Curriculum and Assessment Committee (GECAC)
GECAC is a committee made of faculty and staff that comprehensively oversees and coordinates Delta's General Education Program.  This involves conducting assessment of the six GELOs, providing oversight of the A.A., A.S., and A.G.S. degrees, and making recommendations to improve student learning at Delta College.  Source: Delta College Assessment Leadership

## General Education Learning Outcome (GELO)
Student Learning Outcomes developed to review the general education program and transfer degrees. Delta has six GELOs.  Delta College graduates will:
**Think Critically-**Produce a defensible conclusion or solution using critical or creative thinking.
**Communicate Effectively-**Communicate effectively in oral, written, or symbolic expression.
**Think Civically-**Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life.
**Cultivate Wellness-**Demonstrate an understanding of wellness principles to promote physical and personal health.
**Utilize Technology Effectively-**Solve a problem or accomplish a task using technology.
**Reason Quantitatively-**Use quantitative information or analyze data within context to arrive at meaningful results.
Source: Delta College


## General Education Program
The General Education Program is the collection of courses at Delta College in which students are introduced to, practice, or master at least one of the six GELOs.  Source: Delta College Assessment Leadership

## Higher Learning Commission (HLC)
An institutional accreditor recognized by the U.S. Department of Education. HLC accredits degree-granting institutions of higher education in the United States.  Source of Definition:  Higher Learning Commission (HLC)


## Institution
One of Michigan's educational organizations authorized under Public Act 331 of the Community College Act of 1966 which provides instruction or training.  Source of Definition:  Delta Data Dictionary


## Institutional Assessment
Assessment of the ISLOs which consists of aggregating all assessments of courses and programs (academic and cocurricular) by each ISLO to review the results and improve Delta's policies and processes. Source: Delta College Assessment Leadership


## Institutional Student Learning Outcome (ISLO)
Student Learning Outcomes developed to review the overall experience and learning of Delta College graduates.
Delta College graduates will: **Apply Skills and Knowledge, Think Critically, Communicate Effectively, and Act Responsibly**.
Source: Delta College


## Institutional Program
The total curriculum offering of the college.   Source of Definition:  Delta Data Dictionary


## Instruction
Instruction includes those activities carried out for the expressed purpose of eliciting some measure of educational change in a learner or group of learners. "Educational change" is defined to include: (1) the acquisition or improved understanding of some portion of a body of knowledge; (2) the adoption of new or different attitudes, and (3) the acquisition or measured mastery of a skill or set of skills. The activities that may be carried out to elicit these educational changes include both teaching activities and facilitating activities. The instruction activity includes both credit and non-credit instructional offerings.  Source of Definition: ACS

Internal vs External Assessment

**Internal/Local assessment:** means and methods that are developed by an institution's faculty based on their teaching approaches, students, and learning goals. Can fall into any of the definitions here except "external assessment," for which is it an antonym. Example: one college's use of nursing students' writing about the "universal precautions" at multiple points in their undergraduate program as an assessment of the development of writing competence. Source: Peer Review, Winter/Spring 2002

**External assessment:** use of criteria (rubric) or an instrument developed by an individual or organization external to the one being assessed. Usually summative, quantitative, and often high stakes. Example: GRE exams. Source: Peer Review, Winter/Spring 2002

Program

A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.  Source of Definition:  IPEDS

Program Assessment vs Program Review

**Program Assessment** is the assessment of program learning outcomes for each academic and cocurricular program leading to continuous improvement of student learning outcome results and successful student graduates.  Program Assessment is part of Program Review. Source: Delta College Assessment Leadership

**Program Review** is a continuous evaluation process that helps faculty in the development of academic programs at Delta College. It involves assessing the status, effectiveness, and progress of academic programs, which helps identify the future direction, needs, and priorities of those programs. The process is closely connected to strategic planning, resource allocation, and other decision-making processes. However, the real value of program review comes when faculty engage in self-study to understand the strengths, weaknesses, and opportunities of the program. An essential part of program review is the improvement plan, which outlines the path forward for the program by addressing gaps and opportunities identified during the program's performance analysis. The program review process, along with the college's assessment process, should guide future planning and resource allocation for the program.  Source: Delta College Leadership

Program Learning Outcomes (PLO)

Student Learning Outcomes for Academic Programs developed specifically for each program by the respective faculty leader. Source: Delta College Assessment Leadership

Resource Group

Each General Education Resource Group assists GECAC in the assessment process for one of the six GELOs.  They consist of faculty and staff with a particular interest in that outcome.  The resource groups help in scoring student work, analyzing data, writing and presenting assessment reports, and providing professional development to faculty.  Source: Delta College Assessment Leadership

SLAC Quality Check Feedback Form

A rubric used by SLAC to review and provide feedback regarding assessment activities of course and programs. Source: Delta College Assessment Leadership

Standards

Standards set a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes the level is the lowest common denominator. Nor do they imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways. Examples: carrying on a conversation about daily activities in a foreign language using correct grammar and comprehensible pronunciation; achieving a certain score on a standardized test.  Source: Peer Review, Winter/Spring 2002

### Student activities

Programs are designed to support and complement the institution's academic mission and enhance the educational experience of students, individually and through student groups. Includes exposure to and participation in social, cultural, recreational, intellectual, and governance activities.
Source of Definition: IPEDS

### Student Learning Assessment Committee (SLAC)

A committee made up of faculty and instructional staff to review and improve assessment activities. Source: Delta College Assessment Leadership

### Student Learning Outcomes (SLO)

Student Learning Outcomes for courses, programs and the institution developed specifically for each. Source: Delta College Assessment Leadership

### Value added

The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison.

June 2023 by T. Clegg

**Institution: Delta College**

**Chief Executive Officer: Michael Gavin**

**Date Submitted: August 30, 2022**

**Action:** "Given the current time of change at the College, with policies shifting to different sites and policy ownership within the College, it is important for the institution to provide the Higher Learning Commission a monitoring report mapping the location, ownership of institutional policies, and final language of institutional policies including its revised governance policy.  This interim report will be due to the Higher Learning Commission September 1, 2022."

**Core Component 5.B**

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

**Areas of Focus: Policies and Governance**

**Introduction**

Delta College, through an inclusive process, developed a new governance structure that addresses the manifold concerns that were raised during the prior Higher Learning Commission (HLC) site visit.  The new structure:

1. Identifies what qualifies as policy-level decisions and defers those to the Board of Trustees;
2. Re-aligns employee and student success governance divisions to be, for the most part procedural, and vetted through a new governance body on campus;
3. Distinguishes between work-rule groups (faculty and facilities unions; Administrative Professional (A/P) and Support Staff (SS) groups), and institutional effectiveness and student success deliberating bodies.

**Historical/Institutional Context for the Governance Issue**

In 2017, Delta College administration, with the support of the Board of Trustees, made a decision to restructure the Instruction and Learning Services division in order to respond to the "fiduciary responsibilities" that were presented to them at the time.  That restructuring consisted of hiring five Associate Deans in place of five chairs, thereby eliminating the division chair position and a majority of the release time associated with those positions.  The decision caused concern on campus as a majority

of faculty felt that the decision, made without their input, violated governance norms and policies. Much of this concern originated from the lack of a common understanding among faculty, staff, administration and the Board of Trustees about the definition of 'shared governance' and what decisions required collaboration and which did not.

Prior to this decision, the policy-vetting body on campus was the Senate, with the President and Board of Trustees being the policy-setting bodies. The Senate, through October of 2020, was comprised of all full-time faculty, A/P, and SS. The purview of the Senate was to recommend to the President and, if relevant, the Board of Trustees, policies and procedures related to work rules as well as student and community-related policies.

Following the reorganization of the Academic area, Faculty spent two years establishing a union, the Delta College Faculty Association (DCFA). With the development of the DCFA, faculty work-rules would be developed through a contract following union rules, and so the work of the Senate as it pertained to faculty was left nebulous at best.

The Members of the other two work-groups within the Senate who were not faculty, the A/P and SS, voted to leave the Senate as a result of the faculty unionizing. The combined departure of two employee groups, along with the establishment of a union to govern work rules, left the remaining Faculty Senate without a clear purpose for policy work. In terms of governance, then, there was very little collaboration and much confusion about what policies and procedures belonged to what body when the HLC team visited. Their observations, correctly, were that:

1. As a result of the development of DCFA, the purpose of the Senate was changed;
2. With the exodus of A/P and SS, the work rules for those groups needed to be relocated to a handbook;
3. College-wide policies (including a shared governance policy) needed to be relocated to a Board Approved Policy Manual;
4. There was no formal shared governance structure in place;
5. The collaboration necessary for the College to fulfill its mission was lacking and there was no official mechanism for such collaboration to occur.

**Report Specifics**

**Collaboration with Administrative/Professional (A/P) and Support Staff (SS) to Create a Handbook**

When the faculty voted to unionize, the A/P and SS began to question the model of the Senate. They did not agree with keeping their work rules in the Senate Handbook for input by all three groups that were members of the Senate, as the Faculty work rules would now be established by the Collective Bargaining Agreement (CBA).

The A/P and SS formally voted to leave the Senate in February of 2020. The Board approved this action on Tuesday, November 17, 2020.

The leadership of the A/P and SS groups began working with the Human Resources Office to create a work rules handbook. The groups collaborated and, for the most part, moved existing policies and procedures to a central location.

2

A formal "process for procedures manual review and comment" procedure exists.  If the Administration wishes to change a procedure that impacts the working conditions of either the A/P or SS groups, the procedure is followed to ensure the ability for input and two-way communication.

**Approval of Board Approved Policies Manual**

Historically, the Senate Handbook served as a form of a board policy manual.  All Senate Policies were approved by the Board; the official place to house those policies was the Senate Handbook.

As the Senate membership changed, the Administration took action to consolidate policies that applied to the entire college community.  On April 6, 2021, the Board of Trustees approved the "Collegewide Board Approved Policies" manual.  The creation of this manual provides a centralized location for the policies in an easy to access location.  The Collegewide Board Approved Policies Manual includes a Shared Governance Policy.

On August 9, 2022, the Board of Trustees approved the move of the remaining "Senate" policies" to this manual.

**Development of a New Governance Model to Allow for Collaboration**

In August 2021, Dr. Michael Gavin was appointed as the fifth President of Delta College.  Upon taking the role, he hosted a variety of listening sessions and contextualized those within the College's stated mission: "Delta College serves the Great Lakes Bay Region by educating, enriching and empowering our diverse community of learners to achieve their personal, professional and academic goals."  During those listening sessions, coupled with historical review of the College and its accreditation requirements, Dr. Gavin identified a vision for the College and desired that a new governance structure be created to:

1. Ensure the diverse community of learners from the three counties Delta serves were achieving at the same level;
2. Promote effective leadership and support collaborative processes that enable the institution to fulfill its mission;
3. Employ policies and procedures to engage its internal constituencies— including [The Board of Trustees], administration, faculty, staff, and students.
4. Involve [many constituents] in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

The College's employees, to include the Board of Trustees, however, did not trust that a new governance model would allow for the collaborative element that the HLC Criteria requires, and that the institution needed.  As a result, Dr. Gavin presented a draft for a new governance structure that would focus on employee and student success, to include academic requirements and data review of success of all students and employees in a systematic fashion.

Originally, the governance structure was called "Council on Strategic Innovations toward Completion, Equity, Inclusion, and Belonging" (Town Hall Presentation).  The model consisted of ten subcommittees focused on equity, belonging, and innovation.  Along with this model, Dr. Gavin solicited the leaders of each work group, the Diversity Council, and an Associate Dean to form an ad-hoc bylaws committee for

3

the Council.  He also included adjunct faculty and Facilities Union representatives, to broaden the input, since the previous Senate did not offer a place for their inclusion.

The bylaws were developed and presented at an all-college Town Hall on December 3, 2021.  Input from employees across the College was solicited (recommendations) and incorporated into the bylaws.  Those recommendations resulted in a new name of the governance model: Council on Innovation, Belonging, and Equity (final bylaws).  This shared governance model, then, was in alignment with the overall mission of the College and strategic direction of the College: to ensure that the College is creating policies and procedures to assist our diverse student body in succeeding, and that our diverse workforce develops a culture of excellence, innovation, and belonging.

Upon the completion of the CIBE bylaws, volunteers were asked to join subcommittees, and members of each subcommittee created draft charges for their future work.  On May 26, those charges were vetted and finalized by the CIBE Advisory Board and Equity Review Committee, and the CIBE therefore came to fruition (subcommittee charges).

**Senate Dissolution**

Simultaneous to the development of CIBE, Dr. Gavin worked with the Senate, now comprised only of faculty, to explain the rationale for moving away from the Senate into a new body.  Rather than demand that the Senate be dissolved, however, three options were offered to faculty regarding the future of the Senate: they could 1) dissolve the Senate and participate in the CIBE; 2) operate parallel to CIBE, but would have very little, if any purview in procedural or policy-making; or 3) become a subcommittee of CIBE.

The Senate's faculty leadership looked at all three options and held a Town Hall as well.  During that Town Hall, they solicited a 'temperature check,' and it was clear most faculty were in support of dissolving the Senate.  Faculty leadership therefore created a transition plan that outlined where policies that once lived in the Senate would be located should the Senate dissolve.  Ultimately, 91% of the faculty who voted supported the dissolution of the Senate.

**DCFA Contract, Board, and Clarity of Work Rules Affecting Faculty**

With the ratification and the Board approval of the DCFA contract in June 2022, the work-rules for faculty, which were the origin of much concern regarding the Board of Trustees, administration, and faculty, were resolved.  Article II of the DCFA contract establishes Board authority in no uncertain terms (Collective Bargaining Agreement (CBA), Article II).  Moreover, the College established a variety of rules through the CBA that had heretofore not been firmed up, to include:

1. how faculty are evaluated (Article X) in line with the mission of the College to "educate, enrich, empower our diverse community of learners to achieve their personal, professional, and academic goals;"
2. how assessment would systematically and substantively be part of the departmental meetings (Article XIII); and
3. who has authority over the course schedule (Article XIII).

4

**Conclusion**

When the HLC Team visited our College (both virtually and in-person) in 2020, Delta College was in a state of flux regarding policies, procedures, ownership of those policies, and the governance model.

The 2021 – 2022 year included an active process that allowed the College time to work through the uncertainties, onboard a new college president, logically work through policy and procedure ownership, incorporate the new union structure, and to develop new ways to collaborate together.

Through this process, Delta College collaborated to dissolve one governance body, create a new one that aligned with the College's mission, and ensured the governance system involves: "setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort [and]… engage [our] internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance."

Moreover, the new governance model focuses in on student success, employee culture, and eliminating opportunity gaps for students and employees through the subcommittees of CIBE and new practices for faculty noted in the CBA.  As a result, this process, we believe, sets Delta apart for its innovative approach to governance which aligns its strategy with its long-term institutional goals.

5

**Resources Referenced in Document:**

November 17, 2020 Board of Trustees Meeting Minutes
https://www.delta.edu/board-of-trustees/_documents/2020/11-november/11.17.2020-regular-meeting-minutes-approved.pdf

Support Staff and A/P Handbook
https://www.delta.edu/employees/ss-ap-handbook/index.html

Process for Procedures Manual Review and Comment
https://www.delta.edu/employees/procedures/review-process.html

Collegewide Board Approved Policies
https://www.delta.edu/employees/board-approved-policies/index.html

Shared Governance Board Policy 2.001
https://www.delta.edu/employees/board-approved-policies/2.001.html

August 9, 2022 Board of Trustees Meeting Minutes
https://www.delta.edu/board-of-trustees/_documents/2022/08-august/08.09.2022-regular-meeting-minutes-draft-tbks.pdf

Town Hall Presentation
https://www.delta.edu/employees/president/_documents/SICIEB_Presentation_12.3.2021.pdf

Recommendations
https://www.delta.edu/employees/president/_documents/Recommendations-supporting-bylaws-002.pdf

CIBE Final Bylaws
https://www.delta.edu/employees/cibe/index.html

CIBE Subcommittee Charges
https://www.delta.edu/employees/cibe/index.html

Faculty Collective Bargaining Agreement
https://www.delta.edu/employment/_documents/dcfa-cba.pdf

6

Delta College 2023-2027 Strategic Plan
Board of Trustees approved on March 7, 2023

# Delta College Mission, Vision, and Values

The mission, vision, and values are the guiding principles for the College and form the foundation of the strategic plan. The Delta College Board of Trustees approved the mission, vision, and values on December 13, 2022.

**Mission**
*Delta College collaborates to deliver and sustain an enriching education that empowers our diverse and inclusive community to achieve their personal, professional, and academic goals.*

**Vision**
*We are the national leader in innovative community college education.*

**Values (S.T.R.I.V.E.)**
*Delta College strives to create an atmosphere of belonging in which a diverse community can experience equitable opportunities to pursue success. From a foundation of trust, inclusion, and respect, we achieve excellence by embracing the values of:*

- **Service:** *We respond to the needs of others.*

- **Teamwork:** *We accomplish more together.*

- **Respect:** *We honor human dignity.*

- **Innovation:** *We inspire creativity.*

- **Veracity:** *We value honesty and authenticity.*

- **Excellence:** *We encourage outstanding achievement.*

1

# Strategic Plan Pillars

Delta College's four strategic pillars establish the foundation for the initiatives and action projects that are part of the Delta College Strategic Plan.

## Student Engagement, Retention, and Completion
*Centering the College as a place where all students belong and as a place for transformation*

## People Focus
*Focusing on growth, holistic well-being, and empowering our employees*

## Community-Centered
*Collaborating with others to understand and respond to community needs, educate residents about local issues, and work to improve citizens lives*

## Social Impact
*Establishing the institution as an instrument of positive social change*

2

# Strategic Initiatives and Action Projects

Delta College's strategic initiatives provide a broad, goal-oriented description of the way in which the College is working to attain success in each of our four identified strategic pillars.

To accomplish these initiatives, institutional action projects have been developed. Action projects can be short-term or long-term and as they are completed, new projects will be identified.

*The Delta of Tomorrow will be the model for all community colleges seeking to support students' needs as they complete workforce programs that lead to life-sustaining wages or transfer as juniors or seniors, with zero equity gaps.*

**How we will get there:**

## Student Engagement, Retention, and Completion
*Centering the College as a place where all students belong and as a place for transformation*

1.1. Strengthen the College's retention and completion rates through effective connection and belonging efforts.

   **Action Project:** Create focused, deliberate experiences for student connection and belonging in-and-out of the classroom with a focus on the top 10 programs and top 30 courses.

   **Champion (oversight):** Chad Inabinet and Reva Curry

   **Coordination/Resources:** Pam Ross McClain, Faculty Center for Teaching Excellence Coordinator(s) for professional development; Associate Deans, Library Learning Information Center (LLIC), Retention Services, Endowed Teaching Chair Funds

1.2. Reduce the length of time to student degree completion through innovation, challenging traditional modes of measuring credit and effective course scheduling.

   **Action Project:** Ensure that the academic course schedule supports completion through effective course scheduling including consistent online and spring/summer schedule options with a focus on the top 10 programs and top 30 courses.

   **Champion (oversight):** Ed Suniga

   **Coordination/Resources:** Associate Deans, Kristy Nelson

1.3. Increase access and understanding of the value of a college degree for adults and first-generation students, by making swift efforts to demystify and simplify college processes and systems.

   **Action Project:** Create department level projects in both Student and Educational Services and Marketing to simplify college process and systems and increase student understanding of the value of a credential through the unit review process.

   **Champion (oversight):** Chad Inabinet and Leanne Govitz

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**Coordination/Resources:** Student and Educational Services, Marketing Unit Managers

# People Focus

*Focusing on growth, holistic well-being, and empowering our employees*

2.1. Develop and implement an ongoing, systemic approach to employee belonging, wellness, and connection.

**Action Project:** Strengthen the employee wellness program with a goal of increasing employee well-being and retention.

**Champions (oversight):** Andrea Ursuy and Loyce Brown

**Coordination/Resources:** Shannon Mehl, Health and Wellness Faculty

2.2. Provide employees with relevant data to innovate, collaborate, and grow professionally in support of our student engagement, retention, and completion goals.

**Action Project:** Create interactive employee learning experiences to engage employees in data available through Tableau.

**Champions (oversight):** Jason Young and Data Visualization Specialist

**Coordination/Resources:** Center for Organizational Success, Associate Deans, Coordinators, Student and Educational Services Managers

# Community-Centered

*Collaborating with others to understand and respond to community needs, educate residents about local issues, and work to improve citizens lives*

3.1. Build a strong "college-going" culture in order to support regional employment opportunities, thus improving all residents' economic status by reducing all levels of poverty.

**Action Project:** Develop coordinated efforts to connect with 1) rural Saginaw, Bay, and Midland residents, especially males; 2) areas of Bay City and Saginaw City, including adult and K-12 students to bring them to our campuses.

**Champions (oversight):** Pam Clark

**Coordination/Resources:** Foundation Office, Admissions

3.2. Work to address barriers outside of the classroom that students face, such as mental health, housing, and food insecurity.

**Action Project:** Create partnerships with local non-profit organizations to support student needs outside of the classroom with a goal of eliminating barriers.

4

**Champions (oversight):** Mike Gavin and Chad Inabinet

**Coordination/Resources:** Shelly Raube, Karry Kiste-Toner

3.3. Strengthen our work with K-12 and postsecondary partners to ensure a seamless transfer of all credits upon graduation, and with workforce industries to ensure access to well-paying jobs upon completion.

**Action Project 3.3-1:** Assess and revise postsecondary articulation agreements, as necessary, to ensure seamless transfer after a student completes their degree at Delta College.

**Champions (oversight):** Dean of Transfer Programs and Emily Clement

**Coordination/Resources:** Associate Deans

**Action Project 3.3-2:** Enhance relationships with industry to develop new programs and revise current ones to ensure accelerated access to a living-wage job.

**Champions (oversight):** Mike Gavin and Ed Suniga

**Coordination/Resources:** Pete Fox, Sue Roche, Jennifer Carroll

## Social Impact

*Establishing the institution as an instrument of positive social change*

4.1. Build Delta College's reputation as a regional leader in bringing people together to understand the value of education, to explore complex issues we face as a community, and to strengthen each resident's belief in our democracy.

**Action Project:** Utilize College platforms to educate the community about the role of education in imagining and creating a better life.

**Champions (oversight):** Pam Clark and Pam Ross McClain

**Coordination/Resources:** Public Media

4.2. Ensure the long-term viability of the College, by recognizing that all students and residents deserve a system of strong social justice to overcome poverty and other social hurdles during their journey through higher education.

**Action Project:** Provide learning opportunities to educate the region about the value of higher education and the community college.

**Champions (oversight):** Pam Ross McClain

**Coordination/Resources:** President's Speaker Series

5

# Key Performance Indicators

The key performance indicators represent the levels of performance to be achieved by the conclusion of the 2023-2027 strategic plan.

*I.*      *Enrollment*

**Target:** Increase student contact hour enrollment by an average of 0.7% annually with a goal of increasing student contact hour enrollment by at least 2.2% at conclusion of the plan.

*II.*      *Student Success*

**Target:** Increase average student success rate by an average of 0.9% annually with a goal of increasing average student success by at least 2.7% at conclusion of the plan.

*III.*      *Retention*

**Target:** Increase Fall to Fall student retention by an average of 1.3% annually with a goal of increasing student retention by at least 3.8% at conclusion of the plan.

*IV.*      *Completion*

**Target:** Increase IPEDS student completion rate by an average of 3.8% annually with a goal of increasing IPEDS student completion rate by at least 11.9% at conclusion of the plan.

6

## Program Assessment Plan Best Practices:

### General:
- Use both direct and indirect assessment.
- Use primarily summative assessment for PLO's.
- Program assessment should be authentic.
- Program assessment should include triangulation when possible.

### Time Period:
- Plan to assess one-two PLO's per year. All PLO's do not need to be assessed every year.
- Should assess all PLO's in a three to 4 year cycle.

### Student Samples:
- Evidence can be based on a relevant sample of student work. Every student does not need to be included in evidence.
- Care should be taken to avoid biased samples.
- Generally samples of 50-80 students are sufficient.
- If fewer than 15 students in program, may need to collect results for several semesters.

### Ethical Issues:
- Identity of participants (faculty and students) should be anonymous in any shared results.
- Those conducting the study should keep identities confidential.

*Adapted from Mary J. Allen Assessment Workshop Handout, May 23, 2011, by T.C.*

# Best Practices for Completing the Annual Program/Course Assessment Report

Program Outcome Identified:
-One or more assessable outcome has been identified for the project. (minimum)

Standard/Objective Identified:
-A standard/objective must be listed. (minimum)
-The standard listed is logical as it relates to the outcome identified and collection tool used. (minimum)
-The standard appears to be at an appropriate level.

Method Comments (Details about the method[Project, Exam, Demonstration, etc]):
-Thoroughly Describe the Data Collection Tool used. (minimum)
-The Collection Tool, Standard and Outcome are a logical match. In other words, the standard "fits" the outcome and the tool can effectively measure the outcome with evidence that the standard has or has not been met.
-The Collection Tool is valid to address the outcome.
-The Collection Tool is Reliable to address the outcome.
-The Collection Tool carries significant weight (meaning) to be taken seriously by the students.
-The Collection Tool/Method was developed or discussed and approved as a reasonable tool for its purpose by the faculty members involved in the program/course rather than by one person.

Result Indicated:
-An appropriate result is indicated based on the data collected. (minimum)

Data Collected (Evidence Collected):
-Describes the data collected generally or specifically. (minimum)
-Data collected seems thorough in regard to the collection tool used.
-Data is reported in a logical and understandable manner.
-Data is reported so that others can draw the same general conclusions concerning the result indicated.

Analysis-What we learned:
-The data analysis is described clearly and is understandable. (minimum)
-The analysis described is logical as related to the data collected.
-The analysis described addresses outcome identified.
-The analysis described is logical based on the standard set and the result indicated.
-Analysis reflects discussion among faculty members involved in the program/course rather than determined by one person.

Use of Data to Improve Student Learning:
-How the data was used to improve student learning is reported clearly. (minimum)
-The data was used to improve student learning in logical ways as a result of the analysis and results described. (For instance changes were made to: prerequisites, topics covered or emphasized in the course/program, materials/textbooks, pedagogy, assignments, etc.)
-Actions taken seem to reasonably lead to improved student learning.
-Actions taken reflect decision-making among faculty members involved in the program/course rather than by one person.
-What resources are needed to assist in improving the program and student success?

Clegg: 4/26/12

## Program Curriculum Map Best Practices:

- Aligns Program Learning Outcomes with Program courses.
- Should show increasing level of learning through course flow for each PLO.  A PLO should first be Introduced, then Practiced with feedback, and lastly Mastered.
- If a PLO is missing I, P or M's in the Program courses, the PLO should be evaluated for appropriateness in the program.
- Any course without an  I, P or M, should also be evaluated for appropriateness in the program.
- PLO's can be assessed in courses with M's.

The map:

- Focuses faculty on curriculum cohesion.
- Guides course planning.
- Allows faculty to identify potential sources of assessment evidence.
- Allows faculty to identify where they might close the loop.

*Adapted from Mary J. Allen Assessment Workshop Handout, May 23, 2011, by T.C.*

Program Learning Outcome Best Practices:

- Program Learning Outcomes should have active verbs – how students can demonstrate their learning.
- Each PLO should include one assessable verb.
- Each PLO should be assessable with a single line of evidence.
- Avoid compound outcomes that require multiple lines of evidence.
- PLOs can be stated in simple language; the details are in the rubrics.
- PLOs should be real, not aspirational.
- PLOs should be consistent with program mission and goals.
- Don't confuse outcomes with learning processes.
- Focus on high-priority learning. What are the important things that students should be able to do after completing your program? What does faculty care about?
- Four to eight PLOs for a program.
- Use Bloom's Taxonomy to help choose appropriate verbs and levels of learning.
- Don't use vague or difficult to assess verbs, "know, understand or appreciate."

*Adapted from Mary J. Allen Assessment Workshop Handout, May 23, 2011 by T.C.*

# Creating Your *Course* Outcomes and Objectives

## Contents:

**Page 1**

# *Course O&O's* – what are they?

## Course O&O's – Course Outcomes and Objectives

Many assessments performed at Delta College have been at the *course* level.
>     Are our students learning what we think that they are in a particular course?
>     Do students have the appropriate skills learned from that course?

Of course, outcomes and objectives need to be revised and updated as topics change, texts change, and technology changes.  This tutorial is designed to help you (the faculty) either to write new O&O's for a course, or to look critically at old course O&O's to give them a freshening.

KEEP IN MIND… Course Outcomes are for ALL instructors of a course, not just for a single person.  These are the outcomes that anyone teaching the class must reach!

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**Page 2**
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# Creating / Reviewing the Course O&O's

It may be that your course of interest already has outcomes that are available online or elsewhere. For those that know the current outcomes or where to find them… please obtain them!

If you do not have outcomes, we shall start by determining the outcomes.

SO… how many outcomes should there be?

Well, it is considered "best practice" for PROGRAMS to have between 4 and 8 TOTAL outcomes. That is, at the end of a series of courses, students should be able to do/perform/know a certain number of items.

Well, if it works for a program, why can't it work for a course which lasts 15 weeks or less???

Now, there seems to be no "best practice" when it comes to course outcomes and objectives… but if a series of courses taking two or more years can have 4 – 8 outcomes, wouldn't it seem possible for a single course to have a handful of general outcomes?

*** Some folks reading this (hopefully!) will think "well, the current outcomes of my class include all of the topics that are to be studied and they have to be there." OK. Again, there seems to be no "best practice" (though there are places that claim there should be only 2-3 total outcomes in a course) when it comes to course outcomes, but at least indulge in reading the following and perhaps you may finding something easier to handle. ☺ ***

**Step 1: Determining the outcomes**

1. After successfully completing this course… One can begin by thinking about and listing those things that students should be able to do or should know. Here are some sample questions to consider:
   a. When students complete this class, they should know ____ , be able to ____, and value ____.
   b. Describe the ideal student in the course: "What should the person know?", "What can they do?"

2. Once a list has been created, separate out the different ideas into categories such as "knowledge", "skills", etc.

3. Within each category that has been identified, try to further group the items by commonalities.
    a. E.g., if under knowledge, 6 items are basic vocabulary while there is another group that relates to technology, make 2 separate groupings.
    b. Examples of categories:
        i. Communication skills
        ii. Knowledge integration
        iii. Information literacy
        iv. Problem-solving skills
        v. Using appropriate methodologies
        vi. Apply learning to relevant phenomena

4. At this point, hopefully you have narrowed down your list to some broad groupings of items that your students should/need to be able to do upon passing the course. These broad groupings can act as your course level outcomes. These can be put on the provided sheet. If there are many outcomes, see how a few similar outcomes can be combined into a single item!


** Examples for #4 above…

CASE 1: Outcomes are taken from the Table of Contents of the text.

While this may work beautifully at first glance, do consider that the next textbook may be ordered differently or have different topics. In this case, the outcomes of the course may have to be revised. What could be even worse is if there is a change in order of topics (or topics covered) from one edition of a book to the next edition!! In many texts, chapters of information are grouped into larger headings… perhaps the outcomes could be related to the larger headings with the chapter information listed as the objectives!

For example, in a physics course, often chapters are listed as:
1. Motion in 1-D
2. Motion in 2-D
3. Forces
4. Work
5. Linear Momentum
At the start of the text (and in the Table of Contents), these chapters are all included under an umbrella of "Mechanics," so instead of having separate outcomes on each chapter, one could write an outcome such as "Demonstrate understanding of the principles of mechanics" with the objectives being related to the sub-areas.

CASE 2: Long laundry list of topical outcomes

For example, in a course in anatomy and physiology, perhaps a partial list of outcomes includes:
1. Demonstrate understanding of circulatory system
2. Demonstrate understanding of respiratory system
3. Demonstrate understanding of nervous system
4. Demonstrate understanding of digestive system
5. Demonstrate understanding of endocrine system

There is a common theme in that all of the outcomes related to systems of the body. Perhaps another way of looking at the outcomes is to consider
1. Demonstrate understanding of systems of the body.

Where are the specifics??? In the OBJECTIVES!!!

Do consider that, in theory, best practice is to review program outcomes in a 4-5 year cycle. To use this approach on a course could mean having to assess 4 or 5 outcomes each year if there are large numbers of outcomes. This requires a lot of work and further, to have action plans on 4 or 5 items takes time to develop and implement!

CASE 3: Long laundry list of topical outcomes

Perhaps a different approach could be to consider the general skills to be employed (critical thinking, writing, presenting) and write outcomes to these skills. In this way, the number of outcomes for a course could be brought down to a smaller number with the course content being represented in the course OBJECTIVES (Discussed in Step 6).

**Step 2: Classifying the outcomes**

1. Now that a broad classification of outcome categories has been formed, we shall try to write them using Bloom's Taxonomy. The attached sheet has more of a description of the different items listed below.
   a. Knowledge
   b. Comprehension
   c. Application
   d. Analysis
   e. Synthesis
   f. Evaluation

2. Let's start with one of the groupings of common items… under which broad category of Bloom's Taxonomy does it fall?  Identify the broad category for each of your groupings.

## Step 3: Writing the outcomes

1. Now, we need to write a course outcome that ***can be assessed*** for each of your categories!

   The outcomes

   a. should be written simply (details will be considered in the rubric for scoring to be made later)
   b. should use action verbs (a list of different examples for the different classification of terms is on the next page… BLOOM'S TAXONOMY!)
   c. should be realistic, NOT aspirational
   d. should be consistent with course mission
   e. AVOID compound outcomes with multiple lines of evidence
   f. Focus on high-priority learning (the most important things)

2. A few examples of Delta Outcomes are provided on a subsequent page.

## Step 4: Reviewing / revising the outcomes

1. At this point, hopefully you have some fairly simply written outcomes for the program that do NOT have a lot of "ands" or "lists" of things in any one outcome (that would make it many outcomes and much more difficult to assess).   Make the outcomes more broad statements that can include the details in the corresponding rubric.

2. Review the list that you have made and make sure that it is consistent with what you feel that your students should know/be able to do.

3. Make sure that the list is using the appropriate action verbs from Bloom's Taxonomy.

## Step 5: Breathe

1. At this point… you now have a first draft of outcomes for your course!

## Step 6: Objectives

1. Now that the outcomes are written, the objectives can be filled in.

2. While OUTCOMES are to be assessed, objectives are NOT the assessed item.

3. The above being written, many folks like to write the objectives using the same Bloom Taxonomy verbs so that they could be used as ways of assessing a dimension of the outcome!

4. How many objectives are best practice?... since these are not strictly assessed, there really is no limit, so use as many as needed.
   *** It is in the objectives that one can put large amounts of course content that is not in the outcomes.  This can be one way to limit the number of overall outcomes in the course!

# Course Outcome Best Practices

- Course Outcomes should have active verbs – how students can demonstrate their learning.
- Each outcome should include *one assessable verb*.
- Each outcome should be assessable with a single line of evidence.
-       Avoid compound outcomes that require multiple lines of evidence.
- Outcomes can be stated in simple language; the details are in the rubrics.
- Outcomes should be real, not aspirational.
- Don't confuse outcomes with learning processes.
- Focus on high-priority learning. What are the important things that students should be able to do after completing your course? What does faculty care about?
- Use Bloom's Taxonomy to help choose appropriate verbs and levels of learning.
- Don't use vague or difficult to assess verbs, "know, understand or appreciate."


*Adapted from Mary J. Allen Assessment Workshop Handout, May 23, 2011 by T.C.*

# Bloom's Taxonomy and Relevant Verbs

Bloom's taxonomy is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your outcomes.

| | |
|---|---|
| Knowledge | To know specific facts, terms, concepts, principles, or theories |
| Comprehension | To understand, interpret, compare and contrast, explain |
| Application | To apply knowledge to new situations, to solve problems |
| Analysis | To identify the organizational structure of something; to identify parts, relationships, and organizing principles |
| Synthesis | To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme |
| Evaluation | To judge the quality of something based on its adequacy, value, logic, or use |

Relevant Verbs [Gronlund, N. E. (1991). *How to write and use instructional objectives* (4th ed.). New York: Macmillan Publishing Co.]

| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|---|---|---|---|---|---|
| cite | arrange | apply | analyze | arrange | appraise |
| define | classify | change | appraise | assemble | assess |
| describe | convert | compute | break down | categorize | choose |
| identify | describe | construct | calculate | collect | compare |
| indicate | defend | demonstrate | categorize | combine | conclude |
| label | diagram | discover | compare | compile | contrast |
| list | discuss | dramatize | contrast | compose | criticize |
| match | distinguish | employ | criticize | construct | decide |
| name | estimate | illustrate | debate | create | discriminate |
| outline | explain | interpret | determine | design | estimate |
| recall | extend | investigate | diagram | devise | evaluate |
| recognize | generalize | manipulate | differentiate | explain | explain |
| record | give examples | modify | discriminate | formulate | grade |
| relate | infer | operate | distinguish | generate | judge |
| repeat | locate | organize | examine | manage | justify |
| reproduce | outline | practice | experiment | modify | interpret |
| select | paraphrase | predict | identify | organize | measure |
| state | predict | prepare | illustrate | perform | rate |
| underline | report | produce | infer | plan | relate |
| | restate | schedule | inspect | prepare | revise |
| | review | shop | inventory | produce | score |
| | suggest | sketch | outline | propose | select |
| | summarize | solve | question | rearrange | summarize |
| | translate | translate | relate | reconstruct | support |
| | | use | select | relate | |
| | | | solve | reorganize | |
| | | | test | revise | |

# Creating Quality Course Outcomes and Some Examples of Delta Outcomes

**Some Examples of Delta College Outcomes**

| Course | Outcome |
|---|---|
| ACC 211 | Illustrate the use of the accounting information system. |
| ART 231 | Summarize critical analysis of ceramic concepts. |
| BIO 111 | Communicate about biological topics. |
| CAD 114 | Manipulate geometry using CAD drawing aids. |
| CD 110W | Relate theory to practice while participating in an early childhood program. |
| CJ 271W | Assess critically the role of the substantive criminal law in American society. |
| COM 112CW | Demonstrate an understanding of the communication process. |
| CST 180 | Apply basic structuring concepts of C++ to build working programs. |
| DA 110 | Describe the isoloation techniques used to decrease moisture. |
| DMS 201 | Discuss advances in the field of sonography. |
| ECN 221W | Identify the special role of the financial sector in economic activity. |
| EDU 214 | Develop a Modern Manufacturing Unit of Instruction for a Middle School Classroom |
| EET 120 | Demonstrate an understanding of Boolean algebra. |
| ENG 113 | Analyze work situations, in writing or group discussion. |
| HIS 111W | Evaluate conflicting historical interpretations within the context of Early Western Civilization. |
| IHU 226W | Identify the media's components. |
| LSP 150 | Demonstrate a cursory knowledge of the various principles connected to real estate law. |
| MGT 143 | Demonstrate an understanding of the roles of advertising. |
| MT 161 | Discuss proper use of rigging tools in industrial applications. |
| MUS 126 | Compose examples of music using basic musical elements. |
| OAT 170 | Demonstrate the ability to use the numeric keypad on the computer keyboard. |
| PHL 221 | Identify the logic of an argument in written text. |
| PHY 212 | Demonstrate understanding of the principles of electric circuits |
| PTA 120 | Utilize relaxation techniques. |
| QA 250 | Recognize the five-step D-M-A-I-C model used to improve processes. |
| RAD 122 | Demonstrate an understanding of Digital Radiography. |
| SCI 150 | Record experimental work to promote learning of good laboratory practices. |
| WET 210 | Describe specific advanced wastewater treatment processes. |

# Course Outcomes Ideas

# Grouping of Course Outcomes

Outcome 1:

Outcome 2:

Outcome 3:

Outcome 4:

Outcome 5:

Outcome 6:

Outcome 7:

Outcome 8:

# *Assessing Course Outcomes*

At this point, perhaps assessment of the outcomes is in order!  That is,

- How is each outcome to be assessed?
- Who will be assessing the outcomes and when?
- What will be done with the data generated?

If you have many students coming through your course for assessment… then only a representative unbiased sample is needed (50 – 100).
If you have fewer students, then perhaps it is best to assess all of them and accumulate data over a few years.

The table on the next page is meant as a way to fill in your assessment plan with the Who / How / When for each outcome.

** Each outcome should be assessed in, at longest, a 4-yr cycle.  This means that if there are 4 outcomes in your course… your schedule may be to assess only 1 of your outcomes in 2012, a second outcome in 2013, a third outcome in 2014, and the last outcome in 2015.  The cycle would start again in 2016 with the first outcome.

## Step 1:  Choose the Outcome that is the most ready for assessment

1. If you have been doing assessment on one of the outcomes already, or have a good idea how it is to be done, let's start with that outcome.  It is NOT necessary to have the assessment device ready at this point!!!  We are simply formulating a plan.

2. By knowing the courses, the "Who" is also decided in the worksheet of who will be collecting the evidence.

3. How will the data be collected?  Will it be a review of an assignment?  Will it be using a rubric on a particular report?  Will it be a set of specific questions from an exam?  Even if this is not known, make a guess as to how this might be done.

## Step 2. Decide what to do with the data

1. Once data is collected, who will review it?

2. If a decision is made on who is reviewing, what will they do with the data?  To whom will they report?  How will all faculty in the program learn of the results?

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**Page 13**

**Step 3: Lather, Rinse, Repeat**

1. Decide on a cycle for how often this outcome will be assessed (every year? Every 4th year).

2. Fill in the Course Assessment Plan (Draft) to get your ideas on paper.

3. Look at the remaining outcomes and decide which is probably the next easiest (or closest to being ready) to assess.

4. Repeat Steps 1 – 3 until all outcomes are complete.

**Step 4: Modify**

1. With all of the information, the "Final" Course Assessment Plan can be tentatively completed.

**Step 5: Breathe**

1. You have just completed a Course Assessment Plan!  Congratulations!

# Course Assessment Plan Best Practices

### General:
- Use both direct and indirect assessment.
- Use primarily summative assessment for course outcomes.

### Time Period:
- Plan to assess one-two outcome per year.  All outcomes do not need to be assessed every year.
- Should assess all outcomes in a three to 4 year cycle.

### Student Samples:
- Evidence can be based on a relevant sample of student work.  Every student does not need to be included in evidence.
- Care should be taken to avoid biased samples.
- Generally samples of 50-80 students are sufficient… but this may not be possible for a course

### Ethical Issues:
- Identity of participants (faculty and students) should be anonymous in any shared results.
- Those conducting the study should keep identities confidential.

*Adapted from Mary J. Allen Assessment Workshop Handout, May 23, 2011, by T.C.*

**Page 15**

# Course Assessment Plan (Draft)

| PLO | When | What | Who | How | Review |
|-----|------|------|-----|-----|--------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |

# Course Assessment Plan (Final)

| COURSE ASSESSMENT PLAN | Program: | | | | |
|---|---|---|---|---|---|
| **Course Learning Outcomes:** | **When** to Assess | **What** Direct and Indirect Evidence to Collect | **Who** Will Collect the Evidence | **How** Evidence will be Assessed | How Decisions will be Made (**Review**) |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |

# Assessment Dashboard

**Delta College**

AD- Associate Dean
BEDI- Belonging, Equity, Diversity, and Inclusion
CCLO- Co Curricular Learning Outcomes
CIBE- Council on Innovation, Belonging, and Equity
F- Faculty
GECAC- General Education Curriculum & Assessment Committee
GELO- General Education Learning Outcomes
IR- Institutional Research
ISLO- Institutional Student Learning Outcomes
LLIC- Library Learning and Instruction Center
PF- Program Faculty
PLO- Program Learning Outcomes
SES- Student Educational Services
SLAC- Student Learning Assessment Committee
TLC- Teaching and Learning Center
WRIT- Writing Support Center



**Unit and Strategic Planning**
Board, President, Academics, SES, CIBE, Budget Cabinet

**ISLO**
- Apply skills and knowledge
- Communicate Effectively
- Think Critically
- Act Responsibly

**KPI REVIEW**
- Continuous review of alignment
- Reflection
- Data Analysis (IR)
- Informs strategic planning and use of resources

**Align & Support Assessment Planning**
- Document Assessment activities and results
- Identify improvement and action steps
- Informs Professional Development

Informs PLOs
Informs GELOs
Directs CCLOs

End Cycle
Start Cycle

CCLOs
- Define key co-curricular learning outcomes
- Identify Assessable activities/goals
- Align co-curricular activities/goals to ISLOs

GELOs
- Define key Gen Ed learning outcomes
- Identify Gen Ed learning outcomes at course level
- Align course curriculum to Gen Ed requirements

PLOs
- Define key program learning outcomes
- Identify assessable activities
- Align program and course curriculum to program requirements

LLIC
TLC
WRIT Center
Student Clubs
Student Activities

GECAC/BEDI Projects
Equity Dashboard
Assessing Course Objectives
Faculty Evaluation (Self Reflection/Feedback)

SLAC/Advisory Boards/Program Review
BEDI Projects/Equity Dashboard
Assessing Course Objectives
Faculty Evaluation (Self Reflection/Feedback)
External Accreditation (Program Specific)

SLAC- Yearly Cycle (PF & AD)
Advisory Boards Yearly Cycle (PF & AD)
Program Review-Yearly Cycle (PF &AD)
BEDI Projects-Yearly Cycle (F & AD)
Equity Dashboard-Yearly Cycle (F)
Faculty Evaluation (Self Reflection/Feedback) (F,AD,HR)
External Accreditation (Program Specific)

GECAC- B1-Yearly Cycle (TC)
BEDI Projects-Yearly Cycle-(F & AD)
Equity Dashboard-Yearly Cycle (IR)
Faculty Evaluation/ Feedback) (F,AD,HR)
(Self Reflection/Feedback)

LLIC- Yearly Cycle (Librarians)
TLC-Yearly Cycle (TLC Coordinator)
WRIT Center-Yearly Cycle-(WRIT Center Coordinator)
Clubs and Student Activities-(Campus Life and Student Engagement Coordinator)

## ISLO Assessment Summary Data 2012-2022

| Based on Program Asmts including Gen Ed Prog | last 10 yrs | | last 5 yrs | | 2021/22 | | 2020/21 | | 2019/20 | | 18/19 | | 2017/18 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | numbers | % | numbers | % | numbers | % | numbers | % | numbers | % | numbers | % | numbers | % |
| **Apply Knowledge** | | | | | | | | | | | | | | |
| Number of Assessments | 350 | | 166 | | 29 | | 28 | | 24 | | 35 | | 49 | |
| Number of Students | 10390 | | 8420 | | 1713 | | 2247 | | 444 | | 1346 | | 2677 | |
| **Average % Score** | | 80% | | 81.0% | | 82.0% | | 79.3% | | 74.1% | | 80.2% | | 84.8% |
| **% of Student meeting Standard** | | 73.3% | | 84.6% | | 86.4% | | 85.6% | | 88.4% | | 94.2% | | 77.4% |
| Results | | | | | | | | | | | | | | |
| (0) Results were far below expectation/standard | 41 | 12% | 22 | 13% | 5 | 17% | 1 | 4% | 8 | 33% | 2 | 6% | 6 | 12% |
| (1) Results did not meet expectation/standard | 36 | 10% | 14 | 8% | 3 | 10% | 6 | 21% | 1 | 4% | 1 | 3% | 4 | 8% |
| (2) Results met expectation/standard | 141 | 40% | 79 | 48% | 12 | 41% | 11 | 39% | 6 | 25% | 23 | 66% | 25 | 51% |
| (3) Results exceeded expectation/standard | 132 | 38% | 51 | 31% | 9 | 31% | 10 | 36% | 9 | 38% | 9 | 26% | 14 | 29% |
| Total number PLO's assessed | 350 | 78% | 166 | 78% | 29 | 72% | 28 | 75% | 24 | 63% | 35 | 91% | 49 | 80% |
| **Think Critically** | | | | | | | | | | | | | | |
| Number of Assessments | 260 | | 161 | | 35 | | 25 | | 26 | | 37 | | 38 | |
| Number of Students | 9580 | | 7140 | | 2230 | | 820 | | 514 | | 2552 | | 4252 | |
| **Average % Score** | | 80.4 | | 81.3% | | 83.4% | | 82.0% | | 73.5% | | 80.2% | | 84.4% |
| **% of Student meeting Standard** | | 83.3 | | 84.5% | | 80.6% | | 73.8% | | 77.3% | | 91.4% | | 70.9% |
| Results | | | | | | | | | | | | | | |
| (0) Results were far below expectation/standard | 32 | 12% | 26 | 16% | 7 | 20% | 1 | 4% | 8 | 31% | 3 | 8% | 7 | 18% |
| (1) Results did not meet expectation/standard | 25 | 10% | 11 | 7% | 2 | 6% | 4 | 16% | 1 | 4% | 1 | 3% | 3 | 8% |
| (2) Results met expectation/standard | 124 | 48% | 72 | 45% | 11 | 31% | 9 | 36% | 8 | 31% | 24 | 65% | 20 | 53% |
| (3) Results exceeded expectation/standard | 79 | 30% | 52 | 32% | 15 | 43% | 11 | 44% | 9 | 35% | 9 | 24% | 8 | 21% |
| Total number PLO's assessed | 260 | 78% | 161 | 77% | 35 | 74% | 25 | 80% | 26 | 65% | 37 | 89% | 38 | 74% |
| **Communicate Effectively** | | | | | | | | | | | | | | |
| Number of Assessments | 174 | | 98 | | 20 | | 15 | | 10 | | 23 | | 30 | |
| Number of Students | 4951 | | 3187 | | 436 | | 284 | | 156 | | 1398 | | 913 | |
| **Average % Score** | | 84.4% | | 82.00% | | 83.7% | | 86.0% | | 84.3% | | 79.5% | | 85.8% |
| **% of Student meeting Standard** | | 89.2% | | 88.5% | | 80.9% | | 95.9% | | 97.5% | | 90.7% | | 86.7% |
| Results | | | | | | | | | | | | | | |
| (0) Results were far below expectation/standard | 11 | 6% | 6 | 6% | 3 | 15% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 10% |
| (1) Results did not meet expectation/standard | 21 | 12% | 8 | 8% | 2 | 10% | 2 | 13% | 0 | 0% | 1 | 4% | 3 | 10% |
| (2) Results met expectation/standard | 92 | 53% | 50 | 51% | 6 | 30% | 6 | 40% | 4 | 40% | 16 | 70% | 18 | 60% |
| (3) Results exceeded expectation/standard | 50 | 29% | 34 | 35% | 9 | 45% | 7 | 47% | 6 | 60% | 6 | 26% | 6 | 20% |
| Total number PLO's assessed | 174 | 82% | 98 | 86% | 20 | 75% | 15 | 87% | 10 | 100% | 23 | 96% | 30 | 80% |
| **Act Responsibly** | | | | | | | | | | | | | | |
| Number of Assessments | 136 | | 87 | | 11 | | 15 | | 11 | | 22 | | 28 | |
| Number of Students | 4165 | | 3365 | | 339 | | 865 | | 491 | | 792 | | 699 | |
| **Average % Score** | | 84.3% | | 82.40% | | 87.3% | | 82.8% | | 86.0% | | 81.4% | | 85.3% |
| **% of Student meeting Standard** | | 89.9% | | 91.00% | | 93.2% | | 89.3% | | 94.1% | | 96.4% | | 85.7% |
| Results | | | | | | | | | | | | | | |
| (0) Results were far below expectation/standard | 9 | 7% | 8 | 9% | 0 | 0% | 0 | 0% | 1 | 9% | 2 | 9% | 5 | 18% |
| (1) Results did not meet expectation/standard | 16 | 12% | 8 | 9% | 1 | 9% | 3 | 20% | 0 | 0% | 1 | 5% | 3 | 11% |
| (2) Results met expectation/standard | 75 | 55% | 44 | 51% | 5 | 45% | 6 | 40% | 5 | 45% | 13 | 59% | 15 | 54% |
| (3) Results exceeded expectation/standard | 36 | 26% | 27 | 31% | 5 | 45% | 6 | 40% | 5 | 45% | 6 | 27% | 5 | 18% |
| Total number PLO's assessed | 136 | 82% | 87 | 82% | 11 | 91% | 15 | 80% | 11 | 91% | 22 | 86% | 28 | 71% |

% of Assessments that met or exceeded standard

**Delta College** | **INSIDE DELTA**

# Council on Innovation, Belonging and Equity

The Council on Innovation, Belonging and Equity (CIBE) is a shared governance body. The purpose is to permeate completion, equity, inclusion



2022/23 CIBE committee members
Not all members could be present for photo.

and belonging throughout Delta College's activities and culture and to assist in the assurance that the Diversity, Equity, Belonging and Inclusion framework is being fully implemented.

This body does not replace existing College committees but instead provides an equity lens for the work these groups accomplish.

| Subcommittees | Charges | Action Plans |
|---|---|---|
| **Community, Alumni, and Supporters Engagement**<br><br>**Chair(s)**<br>Dorian Phelps<br>Kathie Marchlewski | **To foster communication and partnerships with alumni, supporters and residents in order to engage, educate and empower our diverse communities to advance belonging, equity, diversity and inclusion.** | ▪ Alumni, Supporters and Community Engagement |
| **Diversity and Equity Education**<br><br>**Chair(s)**<br>Jason Grew<br>Kyle Ceci | **To collectively and collaboratively engage all staff and faculty with adequate training to implement BEDI practices within their work/classroom setting; in order to meet the needs of the greater college community.** | ▪ Diversity and Equity Education |
| **Employee and Student Opportunity Gaps**<br><br>**Chair(s)**<br>Vacant | **To investigate, describe, and discuss existing and emerging opportunity gaps among student and employee populations.** | ▪ DID YOU KNOW Posters<br>▪ First-Gen Students Repeating Courses<br>▪ HR Exit Interview Review |
| **Employee Recruitment, Culture and Retention**<br><br>**Chair(s)**<br>Adna Howell | **To incorporate Delta College's Mission, Vision and Values through employee recruitment and retention by identifying opportunities that will ensure personal and professional growth, and collaborative experiences** | ▪ CIBE Calendar |

**Facilities**

Chair(s)
Kristy Nelson
Carol Whittaker

To encourage a supportive, comfortable, safe, accessible, equitable and inclusive campus to foster a sense of belonging for all.

- Comprehensive Wayfinding/Space Usage Analysis

**Policies and Process**

Chair(s)
Brandell Adams
Elena Lazzari

To identify and review policies and processes that may contain barriers to success both for students and employees from a completion, inclusion, belonging, and equity lens.

- Civic Engagement Waiver for Veteran Students

**Student Enrollment and Retention**

Chair(s)
Pam Livingston
Talma Miller

To collectively and collaboratively engage staff, faculty, students, and local communities by examining data related to student needs, best practices, and technology with an equity-based, student-centric focus on positively impacting recruitment and retention.

- Faculty Happy Hour / Meet & Greet in Founders Hall & Downtown Centers
- Reducing Programmatic Attrition
- Student Interest Engagement

**Academic and Unit Assessment**

Chair(s)
Lisa Lawrason

To use academic and non-academic assessment results to identify opportunity gaps in student success and provide guidance and recommendations to CIBE.

- Assessment Plan

**Curriculum**

**Chair(s)**
**JP Carroll**
**Lauren Smith**

**To review data and provide recommendations in order to remove barriers and create an innovative and BEDI centered curriculum.**

- **Review/Audit AGS degrees during the COVID timeframe**
- **Transfer Credits**

**Pedagogy**

**Chair(s)**
**Andrea Bair**

**To foster learning environments characterized by innovation, a sense of BEDI by exploring and encouraging pedagogical best practices that recognize and address differences amongst students.**

- **Pedagogy Action Plan**

**CIBE Leadership**

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## Resources

- **CIBE bylaws**
- **Definitions of BEDI**
- **List of liaisons**
- **Senate transition plan**
- **President's page**
- **Delta Dashboard**

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## Related forms

- **CIBE Suggestion form**
- **CIBE Subcommittee sign-up**

# Delta College

1961 Delta Road
University Center, MI 48710
989-686-9000

## SLAC: Quality Check for Assessment and Improvement of Student Learning

_____ CC   P   D        Date:_____

Reports submitted for years:_____

### Pre-meeting Assessment Planning documents meet Best Practices Criteria

| Most recent year: | No, Does not meet criteria Revision and resubmission needed | Yes, Fully meets criteria |
|---|---|---|
| Program Outcomes | | |
| Comments or Questions: | | |
| Curriculum Map (academic programs) | | |
| Comments or Questions: | | |
| Assessment Plan | | |
| Comments or Questions: | | |

### Pre-meeting Annual Assessment Report components meet Best Practices Criteria

| | Needs Revision and Resubmission | Meets Minimum Criteria, but Needs Improvement | Fully Meets Criteria |
|---|---|---|---|
| Program Outcome identified | | | |
| Comments or Questions: | | | |
| Standard identified -Logical match for Data Collection Tool. | | | |
| Comments or Questions: | | | |
| Method Comments (Details about the Method) -Describes Data Collection Tool used. -Effectively measures outcome identified. | | | |
| Comments or Questions: | | | |
| Result Indicated appropriately? | | | |
| Comments or Questions: | | | |
| Reporting of Data Collected -Reported clearly and logically. | | | |
| Comments or Questions: | | | |
| Analysis-What we Learned -Reported clearly and logically. -Addresses outcome identified. | | | |
| Comments or Questions: | | | |
| Use of data to improve student success -Reported clearly and logically. -Effectively reflect results of data and analysis. | | | |
| Comments or Questions: | | | |

## Meeting Discussion

| Topic | Notes |
|---|---|
| Please tell us about your (academic or co-curricular) program (or discipline). | |
| Please tell us your program (or disc.) assessment history.<br>  What has been assessed?<br>  What improvements have been made in previous cycles?<br>  What have been the result over time?<br>  What trends over time have been observed? | |
| What are current plans for improving student learning in your program or discipline? | |
| How are decisions made and information shared in your program (or discipline) as they relate to assessment and improving student learning? | |
| Are there any resource deficiencies affecting student learning in your area? | |
| Are there any college policies negatively affecting student learning and/or completion in your program or discipline? | |
| Do you have questions for us, or need any support from this group to help with assessing and improving student learning? | |

## Post-discussion Analysis

| General/Overall Rating for Assessment Report: | | | |
|---|---|---|---|
| Initial | Emerging | Developed | Highly Developed |
| Assessment cycle incomplete or poor quality. May lack understanding of assessment objectives and procedures. | Assessment cycle complete with some quality steps. Some improvement may be needed. Appears to understand assessment objectives and procedures. | Complete assessment cycle with all steps completed with high quality with at least one assessment tool at the program/discipline level. Use of findings is clear and logical. | Complete assessment cycle with all steps completed with high quality and the use of multiple measures (Triangulation) from multiple sources. Use of findings clearly led to student learning improvement over time with evidence that can be observed. |
| General/Overall Comments or Questions: | | | |

# The Annual Assessment Cycle

*Cycle applies to degree and certificate programs, top 30 courses, and co-curricular programs.

Complete OATS **ANNUAL ASSESSMENT REPORT**

Due the following September 30, 2024

Develop or Review **ASSESSMENT PLAN**

Fall Learning Days at start of current Academic Year (August 2023)

Implement Method of Assessment and **COLLECT DATA**

Fall and/or Winter Semesters (August 2023 – April 2024)

**ANALYZE DATA**

Prior to or during the following Fall Learning Days (May 2023 – August 2024)

Plan **ACTIONS TO IMPROVE STUDENT LEARNING**

Prior to or during the following Fall Learning Days (May 2023 – August 2024)

**Academic Year Timeline (by step)**:

Develop or Review ASSESSMENT PLAN for upcoming cycle -Prior to or during Fall Learning Days

Implement Method of Assessment and COLLECT DATA -During Fall and/or Winter Semester(s)

ANALYZE DATA – Prior to or during Fall Learning Days the following August

Plan ACTIONS TO IMPROVEME STUDENT LEARNING - Prior to or during Fall Learning Days the following August

Complete **ANNUAL ASSESSMENT REPORT  and Submit by September 30.**

# <u>Charge to the Student Learning Assessment Committee (SLAC)</u>
## Updated May 10, 2023

**Rationale:** Faculty members are responsible for assessing and improving student learning in academic career programs, the general education program and disciplines. Faculty and Instructional Staff are responsible for assessing and improving student learning in co-curricular programs. The SLAC is charged by the Vice President of Instruction and Learning Services with comprehensively overseeing student learning assessment and improvement at Delta College. The SLAC will provide input on the quality of assessment work and make recommendations to improve student learning at Delta College.

## SLAC Membership

1. The Coordinator of Program Assessment (Chair of the Student Learning Assessment Committee) (Faculty only)
2. A <u>minimum</u> of seven faculty members with
   a. one faculty member providing representation from each of the five divisions
   b. a second faculty representative from the Health and Wellness Division and the Business and Technology Division
3. Faculty member to serve as liaison with the General Education Curriculum Assessment Committee (GECAC)
4. One Associate Dean representative
5. Two co-curricular instructional staff members
   a. one from an academic co-curricular program
   b. one from a non-academic co-curricular program
6. An appropriate Dean or Deans– Ex Officio Member(s)
7. The Director of Institutional Research – Ex Officio Member
8. One representative from Counseling – Ex Officio Member
9. Immediate Past SLAC Chair (as needed) – Ex Officio Member

## SLAC responsibilities:

1. The SLAC will formally meet monthly (September through April) to review assessment reports.
2. SLAC members serve as a resource team to provide student learning outcome assessment facilitators with guidance to complete annual assessment planning, implementation, subsequent actions to improve student learning, and reporting.
3. Regularly review a sample of student learning outcome documents to generate, update and document activities in Delta College's Outcome Assessment Tracking System (OATS). This includes Program Learning Outcomes (PLO), General Education Learning Outcomes (GELO) which is the responsibility of the General Education Curriculum Assessment Committee (GECAC), Co-Curricular Learning Outcomes (CCLO) and Course Learning Outcomes (CLO) assessment activities.
4. Coordinate with GECAC regarding Delta College's General Education model and assessment projects.
5. Review Delta College's Institutional Student Learning Outcomes model and its impact on student learning outcome assessments.
6. Provide input to inform Delta College's strategic planning, policies, and use of resources.
7. Observe and report assessment trends and issues.
8. Maintain published materials relevant to SLAC.
9. Monitor and coordinate with Associate Deans and Deans the program student learning assessment and improvement participation by appropriate faculty and instructional staff.
10. Provide reports and assistance as required in Accreditation Activities, in Program Review, and for Advisory Committees.

Last Revised 5/10/23– SLAC Chair-TC, VPLS approved-RC

## SLAC's Members responsibilities:

1. All Members of SLAC are representatives and campus leaders in assessment.  As a representative, each SLAC member has the responsibility to
   a. Commit to 3 years of service (faculty), 1 year of service (co-curricular), and additional years of service as mutually desired.
   b. Provide at least one semester notice when planning to transition off the committee to the SLAC Chair and their Associate Dean or Dean.
   c. Coordinate with their Associate Dean or Dean and the SLAC Chair to identify the division or unit replacement member.
   d. Attend monthly meetings as scheduled and participate in reviewing student learning program, discipline, and co-curricular assessment reports.
   e. Serve as a mentor providing resources, support, and encouragement to members of their division or unit as they plan and implement assessment activities in their programs and disciplines.
   f. Serve as a liaison and share information between the SLAC and their division or department.
   g. Work with the division Associate Dean to inform and encourage assessment activities as needed.
2. The Coordinator of Program Assessment duties include
   a. Chair SLAC.
   b. Serve a term of 3 years (may include one semester as Co-Chair prior to becoming Chair).  Renewal may be available for a second term as mutually desired.
   c. Serve as the past-Chair for a term of one semester after the Chair term is completed (as mutually desired).
   d. Perform all responsibilities of a committee member.
   e. Review and provide feedback regarding curriculum actions through the curriculum process.
   f. Meet regularly with deans and other assessment leadership.
   g. Coordinate with GECAC for assessment activities in General Education as needed.
   h. Communicate information discovered through SLAC activities to inform strategic planning, the budget process, and the program review process.

# Succession Plan for SLAC Chair

The SLAC Chair is an important position to the student learning assessment and improvement process at Delta College. Therefore, at least two years (but can be sooner) before the current chair finishes their final term, the next chair, a faculty member should be identified from the current membership to begin the preparation and training for the next leadership transition. The SLAC Chair with the appropriate Dean or Vice President of Instruction and  Learning Services will coordinate the identification and approval of the next SLAC Chair.

The Committee will be notified of the process. Nominations and recruitment may be made by a SLAC Committee member, the current Chair, and/or appropriate Dean or Vice President. Candidates will be considered by the current SLAC Chair and/or appropriate dean(s). When a candidate has been considered and approved, the candidate will be presented to the SLAC membership, where support and/or concerns can be expressed. Support and/or concerns by SLAC membership will be forwarded to the Vice President of Instruction and Learning Services for consideration and final approval.  Either the SLAC membership (through a majority vote) or the Vice President can deny the approval.

The transition will take place over one academic semester. The incoming Chair will serve as Co-Chair of the SLAC during the final semester of the current Chair's term. Minimal release time may be offered to the Co-Chair as he/she is expected to begin taking on responsibilities during this semester. A mentoring relationship is expected from the current Chair to help prepare the Co-Chair to take over the Chair position the following semester. When the Co-Chair begins their term as Chair, the out-going Chair will continue to serve on the committee as Past Chair to mentor as needed for up to one additional semester. Minimal release time may be offered to the Past Chair as he/she may retain responsibilities in this transition semester.

# Accounting Program Assessment Story

## 2005-2023

### The Program:

- o ABS – Associates in Business Studies
  - Currently 3 Tracks
    - o Occupational
    - o Financial – 3+1 Northwood University
    - o Managerial – 3+1 Davenport University
- o ACC 211 – Principles of Financial Accounting & ACC 212 - Principles of Managerial Accounting
  - In most Business Programs
  - In most 2+2 Programs

### Accounting Program Pathways:

| Delta # | Delta Courses | |
|---|---|---|
| | **General Education Core** | |
| COM112 | Fundamentals of Oral Communication | 3 |
| ECN221 | Macro Economics | 4 |
| ENG111 | College Comp 1 | 3 |
| LW | Wellness Requirement | 2 |
| OAT151 | Business Communications | 3 |
| PHL203 or PHL213 | Business Ethics *or Introduction to Ethics* | 3 |
| POL | Any Political Science | 3 |
| | | |
| | **Accounting Core** | **21** |
| | | |
| ACC211 | Principles of Finacial Acct. | 4 |
| ACC212 | Principles of Managerial Acct. | 4 |
| ACC214 | Computerized Acct | 3 |
| ACC227 | Intermediate Acct. I | 4 |
| ACC233 | Managerial Cost Accounting | 3 |
| ACC285 | Prof. Acct. Careers | 2 |
| CST133 or CST134 | Computer Concepts or *MicroComputers in Business* | 3 |
| CST155 | MS Excel | 3 |
| | **Total Accounting Core** | **26** |
| | **Total Accounting Degree Core** | **47** |

| Focus Areas | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Track 3- Managerial Accounting** | | | **Track 2- Financial Accounting** | | | **Track 1- Operational Accounting** | | |
| ENG112 | College Comp 2 | 3 | ENG112 | College Comp 2 | 3 | ENG112 or ENG113 or OAT152 | College Comp 2 Technical Writing Buainess Communications 2 | 3 |
| | | | ACC215 | Federal Taxation | 3 | | | |
| | | | ACC228 | Intermediate Acct. II | 4 | | | |
| | | | | | | ACC229 | Practical Intermediate Accounting | 2 |
| | | | | | | ACC230 | Operational Business Taxes | 2 |
| ACC235 | Financial Management | 3 | | | | ACC235 | Financial Management | 3 |
| CST147 | *Electronic Media* | 2 | | | | | | |
| | | | | | | MGT110 | Business Math | 3 |
| | | | MGT153W | Introduction to Business | 3 | MGT153W | Introduction to Business | 3 |
| MGT243 | Principles of Marketing | 3 | | | | | | |
| MGT245 | Principles of Mgmt. | 3 | | | | | | |
| | | | MGT251 | Business Law I | 3 | | | |
| MTH119W or MTH120 | Intermediate Algebra (Dav) or Finite Math (Ferris) | 4 | MTH119 W | Intermediate Algebra | 4 | | | |
| | Business Electives | 2 | | | | | Business Electives | 4 |
| | | | | | | | | |
| | **Total Focus Area** | **20** | | | **20** | | | **20** |
| **ABS Degree Total** | | **67** | | | **67** | | | **67** |

## Accounting Program Outcomes & Curriculum Map:

| PROGRAM CURRICULUM MAP | Program: ACC-Accounting | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| I = Introduced | | | | | | | | | | |
| P = Practiced with Feedback | Courses: | | | | | | | | | |
| M = Demonstrated at the Mastery Level | ACC | ACC | ACC | ACC | ACC | ACC | ACC | ACC | ACC | ACC |
| Appropriate for Graduation | 111 | 211 | 212 | 214 | 215 | 227 | 228 | 233 | 235 | 285 |
| **Program Learning Outcomes:** | | | | | | | | | | |
| 1 Demonstrate an ability to process transactions in a paper or electronic accounting information system resulting in preparation of financial statements. | I,P | I,P | P | P | | P,M | P | | | |
| 2 Use basic accounting concepts and terminology. | I,P | I,P | P | P | P,M | P,M | P,M | P,M | P,M | M |
| 3 Apply financial decision-making tools to various business problems or situations. | | I,P | P | | P,M | P | P | P,M | P,M | M |
| 4 Interpret Annual Report content. | | I | | | P,M | P,M | | | | M |
| 5 Demonstrate competency in professional skill sets that meet or exceed current industry-recognized standards. | | I | I | P | P | P,M | P | P,M | P | M |

## Accounting Program Assessment Plan, to date:

| PROGRAM ASSESSMENT PLAN | Program: | ACC-Accounting | | | |
|---|---|---|---|---|---|
| **Program Learning Outcomes:** | When to Assess | What Direct and Indirect Evidence to Collect | Who Will Collect the Evidence | How Evidence will be Assessed | How Decisions will be Made |
| 1 Demonstrate an ability to process transactions in a paper or electronic accounting information system resulting in preparation of financial statements. | 2022-23 | Direct- Acctg Cycle Project | ACC 227-Intermediate 1 | Reviewed by Acctg Disc Faculty | Acctg Disc Meetings |
| 2 Use basic accounting concepts and terminology. | 2017-18 | Direct- Basic Exam | ACC 285-Capstone | Reviewed by Acctg Disc Faculty | Acctg Disc Meetings |
| 3 Apply financial decision-making tools to various business problems or situations. | 2019-20 | Direct - Simulation Results and Analysis | ACC 285 - Capstone | Reviewed by Acctg Disc Faculty | Acctg Disc Meetings |
| 4 Interpret Annual Report content. | 2020-21 | Direct - Annual Report Essay Exam | ACC 227 & 228-Intermediate 1&2 | Reviewed by Acctg Disc Faculty | Acctg Disc Meetings |
| 5 Demonstrate competency in professional skill sets that meet or exceed current industry-recognized standards. -External Measures used. | 2021-22 | Acctg Careers & CPA Exam Projects / CMA Careers Project | ACC 227 /ACC 233 Intermediate 1 & Cost | Reviewed by Acctg Disc Faculty | Acctg Disc Meetings |

## Outcome 1: Demonstrate an ability to process transactions in a paper or electronic accounting information system resulting in preparation of financial statements.

ACC 285-Accounting Capstone Course & ACC 227W – Intermediate Accounting I

- 2011-12:  Capstone Cycle Project, exceeded standard.  Students are doing well with procedures in our program but may need more understanding of the concepts.  Will collect data in ACC 227 & 228 going forward.
- 2011 – 17: Accounting Cycle Project (ACC227W), exceeded standard of 73%. Students are meeting the standard at an average of 85.3 – 89.2% for all semesters. Students seem to struggle more with the steps leading to the financial statements than the financial statements themselves. As students proceed through the Intermediate series classes, they begin to connect the conceptual with the technical aspects, which helps them understand the basic accounting steps in the cycle.

**Result and Action:** Seeing that even though our standard is met if there is a weakness it is with the steps in the cycle. Therefore, in ACC 211 and ACC 227 that instruct this material, students will be provided more practice in the accounting cycle steps.

## Outcome 2: Use basic accounting concepts and terminology.

- ACC 211-Principles of Financial Accounting
    - 2005-06: Financial Statement Quiz, ACC211, poor results & completion rate, revised the tool
    - 2007-08: Revised Financial Statement Quiz, ACC 211, exceeded standard
    - 2008-09: Common Final Exam, ACC 211, did not meet standard, Ave score for year 73.7%, two questions with low scores were identified and addressed with adjusted wording, developed guidelines for consistency in exam administration, and to inclusion of topics and methods across sections.
    - 2009-10: ACC211 Common Final Exam, did not meet standard. Worked to improve weak areas on online and blended course and adjusted two questions.
- ACC 285-Accounting Capstone Course:
    - 2010-11: Program Exit Exam in Capstone course, did not meet standard, we will continue to work on this goal.
    - 2011-12: Capstone Course Program Exit Exam, did not meet standard. Made comparison to prior year and found no distinct patterns. Will continue to consider implications and nature of exam.

### Accounting Program Exit Exam

| % Earned | 12-13 #Students | %Students | %Students Above 70% | 13-14 #Students | %Students | %Students Above 70% | 14-15 #Students | %Students | %Students Above 70% | 15-16 #Students | %Students | %Students Above 70% | 16-17 #Students | %Students | %Students Above 70% |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 90-100 | 8 | 22% | | 4 | 25% | | 19 | 56% | | 9 | 39% | | 20 | 51% | |
| 80-89 | 8 | 22% | | 4 | 25% | | 10 | 29% | | 6 | 26% | | 11 | 28% | |
| 70-79 | 8 | 22% | 67% | 3 | 19% | 69% | 4 | 12% | 97% | 6 | 26% | 91% | 3 | 8% | 87% |
| 60-69 | 10 | 28% | | 3 | 19% | | 1 | 3% | | 2 | 9% | | 4 | 10% | |
| Below 60 | 2 | 6% | | 2 | 13% | | 0 | 0% | | 0 | 0% | | 1 | 3% | |
| Total Students | 36 | | | 16 | | | 34 | | | 23 | | | 39 | | |
| Average Score | | | | | | | | | | | | 84% | | | 86% |

**Concepts Exit Exam results**, notes:

-The Exit Exam was given in the Capstone Course, not where the material is taught. Students have no study sheet or direct instruction in that class for this material.

-The format of the exam started as essay questions, and the scoring was very difficult. Results were poor, at least partly because there is limited opportunity for students to answer essay (open ended) type questions throughout the program. Various pedagogies were adjusted to emphasize concepts and terminology throughout our program classes. New assignments were included in ACC 211, 212, 227, 228 and 233 classes. Adjunct instructors were brought on board for consistency.

-In ACC 285 we changed the exam to an objective format for the 2014-15 year and after. The results improved significantly.

-Overall scores as well as individual questions (topic) performance is analyzed and used to evaluate our program. With the change in exam format and increased emphasis we have seen much better results.

## Outcome 3: Apply financial decision-making tools to various business problems or situations.

- 2007-08: Career & Certification Project, ACC 227W, 233 & 235, exceeded standard
- 2013-14: Capstone Decision Case

- o   94% of students scored 70% or higher, 82% scored 80% or higher.
- o   Case Results were positive, standard was met.
- • 2017-2019: Capstone Decision Case average student score 82.1%
  - o   96% of students scored 73% or higher, 76% scored 73% or higher, 64% scored 80% or higher.

| 2013-14 | | | |
|---|---|---|---|
| Decision Case | | | |
| % Earned | # Students | % Students | %Students above 70% |
| 90-100 | 20 | 61% | |
| 80-89 | 7 | 21% | 82% |
| 70-79 | 4 | 12% | 94% |
| 60-69 | 1 | 3% | |
| Below 60 | 1 | 3% | |
| Total Students | 33 | | |

| 2017-19 | | | |
|---|---|---|---|
| Decision Case | | | |
| % Earned | # Students | % Students | %Students above 70% |
| 90-100 | 23 | 33% | |
| 80-89 | 22 | 31% | 64% |
| 73-79 | 8 | 11% | 76% |
| 70-73 | 14 | 20% | 96% |
| 60-69 | 3 | 4% | |
| Below 60 | 0 | 0% | |
| Total Students | 70 | | |

- • 2019-2021: Capstone Decision Simulation-Average student score was 84% and 95% of students scored 73%, a C or better.  This exceeds our standard of 90% of students will score a transferable C grade or better.

| 2019-21 | Decision Making Simulation Results GoVenture CEO | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | FA '19 | | WN '20 | | FA '20 | | WN '21 | | 2-year totals | | |
| Number of Students | 2 | | 19 | | 5 | | 16 | | 42 | | |
| Ave Score | 79% | | 84% | | 86% | | 83% | | 84% | | |
| Max Score | 80% | | 94% | | 92% | | 95% | | 95% | | |
| Min Score | 78% | | 69% | | 74% | | 62% | | 62% | | |
| Number of Students Earning: | | | | | | | | | | | |
| 90-100% | 0 | | 4 | 21% | 2 | 40% | 3 | 19% | 9 | 21% | |
| 80-89% | 1 | 50% | 12 | 63% | 2 | 40% | 7 | 44% | 22 | 52% | 95% |
| 73-79% | 1 | 50% | 2 | 11% | 1 | 20% | 5 | 31% | 9 | 21% | |
| below 73% | 0 | | 1 | 5% | 0 | 0% | 1 | 6% | 2 | 5% | |
| | 2 | 100% | 19 | 100% | 5 | 100% | 16 | 100% | 42 | 100% | |

**Results:** Since 2007 students scores have exceeded our standard of 90% of students obtaining a C (transferable) grade or higher while using multiple assessment tools to assess this outcome. The Accounting Discipline faculty feel this is a very important outcome for our program and are very happy that the results are positive.  Changes are not needed in our program regarding this outcome.

## Outcome 4: Interpret Annual Report content.

ACC 227W & ACC 228W – Intermediate Accounting I & 2

- 2015 – 2017: Annual Report Project, this project is completed over the Intermediate series. The purpose for the project is to provide opportunity for students to practice interpreting information in the annual report.
- Although points are given, this project is essentially a pass/fail project, with feedback provided that will guide students into exploring other possible results/outcomes/interpretations of the information and data. Interpretation of financial data can be subjective, and students can often be off the mark in their interpretations due the need for further experience in the profession.
- The standard of 73% was exceed in all semesters. The average pass/fail rate was between 79% - 87%. When eliminating students who did not make attempts at parts the pass/fail rate improves to 88%.

**Results and Actions:** Results have exceeded standard. We will <u>continue to monitor but no action is needed regarding this outcome at this time.</u>

## Outcome 5: Demonstrate competency in professional skill sets that meet or exceed current industry-recognized standards.

ACC 285-Capstone Career Portfolio:

- 2008-09:  Capstone Portfolio, all student successfully completed career portfolios in ACC 285
- 2009-10: ACC 285 Career Portfolios.  Exceeded standard, no action.
- 2010-11:  ACC 285 Career Portfolios.  Exceeded standard, no action.
- 2011-12: ACC 285 Career Portfolios.  Exceeded standard, no action.
- 2012-13, 13-14, 14-15:

Accounting Program Career Portfolio

| 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| % Earned | #Stud | %Stud | %Students Above 70% | #Stud | %Studs | %Students Above 70% | | #Stud | %Stud | %Students Above 70% | |
| 90-100 | 30 | 83% | | 27 | 90% | | | 29 | 85% | | |
| 80-89 | 3 | 8% | | 2 | 7% | | | 1 | 3% | | |
| 70-79 | 2 | 6% | 97% | 1 | 3% | 100% | | 4 | 12% | 100% | |
| 60-69 | 1 | 3% | | 0 | 0% | | | 0 | 0% | | |
| Below 60 | 0 | 0% | | 0 | 0% | | | 0 | 0% | | |
| Total Students | 36 | | | 30 | | | | 34 | | | |

**Result and Actions**:  We see consistency in our results over time.  <u>No changes are needed</u>.

ACC 285-Capstone Student Demographic Survey:

o   2007-08:  Demographic **Survey** of all students in **ACC first year courses**, Business & Accounting majors, 92% plan transfer to 4yr schools, 60% of those to NWU

o   2009-10: **Survey ACC111 students** to determine who and why taking course.  Resulted in new course ACC 121 to replace and meet needs of students per their programs.

o   2012 to 2019:  Demographic **Survey** of all students in **ACC285**, Capstone Course.

- Information helps us know our students and to develop appropriate curriculum, pedagogy, transfer articulations, and other opportunities for students.

| Accounting Program Exit Survey-most significant results | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **F12-W15** | | | **F15-W17** | | | **F17-S19** | | |
| | # | % | 85 | # | % | 59 | # | % | 60 |
| Students that plan to continue education beyond ABS | 66 | 78% | | 52 | 88% | | 54 | 90% | |
| Students transferring to NWU | 61 | 72% | | 49 | 83% | | 52 | 87% | |
| | | | | | | | | | |
| Students interest in area of accounting work: | | | | | | | | | |
| Governmental | 0 | 0% | | 5 | 8% | | 0 | 0% | |
| Tax | 7 | 8% | | 10 | 17% | | 7 | 12% | |
| Management/Cost Accounting | 49 | 58% | | 20 | 34% | | 41 | 68% | |
| Audit-public | 4 | 5% | | 11 | 19% | | 12 | 20% | |
| Other Accounting | 13 | 15% | | 10 | 17% | | 5 | 8% | |
| Other NON Accounting | 7 | 8% | | 6 | 10% | | 7 | 12% | |
| | | | | | | | | | |
| Students interested in certifications: | | | | | | | | | |
| Certified Public Accountant | 23 | 27% | | 34 | 58% | | 20 | 33% | |
| Certified Management Accountant | 30 | 35% | | 18 | 31% | | 28 | 47% | |
| Other certification | 26 | 31% | | 6 | 10% | | 12 | 20% | |
| | | | | | | | | | |
| Students feeling at least "Somewhat Prepared" for their future upon completion of Accounting Program: | 77 | 91% | | 53 | 90% | | 54 | 90% | |

**Takeaway**: What we see anecdotally is confirmed with data. A large majority of our students are seeking education and careers beyond the associates degree and our program focus should prepare them for such. We currently have two transfer tracks in our program and teach our courses at a level that meets transfer institutions' expectations. Our largest transfer partner is Northwood University so working closely with their 3+1 program is critical for our students' success. We will continue to include a NWU faculty member on our Advisory Committee and to serve on their Advisory Board.

**NWU (transfer) Feedback/Results and Actions**:

- 2007-08:  Focus Group conducted of 3+1 NWU graduates, good feedback and details that we shared with NWU accounting faculty, developed capstone course ACC 285.
- 2008-09:  Discussion with NWU Accounting Faculty Chair, our students are prepared for accounting classes when transferring in, exceeded standard.
- 2008-09:  Graduate Surveys, standard not met, 50% of student completing first year accounting sequence transfer and earn a bachelor's degree, will look for more controllable statistics in future assessment.
- 2009-10: NWU 3+1 transfer students over a three-year period (2007-2009) earned higher GPA in their fourth year than NWU native students.  Positive results, no action.

- 2010-11:  Informal discussion with NWU faculty and area professional, Delta students need to complete internships.  <u>We will emphasize internships to our students and include it in our program's curriculum as an alternative.</u>

Business Critical Thinking Skills Test (BCTST):
ACC 227W – Intermediate Accounting I & ACC 285 – Accounting Careers Capstone

- o Fall 2012 – Fall 2017, BCTST, this external assessment was taken by students first in the Intermediate Accounting I class. Students were provided with results and participated in a discussion on the importance of critical thinking in the accounting profession. The standard was an Overall mean score of 25.5. This score was not met.
- o The faculty in these courses had a difficult time helping students understand how to use the information and to take the assessment seriously. This was reflected in the short time a small number of students took to complete the 55-minute assessment. Additionally, a small number of students did not take the assessment.
- o The assessment was discontinued in winter of 2018 due to the issues discussed above.

## Overall

The Reasoning Skills Overall score describes overall strength in using reasoning to form reflective judgments about what to believe or what to do. High Overall scores are attained by test takers who excel in the sustained, focused, and integrated application of core thinking skills measured on this test, including analysis, interpretation, inference, evaluation, explanation, induction, and deduction. The Overall score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.

| Semester | N | Mean | Median | SD | SE Mean | Min | Max | Q1 | Q3 |
|---|---|---|---|---|---|---|---|---|---|
| FA17 | 19 | 20 | 20 | 5.3 | 1.2 | 10 | 29 | 16 | 26 |
| WN17 | 29 | 20 | 20 | 5.4 | 1 | 7 | 29 | 18 | 25 |
| FA16 | 47 | 19.3 | 20 | 4.8 | 0.7 | 10 | 27 | 16 | 24 |
| WN16 | 15 | 19.1 | 20 | 4.9 | 1.3 | 12 | 26 | 15 | 23 |
| FA15 | 17 | 20.1 | 19 | 5.7 | 1.4 | 9 | 30 | 16 | 24 |
| FA15 b | 22 | 18.2 | 18 | 4.6 | 1 | 10 | 29 | 15 | 22 |
| WN15 | 21 | 20.2 | 21 | 4.8 | 1.1 | 10 | 27 | 19 | 24 |
| FA14 | 43 | 19 | 20 | 4.5 | 0.7 | 9 | 26 | 15 | 23 |
| WN14 | 18 | 21.4 | 22 | 6.1 | 1.4 | 9 | 30 | 16 | 27 |
| FA13 | 38 | 17.7 | 18 | 5.4 | 0.9 | 9 | 28 | 13 | 22 |
| WN13 | 17 | 21.2 | 21 | 3.7 | 0.9 | 16 | 27 | 18 | 25 |
| FA12 | 62 | 21 | 23 | 4.8 | 0.6 | 9 | 30 | 17 | 24 |

Winter 2014 – Fall 2017, BCTST, this external assessment was taken by students as a follow-up to the same assessment taken in ACC 227W. The standard percent of improvement, in the overall, induction

and deduction scores, the discipline was looking for in students taking the assessment in ACC 227W and then again in ACC 285 was 25% for each category. The discipline would expect that 73% of students, taking the assessment twice, would improve.

The category improvement was met.

| | |
|---|---|
| % of Total Number Improved Overall | 60.00% |
| % of Total Number Improved Induction | 46.25% |
| % of Total Number Improved Deduction | 58.75% |

60% of the students improved their score. The standard was not met.

As noted previously, <u>this assessment has been abandoned due to lack of actionable results</u>.

UPDATE AND REVISIONS

New Program Learning Outcomes, Assessment Map and Plan as of Fall 2023

| PROGRAM CURRICULUM MAP | | Academic Program: | Accounting | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I = Introduced | | | | | | | | | | | | | | | |
| P = Practiced with Feedback | | Courses: | | | | | | | | | | | | | |
| M = Demonstrated at the Mastery Level | | ACC | | | | | | | | | | | | | |
| Appropriate for Graduation | | 211 | 212 | 214 | 215 | 219 | 220 | 227 | 228 | 229 | 230 | 233 | 235 | 286 |
| **Program Learning Outcomes:** | | | | | | | | | | | | | | |
| 1 | Present accounting information appropriately. | I | I | P | | P | P | M | P | P | P | P | P | |
| 2 | Apply financial decision-making tools. | I | I | | P | P | P | P | P | P | P | M | M | M |
| 3 | Interpret accounting report content. | I | I | I | P | P | P | P | P | P | P | P | P | M |
| 4 | Analyze data from current technologies. | | | I,P | | I,P | M | | | | | | | |

| PROGRAM ASSESSMENT PLAN | | Program: | Accounting | | | | |
|---|---|---|---|---|---|---|---|
| | | When to Assess | What Direct and Indirect Evidence to Collect | Who Will Collect the Evidence | Please identify at least one ISLO that the evidence also assesses. | | |
| **Program Learning Outcomes:** | | | | | Apply Skills and Knowledge | Think Critically | Communicate Effectively | Act Responsibly |
| 1 | Present accounting information appropriately. | 2023-24 | Acctg Cycle Projec | ACC 227-Intermediate 1 | x | | | |
| 2 | Apply financial decision-making tools. | 2024-25 | Capstone Simulation | ACC 285-Capstone | x | x | | |
| 3 | Interpret accounting report content. | 2025-26 | Simulation Results and Analysis | ACC 285-Capstone | x | x | | |
| 4 | Analyze data from current technologies. | 2026-27 | Final Project | ACC 220-Data Analysis | x | x | | |

# SUMMARY CONCLUSION

- The Accounting Discipline is confident in our program due to the triangulation of results from multiple direct and indirect assessments over a sustained time-period. Most results are positive, and/or trending positively.

- We will continue our assessment activities annually to ensure a quality program for our students' success.

# LSP – Legal Support Professional Program Assessment Story

The Program:

ABS – Associates in Business Studies – Legal Support Professional – 2 Year Degree

LSP Pathways:

## Fall First Year:

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- LSP 110W - Legal Ethics and Responsibilities of the Legal Assistant **Credits:** 3
- LSP 115 - Principles of Substantive Law **Credits:** 3
- LW 221W - Fitness and Wellness **Credits:** 2
- Any 2 credit LW course,1 credit LW and LWA 1 credit course can be taken in place of LW 221W
- OAT 151 - Business Communication I **Credits:** 3
- OAT 171 - Document Processing: Beginning **Credits:** 3
  Total Semester Credits: 14

## Winter First Year:

---

- LSP 120 - Legal Research **Credits:** 2
- LSP 230 - Civil Litigation **Credits:** 3
- LSP 280W - Legal Writing **Credits:** 2
- MGT 251W - Business Law I **Credits:** 3
- OAT 152 - Business Communication II **Credits:** 3
- *ENG 111 and (ENG 112 or ENG 113) can be taken in place of OAT 152*
- OAT 172 - Document Processing: Intermediate **Credits:** 3
  Total Semester Credits: 16

## Fall Second Year:

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- *ELE — Elective Course* **Credits:** 6
  *CST 151, HSC 105, HSC 205W, LSP 150, LSP 210W, LSP 220, LSP 235, LSP 240, LSP 250, LSP 253, LSP 290, MGT 257W, OAT 273, PHL 205W,* or *PHL 210W*
- MGT 252 - Business Law II **Credits:** 3
- MGT 256 - Human Resources Management I **Credits:** 3
- POL 103W - American Politics **Credits:** 3

- *POL 105W*, *POL 212W*, *POL 215W*, *POL 220W*, *POL 221W*, *POL 223W*, *POL 225W*, *POL 228W*, *HIS 221W*, *HIS 222W*, or *HIS 237W can be taken in place of POL 103W*
  Total Semester Credits: 15

## Winter Second Year:

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- COM 112W - Public Speaking **Credits:** 3
- ELE – Elective Course **Credits:** 10
  *CST 151*, *HSC 105*, *HSC 205W*, LSP 150, LSP 210W, LSP 220, LSP 235, LSP 240, LSP 250, LSP 253, *LSP 290*, MGT 257W, OAT 273, PHL 205W, or PHL 210W
- LSP 260 - Legal Support Internship I **Credits:** 1
- PSY 101W - Psychology of Adjustment **Credits:** 3
  Total Semester Credits: 17

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Total Credits: 62

## LSP Program Outcomes:

| Program: | Legal Support Professional Program |
|---|---|

| Program Learning Outcomes: | |
|---|---|
| 1 | Compose effective communication clearly and concisely substantiated by appropriate research. |
| 2 | Justify legal decisions based on substantive or procedural knowledge of the law. |
| 3 | Construct applicable documents or pleadings using appropriate terminology. |
| 4 | Assess the legal or ethical implications of statutory or case law as it pertains to a variety of people. |
| 5 | Demonstrate appropriate use of technology. |
| 6 | Demonstrate competency in professional skills that meet or exceed current industry recognized standards. |

# LSP Program Curriculum Map:

| PROGRAM CURRICULUM MAP | Program: | Legal Support Professional Program | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I = Introduced | | | | | | | | | | | | | | | | | | |
| P = Practiced with Feedback | **Courses:** | | | | | | | | | | | | | | | | | |
| M = Demonstrated at the Mastery Level | LSP | LSP | LSP | LSP | LSP | LSP | LSP | LSP | LSP | LSP | LSP | LSP | LSP | LSP | LSP | LSP | MGT | MGT | MGT |
| Appropriate for Graduation | 110 | 115 | 120 | 150 | 210 | 220 | 230 | 235 | 240 | 245 | 250 | 253 | 260 | 261 | 262 | 280 | 251 | 252 | 256 |
| **Program Learning Outcomes:** | | | | | | | | | | | | | | | | | | | |
| 1 Compose effective communication clearly and concisely substantiated by appropriate research. | I, P | P | M | P | P | P | P | P | P | P | P | P | M | M | M | M | | | |
| 2 Justify legal decisions based on substantive or procedural knowledge of the law. | I, P | P | M | P | P | P | P | P | P | P | P | P | M | M | M | M | I | I | I |
| 3 Construct applicable documents or pleadings using appropriate terminology. | I, P | P | M | P | P | P | P | P | P | P | P | P | M | M | M | M | | | |
| 4 Assess the legal or ethical implications of statutory or case law as it pertains to a variety of people. | I, P | P | M | P | P | P | P | P | P | P | P | P | M | M | M | M | P | P | P |
| 5 Demonstrate appropriate use of technology. | I, P | P | M | P | P | P | P | P | P | P | P | P | M | M | M | M | P | P | P |
| 6 Demonstrate competency in professional skills that meet or exceed current industry recognized standards. | External/Indirect Measures | | | | | | | | | | | | | | | | | | |

## LSP Program Assessment Plan, going forward:

| PROGRAM ASSESSMENT PLAN | | Program: | Legal Support Professional Program | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| Program Learning Outcomes: | | When to Assess | What Direct and Indirect Evidence to Collect | Who Will Collect the Evidence | How Evidence will be Assessed | How Decisions will be Made |
| 1 | Compose effective communication clearly and concisely substantiated by appropriate research. | Ongoing | Direct in Case Studies and Projects in LSP Courses | Coordinator | Coordinator | Coordinator and Instructors |
| 2 | Justify legal decisions based on substantive or procedural knowledge of the law. | Ongoing | Direct in Case Studies and Projects in LSP Courses | Coordinator | Coordinator | Coordinator and Instructors |
| 3 | Construct applicable documents or pleadings using appropriate terminiology. | Ongoing | Direct in Case Studies and Projects in LSP Courses | Coordinator | Coordinator | Coordinator and Instructors |
| 4 | Assess the legal or ethical implications of statutory or case law as it pertains to a variety of people. | Ongoing | Direct in Case Studies and Projects in LSP Courses | Coordinator | Coordinator | Coordinator and Instructors |
| 5 | Demonstrate appropriate use of technology. | Ongoing | Direct in Case Studies and Projects in LSP Courses | Coordinator | Coordinator | Coordinator and Instructors |
| 6 | Demonstrate competency in professional skills that meet or exceed current industry recognized standards. | Ongoing | Direct in Case Studies and Projects in LSP Courses | Faculty, Adv. Board, Institutional Research | Coordinator | Coordinator and Instructors |

## History of the LSP Program and it's Assessment:

In the Fall of 2004 a new coordinator was hired to coordinate the Legal Support Professional Program. In the years prior, the LSP program was titled LAS – Legal Assistant Studies and had program outcomes which addressed the needs of a traditional paralegal.  Upon the hiring of a new coordinator, the reorganization of the advisory board, and the hiring of new adjunct instructors, the LAS program was redesigned to meet the needs of area employers. Significant changes took place incorporating OAT (office administrative) and CST (computer science) courses so that the new program created a hybrid between traditional paralegal and legal secretary skills.  Area employers indicated that they wanted graduates who had strong communication and office professional skills, which were skills they could not teach themselves.

The LAS/LSP program consisted of a laddered approach, offering students the option between two certificates and an associate's degree.  The first certificate was called the "Law Office Foundation" certificate and it required core courses designed to give students an introductory knowledge of a law office setting.  After completing the Foundation certificate, students could move to the "Law Office Specialist" certificate.  The specialist certificate consisted of the foundation certificate courses, as well as

the additional CST and OAT courses.  Ultimately if a student completed both certificates and the Delta College required General Education courses (Communication, Lifelong Wellness, Political Science and Psychology) they could obtain an Associate's Degree.

From the onset, the LAS/LSP program has presented challenges with regard to assessment because students do not follow a standard pathway.  Approximately 50% of the students enrolled are only taking courses to enhance a specific skill set, and have no intention on completing the certificates or the degree.  The other 50% consisted of a combination of students seeking only one or both certificates, with only a handful of students seeking all 3 (both certificates and the associate's degree).

Assessment done by the prior coordinator and encouraged by the advisory board continued from prior to 2004 to approximately 2010 with most assessment work being done in the LSP 280 Legal Research and Writing Course.  LSP 280 was the "Capstone" of the foundation certificate which was required of all graduates.  LSP 280 was designed with extensive case studies which could be utilized to assess all of the LAS/LSP program outcomes that used internal assessment methods.  While the language used in the different program outcomes has changed over the years, to reflect changes in the profession, or to utilize best practices in assessment, they have contained common themes.  The LAS/LSP program strives to provide students with the opportunity to demonstrate effective communication, assess legal and ethical implications, demonstrate their understanding of substantive/procedural law by preparing pleadings, as well as utilizing appropriate technology as it becomes available.

In October 2008 the advisory committee satisfied with the results of the prior years assessments, asked that an external survey and a student survey be done.  The previous student survey was done in 05/06, but only 4 responses were received.  The Office of Institutional Research was contacted to do a survey in academic year 2009/2010.  The student survey was completed in the Winter of 2010.  The results of the survey showed that the students were still split.  About 50% were at Delta in the LSP program to learn a particular skill set taking only a couple of classes, where the other 50% were planning to graduate from the program.  The results also showed that the students were split in the number of credits they take each semester with 50% only taking 1 course each semester.  Those students obviously take much longer than the established 2-year pathway to complete the degree.

Academic Year 2010/2011 - The survey results while small supported the anecdotal evidence that the coordinator had been receiving when talking with students, area employers, law firms and area courthouses.  In addition to the survey results, the coordinator had been hearing that the reading requirements were making the courses "difficult".

## State of Michigan – Perkins/Program of Study Project

2011/2012 – the LSP program was one of the programs selected by the State of Michigan to participate in their "Program of Study" work.  This work enabled the coordinator and an adjunct instructor to participate in regular meetings with Perkins individuals, staff from the State of Michigan, and other community college programs across the state to work on program development and assessment.  Significant work was done by the legal research adjunct instructor reviewing the reading levels of our textbooks in response to student comments from the prior year that the reading requirements in classes was "difficult".  This resulted in the change of some of the resources used in the LSP courses, however, the nature of law dictates difficult reading.  LSP textbooks are rated generally at grades 13/14 with some reaching higher levels of 15 or 16.  These reading levels, while difficult, are in line with other institutions.

2012/2013 – the LSP program was selected to continue the Program of Study work by receiving assistance for a "Year 2".  This year consisted of continued work evaluating course textbooks and resources, a new brochure was developed and used for advertising and the program outcomes were reviewed and updated.  Based on the student feedback, work in the Program of Study and advisory board input, we split up "Legal Research and Writing".  LSP 280 consisted of both legal research and legal writing.  The decision was made to move legal research to LSP 120, and keep legal writing at LSP 280 giving students the space to fully work on each focus.

## State Approval:

2013/2014 – We applied for state approval of the LSP program based on the work during the last two years doing a Program of Study.  That Program of Study work showed that the LSP program was "high skill", "high demand" and "high wages" putting it in a good position to be approved as a Perkins funded state program.  This year the English division reevaluated the reading/writing levels which were then modified in the LSP coursework.

2014/2015 – the coordinator created the LSP program maps and assessment plans under the direction of the committees at Delta College responsible for student learning and assessment.

**\*Of Note**:  We did not receive state approval.  Honestly, I cannot tell you why.   It is my understanding that receiving state approval results in increased Perkins funding, but not necessarily for my program directly – so I stopped asking to get my program approved.

## Legal Research and Writing:

Over the last 20 years several modifications were made to the "Capstone" LSP 280 Legal Research and Writing course.  In 2004 there were two classes – LSP 120 Legal Research and LSP 280 Legal Writing.  Those classes were merged into one – LSP 280 Legal Research and Writing because of concerns that the students were not seeing the connections between the research they needed to master, and required writings they would be preparing for a legal environment.  The combined class LSP 280 Legal Research and Writing lasted for several years but it became apparent that the workload was to demanding in one course.  In 2012/2013 the classes were split back up.  Each class consisted of 1.5 credits.  Over the years it started to become clear that 1.5 credits were not enough.  Students were completing work and dedicating time of at least 2 credits worth.  In 2021 curriculum changes were made to make LSP 120 a 2-credit course, and LSP 280 became a 2-credit course as well.  While students would successful meet the assessment standards, they would indicate to the instructors that they were investing much more time than they expected with a 1.5 credit course, and that was substantiated by the instructors and coordinator.

## New "Capstone":

With the expansion and redesign of the Internships, LSP 260, LSP 261 and LSP 262 are the new "Capstone" courses.  All students in the LSP program are required to take a minimum of the 1 credit LSP 260 class.  But are able to take the 2 credit or 3 credit classes (LSP 261 or LSP 262) if they want additional LSP elective credits.  While each student's internship experience is different, they do share common characteristics.  Their placement may be at area law firms, courthouses, nonprofit organizations, risk management offices, human resources departments, or even police agencies, etc.  The coordinator

works closely with students and area employers to find internship locations that can serve both parties. While the location may be different, the internships have served as an excellent vehicle for assessing the 6 program outcomes.

## Discussions during Covid:

During the pandemic, the coordinator stayed in communication with area employers, prior adjunct instructors and current instructors and students to discuss changes in the program.  There were concerns about internship placement, employment opportunities and industry changes due to Covid.

Not surprisingly area employers were very receptive to students completing internships remotely, which has opened up that opportunity for future students that did not exist before.  Discussions suggested removing ACC from the LSP program because area employers were not having LSP students do accounting.  Law firms in particular hire outside accounting services.  Discussions also suggested that we shift some CST classes to electives rather than required courses.  Students (especially with the remote work during Covid) have a different background in computers now and they should only take CST courses if they need that particular skill set.  Spreadsheets is not a function of a legal support professional and many law firms hire out IT services or have their own in-house IT departments.  ACC 211 was removed from the program, CST 151 was moved to an elective and LIB 195 (library research) was removed as it is no longer offered.

## SLAC Meeting October 2021/EDU 379:

The coordinator participated in EDU 379 Spring 2021. EDU 379 is Assessment for Programs and Disciplines. During that course, work was done to update the LSP program outcomes, curriculum map, and discuss best practices for assessment.  This work was further discussed in the SLAC (Student Learning Assessment Committee) meeting in October 2021.  The program outcomes were slightly modified to what you see above and the curriculum mapping was updated.  SLAC recommended that due to the small sample size that I have some years, I could combine years and report on my assessment later.  I have 6 program outcomes currently – so I could gather data for 6 years and report out at that point on all 6 program outcomes.

## EDU 298:

Also, in the Spring of 2021, the coordinator attended the EDU 298 Best Practices in Teaching Intensive and Accelerated Courses.  Many of the LSP courses run as accelerated courses because they are offered to students during spring or summer semesters.  (Fall and Winter consist of 16-week courses, but spring or summer are 8-week classes).  Moving forward some work and research will take place regarding offering all of the LSP courses in an accelerated format which might help students graduate closer to the 2-year map.  As stated above, some students only take 1 class per semester.  If the classes are accelerated, will they take more than 1 thereby moving up their potential graduation date?

## Program Review/PROE:

In Winter 2021 – the LSP program was selected to participate in the pilot program for the new program review process that Delta has established.  The PROE process is a holistic view of program effectiveness and progress, and is designed to help the school see where we should focus our energies.  The PROE process started with a pilot of several programs.  These programs (LSP included) received data and the

coordinators had specific questions to answer to help drive discussions about their programs and identify needs.  The program reviews were due February 28th, 2022, with a Cycle 1 "close-out" meeting help August 2022 with Dean Ed Suniga.  Following the program review meetings, coordinators received comments from anonymous reviewers.  These reviews provided further guidance and suggestions.  The final piece was a Program Improvement Plan which was due March 17th, 2023.  For LSP – I submitted a plan that included working toward research on how to increase the number of graduates.  As indicated throughout this assessment story, about 50% of my LSP students do not intend to graduate.  For my PROE, I would like to see if other institutions are also finding that, and if not, is it something that should be addressed here at Delta College.

**Outcome 1:  Compose effective communication clearly and concisely substantiated by appropriate research.**
LSP 280 Legal Research and Writing – LSP Capstone
2004/2005 – Capstone research project, standard met.  90% of the students receive 90% or better.
2005/2006 – Capstone research project, standard met.  90% of the students receive 90% or better.
2006/2007 - Capstone research project, standard met.  90% of the students receive 90% or better.
*It is important to note that the students in the LSP program are for the most part very self-driven and will not accept anything else than an A.  About 50% of the students each year are currently employed in area law firms, so they are already expected to be producing at top levels, and seem to put in more time and dedication than is typically shown in an undergraduate course.
2009/2010 – LSP 280 Capstone research project, standard met.  90% of the students receive 90% or better.

2011-2015 – All LSP courses evaluated during the Program of Studies/Year One and Two, the State Approval Process, the English Division reworking of reading and writing levels, and the creation of the Program Mapping and Curriculum Plans.  Students consistently perform very high – at the 90% level.  The only instances where that does not happen is if a student fails to finish the course.

2016/2017 – LSP 120 Legal Research.  Multiple research assignments completed by students.  Standard met.  90% of the students receive 90% or better.

2019/2020 – LSP Internship, standard met.  100% of the students receive 100%.  Continue to monitor, interview internship supervisors and students to consider any future changes.

**Outcome 2:  Justify legal decisions based on substantive or procedural knowledge of the law.**
LSP 280 Legal Research and Writing – LSP Capstone
2004/2005 – Capstone research project, standard met.  90% of the students receive 90% or better.
2005/2006 – Capstone research project, standard met.  90% of the students receive 90% or better.
2006/2007 - Capstone research project, standard met.  90% of the students receive 90% or better.

After three years of successful assessment, learning the process, making small adjustments, the coordinator narrowed the assessment for the 2007/2008 academic year.  4 courses were used to obtain a bigger sample size.

2007/2008 - LSP 250 Corporate Law, LSP 253 Bankruptcy Law, LSP 150 Real Estate Law and LSP 240 Domestic Relations – Different case Studies in all 4 elective courses show that 90% of the students are meeting the standard of 90% or better.

2008/2009 – LSP 280 Legal Research and Writing, standard met.  90% of the students receive 90% or better.

2011-2015 – All LSP courses evaluated during the Program of Studies/Year One and Two, the State Approval Process, the English Division reworking of reading and writing levels, and the creation of the Program Mapping and Curriculum Plans.  Students consistently perform very high – at the 90% level. The only instances where that does not happen is if a student fails to finish the course.

2016/2017 – LSP 120 Legal Research.  Multiple research assignments completed by students.  Standard met.  90% of the students receive 90% or better.

2018/2019 – LSP 150, LSP 210 Estates and Trusts, LSP 240 Domestic Relations and LSP 253.  Elective courses combined to compare a larger sample size.  Standard met.  90% of the students receive 90% or better.

2019/2020 – LSP Internship, standard met.  100% of the students receive 100%.  Continue to monitor, interview internship supervisors and students to consider any future changes.

**Outcome 3:  Construct applicable documents or pleadings using appropriate terminology.**
LSP 280 Legal Research and Writing – LSP Capstone
2004/2005 – Capstone research project, standard met.  90% of the students receive 90% or better.
2005/2006 – Capstone research project, standard met.  90% of the students receive 90% or better.
2006/2007 - Capstone research project, standard met.  90% of the students receive 90% or better.

2011-2015 – All LSP courses evaluated during the Program of Studies/Year One and Two, the State Approval Process, the English Division reworking of reading and writing levels, and the creation of the Program Mapping and Curriculum Plans.  Students consistently perform very high – at the 90% level. The only instances where that does not happen is if a student fails to finish the course.

2016/2017 – LSP 120 Legal Research.  Multiple research assignments completed by students.  Standard met.  90% of the students receive 90% or better.

2019/2020 – LSP Internship, standard met.  100% of the students receive 100%.  Continue to monitor, interview internship supervisors and students to consider any future changes.

**Outcome 4:  Assess the legal or ethical implications of statutory or case law as it pertains to a variety of people.**
LSP 280 Legal Research and Writing – LSP Capstone

2004/2005 – Capstone research project, standard met.  90% of the students receive 90% or better.
2005/2006 – Capstone research project, standard met.  90% of the students receive 90% or better.
2006/2007 - Capstone research project, standard met.  90% of the students receive 90% or better.

2007/2008 - LSP 250 Corporate Law, LSP 253 Bankruptcy Law, LSP 150 Real Estate Law and LSP 240 Domestic Relations – Different case Studies in all 4 elective courses show that 90% of the students are meeting the standard of 90% or better.

2008/2009 – LSP 280 Legal Research and Writing, standard met.  90% of the students receive 90% or better.

2011-2015 – All LSP courses evaluated during the Program of Studies/Year One and Two, the State Approval Process, the English Division reworking of reading and writing levels, and the creation of the Program Mapping and Curriculum Plans.  Students consistently perform very high – at the 90% level.  The only instances where that does not happen is if a student fails to finish the course.

2016/2017 – LSP 120 Legal Research.  Multiple research assignments completed by students.  Standard met.  80% of the students receive 80% or better.  **\*Standard was reduced this year based on feedback that the LSP program received during a SLAC meeting**.  The standard of 90% is extremely high compared to other disciplines.  This academic year we reduced the standard to 80%, but honestly it did not make a difference and we moved the standard back up the next year.

2017/2018 – LSP 115 Substantive Law, LSP 150 Real Estate Law, LSP 230 Civil Procedure, LSP 235 Criminal Law and LSP 280 Legal Writing.  Classes were combined to get a larger sample size, and the coordinator evaluated the class projects which consist mainly of written Memos designed for a particular audience.  Standard met.  90% of the students receive 90% or better.  **\*While the standard of 90% was met, it is important to note that 2 students were not successful in meeting the standard.  It would appear that life circumstances outside of the class were responsible for the unmet standard**.

2019/2020 – LSP Internship, standard met.  100% of the students receive 100%.  Continue to monitor, interview internship supervisors and students to consider any future changes.

**Outcome 5:  Demonstrate appropriate use of technology.**
LSP 280 Legal Research and Writing – LSP Capstone
2004/2005 – Capstone research project, standard met.  90% of the students receive 90% or better.
2005/2006 – Capstone research project, standard met.  90% of the students receive 90% or better.
2006/2007 - Capstone research project, standard met.  90% of the students receive 90% or better.

2011/2012 – MGT 251 Business Law Research Project, standard met.  90% of the LSP students receive 90% or better.

2011-2015 – All LSP courses evaluated during the Program of Studies/Year One and Two, the State Approval Process, the English Division reworking of reading and writing levels, and the creation of the

Program Mapping and Curriculum Plans.  Students consistently perform very high – at the 90% level.  The only instances where that does not happen is if a student fails to finish the course.

2016/2017 – LSP 120 Legal Research.  Multiple research assignments completed by students.  Standard met.  90% of the students receive 90% or better.

2019/2020 – LSP Internship, standard met.  100% of the students receive 100%.  Continue to monitor, interview internship supervisors and students to consider any future changes.

**Outcome 6:  Demonstrate competency in professional skills that meet or exceed current industry recognized standards.**

2004 – 2011 Any internships completed with external sites comes thru the office of the coordinator.  This may include a site visit, interviews with the student and site supervisor, along with the review of a submitted project paper.  From 2004 – 2011, students successfully met the standards required at their internships.  I would even go so far as to say that 100% receive 100%.   We are particularly mindful of the relationships and the LSP program has with area employers because they help drive our curriculum.  We are also mindful of their input with regard to assessment as they serve our students with internship locations, court watching opportunities, and employment positions.

2010/2011 – The LSP advisory board asked for an external survey by the Office of Institutional Research.  That survey was attempted but the response rate was unfortunately to low.   Individual advisory board members, the coordinator and adjunct instructors worked together during the academic year to rewrite the LSP program description, discuss pre-req reading levels of courses, and discuss changing the laddering of pre-reqs.  The coordinator worked with the office for Academic Career Education to create and redesign the Internships available to students.  This redesign was also based on student and area employer feedback to the coordinator that there should be coursework that would complement what the students were doing in the workforce.  The Internships became – LSP 260 a 1 credit internship, LSP 261 a 2-credit internship and LSP 262 a 2-credit internship.

2011-2015 – All LSP courses evaluated during the Program of Studies/Year One and Two, the State Approval Process, the English Division reworking of reading and writing levels, and the creation of the Program Mapping and Curriculum Plans.  Students consistently perform very high – at the 90% level.  The only instances where that does not happen is if a student fails to finish the course.

2016/2017 – LSP 120 Legal Research.  Multiple research assignments completed by students.  Standard met.  90% of the students receive 90% or better.

2019/2020 – LSP Internship, standard met.  100% of the students receive 100%.  Continue to monitor, interview internship supervisors and students to consider any future changes.

2020/2021 – LSP 120 & LSP 280.  Standard met.  90% of the students receive 90%.  *While students are successful in the courses, there is not enough credit hours and time committed to these classes.  LSP 120

& LSP 280 are both moving to 2.0 credits instead of the current 1.5.  Students who did not meet the standard, their performance is attributed to the lack of completion of assignments.

## MEDICAL OFFICE PROFESSIONS (MOP) – PROGRAM ASSESSMENT STORY

Program contains:

- Medical Administrative Assistant – Associate in Business Studies
- Health Insurance Coding and Claims Specialist – Advanced Certificate
- Medical Scribe - Advanced Certificate

### MOP Program Pathways

| Delta # | Core Courses | Credits |
|---------|--------------|---------|
| BIO101 | Introduction to Anatomy and Physiology | 4 |
| HSC105 | Medical Terminology | 2 |
| HSC205 | Legal Aspects of the Health Care System | 2 |
| HSC210 | Medical Office Pharmacology | 1 |
| OAT105 | Time Management | 1 |
| OAT116 | Intro to the Medical Office | 2 |
| OAT151 | Business Communication I | 3 |
| | **TOTAL CORE CREDITS** | **15** |

| | | |
|---|---|---|
| CST105 | Outlook | 1 |
| CST151 | Spreadsheet Fundamentals (Excel) | 2 |
| HSC140 | Basic Medical Emergencies | 2 |
| OAT152 | Business Communication II | 3 |
| OAT155 | Editing | 2 |
| OAT160 | Records Management | 3 |
| OAT171 | Document Processing: Beginning | 3 |
| OAT172 | Document Processing: Intermediate | 3 |
| OAT159 | Electronic Medical Records | 2 |
| OAT243 | Diagnostic Coding | 3 |
| OAT244 | Procedure Coding | 3 |
| OAT254 | Medical Insurance I | 3 |
| OAT255 | Medical Insurance II | 3 |
| OAT260 | Medical Transcription | 3 |
| OAT266 | Medical Office Practice | 4 |
| OAT273 | Document Processing: Advanced | 3 |
| LW--- | Lifelong Wellness Requirement | 2 |
| POL--- | Approved American Government | 3 |
| | | 48 |

**TOTAL CREDITS REQUIRED FOR ABS 63**

| | |
|---|---|
| OAT155 Editing | 2 |
| OAT171 Document Processing: Beginning | 3 |
| OAT172 Document Processing: Intermediate | 3 |
| OAT243 Diagnostic Coding | 3 |
| OAT244 Procedure Coding | 3 |
| OAT260 Medical Transcription | 3 |
| OAT159 Electronic Medical Records | 2 |
| | 19 |

**TOTAL CREDITS REQUIRED FOR SCRIBE ADVANCED CERTIFICATE 34**

| | |
|---|---|
| OAT171 Document Processing: Beginning | 3 |
| OAT243 Diagnostic Coding | 3 |
| OAT244 Procedure Coding | 3 |
| OAT254 Medical Insurance I | 3 |
| OAT255 Medical Insurance II | 3 |
| | 15 |

**TOTAL CREDITS REQUIRED FOR SCRIBE ADVANCED CERTIFICATE 30**

| PROGRAM CURRICULUM MAP | | Program: | | Medical Office Professions: Medical Administrative Assistant – Associate Degree | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I = Introduced | | | | | | | | | | | | | | | | | |
| P = Practiced with Feedback | | Courses: | | | | | | | | | | | | | | | |
| M = Demonstrated at the Mastery Level Appropriate for Graduation | | CST 105 | CST 151 | OAT 105 | OAT 116 | OAT 151 | OAT 152 | OAT 155 | OAT 160 | OAT 171 | OAT 172 | OAT 175 | OAT 243 | OAT 244 | OAT 254 | OAT 255 | OAT 260 | OAT 273 | OAT 266 |
| **Program Learning Outcomes:** | | | | | | | | | - | | - | | | - | | | | |
| 1 | Use current technology for medical office-related tasks | IPM | IPM | I | I | I | IP | P | IP | IP | IP | IP | | - | IP | P | IP | PM | PM |
| 2 | Use standard formatting models to create business documents | | | IP | IP | IP | IP | P | | IP | IP | - | | | IP | PM | IP | PM | PM |
| 3 | Use a variety of resources to accomplish work-related tasks | I | I | | I | IP | IP | PM | IP | IP | IP | IP | IP | IP | P | PM | IP | PM | PM |
| 4 | Apply the principles of edited standard written English to various forms of business communication | IP | | IP | | IP | PM | PM | | | IP | - | | - | - | - | IP | PM | PM |
| 5 | Demonstrate keyboarding skill that meets or exceeds current industry standards | | | | | | | | | IP | P | IP | | | | | IP | PM | PM |
| 6 | Complete health insurance claim forms using appropriate diagnostic and procedure codes that meet industry standards | | | | I | | | | | | | | I | I | IP | PM | | | PM |
| 7 | Demonstrate, through both internal and external measures, skill attainment and flow measures that meet or exceed current industry-recognized standards for the medical administrative assistant | | | | | | | P | IP | IP | P | IP | | | IP | PM | IP | PM | PM |

| PROGRAM ASSESSMENT PLAN | | Program: | **Medical Office Professions: Medical Administrative Assistant – Associate Degree** | | | |
|---|---|---|---|---|---|---|
| **Program Learning Outcomes:** | | When to Assess | What Direct and Indirect Evidence to Collect | Who Will Collect the Evidence | How Evidence will be Assessed | How Decisions will be Made |
| 1 | Use current technology for medical office-related tasks | **2017-2018** | Course-embedded medical office software project used in OAT 266 | OAT 266 faculty | Review of data by OAT faculty | Course & curriculum review as necessary |
| 2 | Use standard formatting models to create business documents | **2016-2017** | Collect average performance test scores from OAT 273 classes | OAT 273 faculty | Review of data by OAT faculty | Course & curriculum review as necessary |
| 3 | Use a variety of resources to accomplish work-related tasks | **2020-2021** | Project in OAT 266 requiring use of CPT and ICD-10 manuals | OAT 266 faculty | Review of data by OAT faculty | Course & curriculum review as necessary |
| 4 | Apply the principles of edited standard written English to various forms of business communication | **2019-2020** | Test or project TBD each semester | OAT 155 faculty | Review of data by OAT faculty | Course & curriculum review as necessary |
| 5 | Demonstrate keyboarding skill that meets or exceeds current industry standards. | **2018-2019** | Collect average 5-minute timing scores from OAT 273 classes | OAT 273 faculty | Review of data by OAT faculty | Course & curriculum review as necessary |
| 6 | Complete health insurance claim forms using appropriate diagnostic and procedure codes that meet industry standards | **2021-2022** | Ten payable items on BCBS and Medicare claims from OAT 255 | OAT 255 faculty | Review of data by OAT faculty | Course & curriculum review as necessary |
| 7 | Demonstrate competency in professional skills that meet or exceed current industry recognized standards for a medical administrative assistant | **Collect each year** | Student Perceptions Survey administered in OAT 273 | Results of survey to be compiled by OAT faculty member | Review of data by OAT faculty | Course & curriculum review as necessary |

<p style="text-align:center"><strong>Program Learning Outcomes:</strong></p>

<p style="text-align:center">#1 Use current technology for medical office-related tasks.<br>
OAT266 – Medical Office Practice (Capstone)<br>
Assessment Timeframe <strong>2017/2018</strong><br>
Next Assessment 2022/2023</p>

**Method:**
Student Perception Survey was administered with students being asked if they learned to use hardware and software typically found in a medical office. Students were also tested on their ability to collect patient data and enter it efficiently into practice management software, Medisoft.

**Results:**
At least 75 percent of the 15 students in the Medical Office Practice class (OAT266) were able to effectively utilize patient data and input into Medisoft; medical practice software.

**Action:**
Even though this standard was met; will continue to monitor students efficient use of technology throughout the MOP Program. MOP will be updating practice management software used in OAT266 to EHRGo which resembles EPIC (the most highly used EHR system in healthcare).

<p style="text-align:center">#1 Use current technology for medical office-related tasks.<br>
OAT266 – Medical Office Practice (Capstone)<br>
Assessment Timeframe <strong>2022/2023</strong><br>
Next Assessment 2027/2028</p>

**Method:**
Student Perception Survey was administered with students being asked if they learned to use hardware and software typically found in a medical office. Students were also tested on their ability to collect patient data and enter it efficiently into practice management software, Medisoft.

**Results:**
At least 75 percent of the 12 students in the Medical Office Practice class (OAT266) were able to effectively utilize patient data and input into EHRGo; medical practice software.

**Action:**

Even though this standard was met; will continue to monitor students efficient use of technology throughout the MOP Program. MOP has updated practice management software used in OAT266 to EHRGo which resembles EPIC (the most highly used EHR system in healthcare). This update has been well received by students surveyed.

---

#2 Use standard formatting models to create business documents.
OAT273 – Document Processing: Advanced
Assessment Timeframe **2016/2017**
Next Assessment 2021/2022

**Method:**
Four performance tests are given in OAT273 to measure the ability of students demonstrate keyboarding skills which meet or exceed current industry standards. Three of the test scores are averaged for grading. For assessment purposes, the average performance test score for each student was used.

**Results:**
At least 75 percent of students in the advanced document processing class (OAT273) will achieve an average keyboarding rate of at least 50 wpm with no more than 5 uncorrected errors when analyzing the average of their best three-5 minute timed writings taken within the semester.

**Action:**
Since this standard was met; will continue to monitor students and assess as no changes are needed at this time.

#2 Use standard formatting models to create business documents.
OAT273 – Document Processing: Advanced
Assessment Timeframe **2021/2022**
Next Assessment 2026/2027

**Method:**
Four online performance tests are given in OAT273 to measure the ability of students demonstrate keyboarding skills which meet or exceed current industry standards. Three of the test scores are averaged for grading. For assessment purposes, the average performance test score for each student was used. Class converted to online modality during pandemic and remains online due to overwhelming student requests.

**Results:**

At least 75 percent of the 12 MOP students in the advanced document processing class (OAT273) will achieve an average keyboarding rate of at least 50 wpm with no more than 5 uncorrected errors when analyzing the average of their best three-5 minute timed writings taken within the semester.

**Action:**
Since this standard was met; will continue to monitor students and assess as no changes are needed at this time.

---

#3 Use a variety of resources to accomplish work-related tasks.
OAT266 – Medical Office Practice (Capstone)
Assessment Timeframe **2020/2021**
Next Assessment 2025/2026

**Method:**
CMS claims coding project in OAT266 requiring students to use ICD-10, CPT, and HCPCS coding manuals to submit a clean and payable claim per healthcare insurance industry standards.

**Results:**
The assessment included all 12 students in OAT266. All students were able to meet or exceed this assessment.

**Action:**
Even though this standard was met; will continue to monitor students and update coding project yearly to reflect current healthcare trends.

---

#4 Apply the principles of edited standard written English to various forms of business communication.
OAT155 – Editing
Assessment Timeframe **2019/2020**
Next Assessment 2024/2025

**Method:**

Four performance tests are given in OAT155 to measure the ability of students to apply the principles of edited standard written English to various forms of business communications. Three of the test scores are averaged for grading. For assessment purposes, the average performance test score for each student was used.

**Results:**

The assessment included only Medical Office Professions students who passed OAT155 with the required "C" grade or better.

**Action:**

From the data collected, it can be concluded that MOP students are apply the principles of edited standard written English as they move through the Medical Administrative Assistant program. Will continue to monitor and assess this outcome as no changes are needed at this time.

---

#5 Demonstrate keyboarding skill that meets or exceeds current industry standards.
OAT273 – Document Processing: Advanced
Assessment Timeframe **2018/2019**
Next Assessment 2023/2024

**Method:**

Four performance tests are given in OAT273 to measure the ability of students demonstrate keyboarding skills which meet or exceed current industry standards. Three of the test scores are averaged for grading. For assessment purposes, the average performance test score for each student was used.

**Results:**

At least 75 percent of MOP students in the advanced document processing class (OAT273) achieved an average keyboarding rate of at least 50 wpm with no more than 5 uncorrected errors when analyzing the average of their best three-5 minute timed writings taken within the semester.

**Action:**

Even though this standard was met; will continue to monitor students keyboarding skill that meets or exceeds current industry standards. No changes needed at this time.

---

#6 Complete health insurance claim forms using appropriate diagnostic and procedure codes that meet industry standards.
OAT55 – Medical Insurance II

**Method:**

CMS claims coding project in OAT255 requiring students to use ICD-10, CPT, and HCPCS coding manuals to submit a clean and payable claim per healthcare insurance industry standards.

**Results:**

The assessment included all 12 students in OAT255. All students were able to meet or exceed this assessment.

**Action:**

Even though this standard was met; will continue to monitor students and update coding project to reflect current healthcare industry trends.

---

#7 Demonstrate competency in professional skills that meet or exceed current industry recognized standards
for a medical administrative assistant.
OAT266– Medical Office Practice
Assessment Timeframe Compiled Each Year
Next Assessment 2023/2024

**Method:**

Student Perception Survey was administered with students being asked if they felt they are able to demonstrate competency in professional skills that meet or exceed current industry recognized standards for a medical administrative assistant. Survey asks students what could be improved with program as well.

**Results:**

Student Perception Survey shows students feel they can demonstrate competency in professional skills that meet or exceed current industry.

**Action:**

Even though this standard was met; will continue to monitor and assess students each year for their consideration on program improvement.

---

**Program Assessment Summary:**

- The Medical Office Professions (MOP) Coordinator is confident in this program curriculum and the professional medical office skills which students are achieving.
- Will continue to monitor and assess annually to make curriculum updates which keep the program up to date with current healthcare industry standards.

**Office Professions Assessment Narrative**
**Administrative Assistant – Associate Degree**
**Program Code: ABS.10296**

<u>Part I: Required Coursework</u>

Fall First Year:
- ELE -  Any General Elective course Credits: 3
- OAT 105W - Time Management Credits: 1
- OAT 151 - Business Communication I Credits: 3
- OAT 160 - Records Management Credits: 3
- OAT 171 - Document Processing: Beginning Credits: 3
- OAT 175 - Electronic Calculation Credits: 2

Total Semester Credits: 15

Winter First Year:
- CST 105 - Outlook Credits: 1
- CST 147 - Electronic Media Communication Credits: 3
- CST 151 - Spreadsheet Fundamentals Credits: 2
  - CST 155 can be taken in place of CST 151
- LW 221W - Fitness and Wellness Credits: 2
- OAT 152 - Business Communication II Credits: 3
  - ENG 111 and (ENG 112 or ENG 113) can be taken in place of OAT 152
- OAT 172 - Document Processing: Intermediate Credits: 3
- PHL 203W - Business Ethics Credits: 3
  - PHL 210W can be taken in place of PHL 203W

Total Semester Credits: 17

Fall Second Year:
- ACC 110 - Introduction to QuickBooks Credits: 1
- ELE —  Any General Elective course Credits: 3
- MGT 153W - Introduction to Business Credits: 3
- OAT 155W - Editing Credits: 2
- OAT 240 - Creating and Managing the Virtual Office Credits: 3
- OAT 285W - Office Technology Credits: 3

Total Semester Credits: 15

Winter Second Year:
- ACC 121 - Accounting for Managers Credits: 3
  - ACC 211 can be taken in place of ACC 121
- MGT 245 - Principles of Management Credits: 3
- OAT 268 - Administrative Office Practices Credits: 3
- OAT 273 - Document Processing: Advanced Credits: 3
- POL 103W - American Politics Credits: 3
  - POL 105W, POL 212W, POL 215W, POL 220W, POL 221W, POL 223W, POL 225W, POL 228W, HIS 221W, HIS 222W, or HIS 237W can be taken in place of POL 103W

Total Semester Credits: 15
Total Credits: 62

## Part II: Program Learning Outcomes

| Program: | Office Professions: Administrative Assistant - Associate Degree |
|---|---|

| Program Learning Outcomes: | |
|---|---|
| 1 | Use current technology for office-related tasks |
| 2 | Use standard formatting models to create business documents |
| 3 | Apply the principles of edited standard written English to various forms of business communication |
| 4 | Demonstrate keyboarding skill that meets or exceeds current industry standards |
| 5 | Demonstrate competency in professional skills that meets or exceeds current industry-recognized standards for an administrative assistant |

## Part III: Curriculum Map

**PROGRAM CURRICULUM MAP**

Office Professions: Administrative Assistant - Associate Degree

I = Introduced
P = Practiced with Feedback
M = Demonstrated at the Mastery Level Appropriate for Graduation

| Program Learning Outcomes: | CST 105 | CST 151 | OAT 105 | OAT 151 | OAT 152 | OAT 155 | OAT 160 | OAT 171 | OAT 172 | OAT 175 | OAT 273 | OAT 285 | OAT 268 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 Use current technology for office-related tasks | IPM | IPM | I | I | IP | P | IP | IP | IP | IP | PM | IPM | PM |
| 2 Use standard formatting models to create business documents | | | IP | IP | IP | P | | IP | IP | | PM | PM | PM |
| 3 Apply the principles of edited standard written English to various forms of business communication | IP | | IP | IP | PM | PM | | I | IP | | PM | PM | PM |
| 4 Demonstrate keyboarding skill that meets or exceeds current industry standards | | | | | | | | IP | P | IP | PM | | PM |
| 5 Demonstrate competency in professional skills that meets or exceeds current industry-recognized standards for an administrative assistant | | | | | P | IP | IP | P | IP | PM | | PM |

## Part IV: Program Assessment Plan

**PROGRAM ASSESSMENT PLAN**

Office Professions: Administrative Assistant - Associate Degree

| Program Learning Outcomes: | When to Assess | What Direct and Indirect Evidence to Collect | Who Will Collect the Evidence | How Evidence will be Assessed | How Decisions will be Made |
|---|---|---|---|---|---|
| 1 Use current technology for office-related tasks | Yearly | Project - OAT 273 | Faculty teaching OAT 273 | Pass/fail rates | Course & curriculum review as necessary |
| 2 Use standard formatting models to create business documents | Yearly | Performance Test 1 and Performance Test 2 Scores - OAT 273 | Faculty teaching OAT 273 | Pass/fail rates | Course & curriculum review as necessary |
| 3 Apply the principles of edited standard written English to various forms of business communication | Yearly | Project - OAT 285 | Faculty teaching OAT 285 | Pass/fail rates | Course & curriculum review as necessary |
| 4 Demonstrate keyboarding skill that meets or exceeds current industry standards | Yearly | 5-Minute Timed Test Scores in OAT 273 | Faculty teaching OAT 273 | Exceeded/met/did not meet rates | Course & curriculum review as necessary |
| 5 Demonstrate competency in professional skills that meets or exceeds current industry-recognized standards for an administrative assistant | Yearly | Office Simulation 14 Scores in OAT 268 | Faculty teaching OAT 268 | Pass/fail rates | Course & curriculum review as necessary |

Part V: Assessment Data Collection, Results, and Analysis

The OAT faculty likes to use the same assessment process for an entire cycle of five years to determine trends or areas in need of improvement. Once a cycle is complete, it will be determined if a different assessment will be used for the next five-year cycle.

Outcome 1 (Use Current Technology for Office-Related Tasks)

**Data Collection**: Data was collected in OAT 273 – Assignment 8, which is assigned during the 10th week of the semester. Students are given the directive to collect data and then use software (Microsoft Word) to create a professional-looking chart to illustrate the data.

**Data Results**:

| Year Data Was Collected | Number of Students | Number of Students Who Scored a "C" or Higher | Percentage of Students Who Scored a "C" or Higher |
|---|---|---|---|
| 2018 | 27 | 25 | 93% |
| 2019 | 22 | 22 | 100% |
| 2020 | 21 | 20 | 95% |
| 2021 | 19 | 19 | 100% |
| 2022 | 24 | 24 | 100% |

**Data Analysis:** For years 2018-2022, students met or exceeded the standard of 75%. At an average 97% success rate on this particular assessment over the five years, it has been determined that students are doing well with using current technology for office-related tasks. Now that this cycle is complete, the OAT faculty is considering using a different assessment for the next five years to assess this particular outcome. This will help determine if students are just as successful in using a different type of current technology for office-related tasks.

Outcome 2 (Use Standard Formatting Models to Create Business Documents)

**Data Collection:** Data was collected in OAT 273 – Performance Test 1 and Performance Test 2, which are assigned during the 8th and 14th weeks of the semester. Students are tested on using a standard formatting model from a desktop reference guide to create business documents.

**Data Results:**

| Year Data Was Collected | Number of Students | Number of Students Who Scored a "C" or Higher on Performance Test 1 | Percentage of Students Who Scored a "C" or Higher on Performance Test 1 |
|---|---|---|---|
| 2018 | 27 | 26 | 96% |
| 2019 | 22 | 22 | 100% |
| 2020 | 21 | 20 | 95% |
| 2021 | 19 | 19 | 100% |
| 2022 | 24 | 24 | 100% |

| Year Data Was Collected | Number of Students | Number of Students Who Scored a "C" or Higher on Performance Test 2 | Percentage of Students Who Scored a "C" or Higher on Performance Test 2 |
|---|---|---|---|
| 2018 | 27 | 25 | 93% |
| 2019 | 22 | 22 | 100% |
| 2020 | 21 | 20 | 95% |
| 2021 | 19 | 19 | 100% |
| 2022 | 24 | 24 | 100% |

**Data Analysis:** For years 2018-2022, students met or exceeded the standard of 75%. At an average 98% success rate on Performance Test 1 and 97% on Performance Test 2 over the five years, it has been determined that students are doing well with using a standard formatting model from a desktop reference guide to create business documents. The OAT faculty was interested in if there would be a difference in scores from Performance Test 1, which is given at roughly midterm of the semester, and Performance Test 2, which is given at the end of the semester. There was only a 1% difference in reported scores. Students use a different desktop reference guide in OAT 155 (Editing), so the OAT faculty has considered using this course to assess Outcome 2 for the next cycle to determine if the results will vary. OAT 155 has been used in the past to assess this outcome.

Outcome 3 (Apply the Principles of Edited Standard Written English to Various Forms of Business Communication)

**Data Collection**: Data was collected in OAT 285 – Hot Technology Project, which is assigned during the 13th week of the semester. Students are given the directive to conduct research on the virtual assistant field and compose a professional business memorandum detailing their findings. Students format their memos based on a standard formatting model from a desktop reference guide.

**Data Results:**

| Year Data Was Collected | Number of Students | Number of Students Who Scored a "C" or Higher | Percentage of Students Who Scored a "C" or Higher |
|---|---|---|---|
| 2018 | 5 | 5 | 100% |
| 2019 | 12 | 12 | 100% |
| 2020 | 2 | 2 | 100% |
| 2021 | 10 | 9 | 90% |
| 2022 | 7 | 7 | 100% |

**Data Analysis**: For years 2018-2022, students met or exceeded the standard of 75%. At an average 97% success rate on this particular assessment over the five years, it has been determined that students are doing well with applying principles of standard written English to various forms of business communication. Because this course does not have a prerequisite requirement, students could potentially be taking this course at the start of their college career or the end of their college career. The OAT faculty has considered using a different course and course assignment to assess this outcome in the future – one that students would typically take toward the middle to end of their college career.

Outcome 4 (Demonstrate Keyboarding Skill That Meets or Exceeds Current Industry Standards)

**Data Collection**: Data was collected in OAT 273 – Timed Writing Scores, which are assigned and worked on all semester, with the students' highest scores being calculated during the 15th week of the semester. Students are given two opportunities each week to submit their timed writing score for 5-minute timed writing test.

Current industry standard is listed as 60 wpm; therefore, the reporting below includes the students who have exceeded the standard, met the standard, or did not meet the standard.

**Data Results**:

| Year Data Was Collected | Number of Students | Number of Students Who Typed More Than 60 WPM (Exceeded Standard) | Number of Students Who Typed 60 WPM (Met Standard) | Number of Students Who Typed Less Than 60 WPM (Did Not Meet Standard) | Percentage of Students Who Met or Exceeded the Standard |
|---|---|---|---|---|---|
| 2018 | 27 | 5 | 10 | 12 | 56% |
| 2019 | 22 | 6 | 9 | 7 | 68% |
| 2020 | 21 | 9 | 4 | 8 | 62% |
| 2021 | 19 | 9 | 3 | 7 | 63% |

| 2022 | 24 | 11 | 5 | 8 | 67% |
|---|---|---|---|---|---|

**Data Analysis**: For years 2018-2022, students did not meet or exceeded the standard of 75%. At an average 63% success rate on this particular assessment over the five years, it has been determined that students are not meeting or exceeding the current industry standard of a typing speed of 60 wpm.

The OAT faculty has done informal research over the past five years to determine what "industry standard" is for typing speeds for administrative assistants. Although the research varies, most findings state that 50-60 wpm is considered a standard that employers are seeking for administrative assistants, with 40 wpm being an average speed. The OAT faculty decided to use the high end of 60 wpm to use for assessment purposes.

Because the success rate was not high and did not meet the standard, the OAT faculty did decide to calculate success rates if 50 wpm would have been used as the standard – for comparison purposes. The results are below:

| Year Data Was Collected | Number of Students | Number of Students Who Typed More Than 50 WPM (Exceeded Standard) | Number of Students Who Typed 50 WPM (Met Standard) | Number of Students Who Typed Less Than 50 WPM (Did Not Meet Standard) | Percentage of Students Who Met or Exceeded the Standard |
|---|---|---|---|---|---|
| 2018 | 27 | 8 | 12 | 7 | 74% |
| 2019 | 22 | 8 | 8 | 6 | 73% |
| 2020 | 21 | 9 | 7 | 5 | 76% |
| 2021 | 19 | 9 | 5 | 5 | 74% |
| 2022 | 24 | 13 | 4 | 7 | 71% |

Although the results were better based on an industry standard of 50 wpm, the standard would still not have been met. The OAT faculty is planning to work on the follow succession plan going into the next five-year cycle to improve the success rate for students:

1. OAT faculty will conduct informal research to determine if 50-60 wpm is still considered the standard for typing speed for administrative assistants and continue to collect the students' timing data in the next five-year cycle to determine the success at both 50 wpm and 60 wpm.
2. OAT faculty will survey the Office Professions Advisory Committee to determine whether they feel 50 wpm or 60 wpm should be used as the industry standard for typing speeds for administrative assistants.

The OAT faculty wants to ensure that the correct industry standard is assessed and make improvements in curriculum and processes to help students meet the standard as determined in this outcome.

<u>Outcome 5 (Demonstrate Competency in Professional Skills that Meets or Exceed Current Industry-Recognized Standards for an Administrative Assistant)</u>

**Data Collection**: Data was collected in OAT 268 – Office Simulation 14, which is assigned during the 14th week of the semester. Students are given the directive to use various software platforms to create a business brochure, business card, and gift certificate that meets industry-recognized standards for an administrative assistant.

**Data Results**:

| Year Data Was Collected | Number of Students | Number of Students Who Scored a "C" or Higher on Office Simulation 14 | Percentage of Students Who Scored a "C" or Higher on Office Simulation 14 |
|---|---|---|---|
| 2018 | 17 | 16 | 94% |
| 2019 | 2 | 2 | 100% |
| 2020 | 9 | 9 | 100% |
| 2021 | 5 | 5 | 100% |
| 2022 | 5 | 4 | 80% |

**Data Analysis**: For years 2018-2022, students met or exceeded the standard of 75%. At an average 95% success rate on this particular assessment over the five years, it has been determined that students are doing well with demonstrating competency in professional skills that meet or exceed current industry-recognized standards for an administrative assistant. In particular, students used professional document creation skills. The particular professional documents assessed in this Office Simulation 14 were a brochure, business card, and gift certificate. Now that this cycle is complete, the OAT faculty is considering using a different assessment found in OAT 268 – one that focuses on different business documents, including a distribution schedule, an announcement, and an itinerary. The OAT faculty is interested in if students will score just as highly in creation of these particular documents as compared to a brochure, business card, and gift certificate.

## Part VI: Response to Results – Improvements to Program and Student Learning

### Outcome 1: OAT 273 – Assignment 8

Because students had an average 97% success rate on this particular assessment over the five years, it has been determined that students are doing well with using current technology (MS Word) for office-related tasks. The OAT faculty has now chosen a different assessment for the next five years to assess this particular outcome. This will help determine if students are just as successful in using a different type of current technology (MS Excel) for office-related tasks.

The chosen assessment will be from OAT 268 – Assignment 12, and it will focus on the use of MS Excel. The OAT faculty has made changes to Assignment 12 to incorporate the following MS Excel objectives: plan, design, and build a worksheet; create charts, illustrations and graphs; and, create appropriate formulas. The previous version of Assignment 12 did not include the creation of charts, illustrations, and graphs. The OAT faculty feels this is an important objective to assess to ensure students are proficient in office-related technology.

### Outcome 2: OAT 273 – Performance Test 1 and Performance Test 2

Because students had an average 98% success rate on Performance Test 1 and 97% success rate on Performance Test 2 over the five years, it has been determined that students are doing well with using a standard formatting model from a desktop reference guide to create business documents. Students, however, use a different desktop reference guide in OAT 155, so the OAT faculty had considered using this course to assess Outcome 2 for the next cycle. The OAT faculty has made changes to OAT 155 to include performance tests. The previous version of the course did not have any mid-semester or end-of-semester testing. The course was assignment-based only. Performance tests were created and are now administered in the course.

### Outcome 3: OAT 285 – Hot Technology Project

Because students had an average 97% success rate on this particular assessment over the five years, it has been determined that students are doing well with applying principles of standard written English to various forms of business communication. Students, however, use a different standard written English model in OAT 155, so the OAT faculty had considered using this course to assess Outcome 2 for the next cycle. The OAT faculty has made changes to OAT 155 to include two writing assessments based on the HOW 13 Reference Guide.

### Outcome 4: OAT 273 – Timed Writing Scores

Because students had an average 63% success rate on this particular assessment over the five years, it has been determined that students are not meeting or exceeding the current industry standard of a typing speed of 60 wpm.

The OAT faculty made changes to OAT 171, OAT 172, and OAT 273, where 5-minute timed tests are required as part of students' coursework. OAT 171 and OAT 172 now require two 5-minute timed tests to be submitted weekly instead of bi-weekly. OAT 273 now require two 5-minute timed tests to be submitted weekly instead of one. OAT faculty also made pedagogical changes to OAT 171 to include more practice/demonstration on improving timed writing speeds with the introduction of the Cortez Peters method of touch-typing.

**Outcome 5: OAT 268 – Office Simulation 14**

Because students had an average 95% success rate on this particular assessment over the five years, it has been determined that students are doing well with demonstrating competency in professional skills that meet or exceed current industry-recognized standards for an administrative assistant. OAT faculty has created an additional assessment item in OAT 268 – one that focuses on a different variety business documents, including a distribution schedule, an announcement, and an itinerary to ensure students are proficient in more than one industry-recognized standard.

# <u>Physical Therapist Assistant – Program Assessment Story</u>

**Degree Programs Affected:**
- Associate in Applied Science (AAS) in Physical Therapist Assistant
- Dual AAS degree in Physical Therapist Assistant and Health Fitness Specialist
- Dual AAS/ABS degree in Physical Therapist Assistant and General Management

The Physical Therapist Assistant (PTA) program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Additionally, graduates of all three degree programs listed above have to take the National Physical Therapy Examination (NPTE-PTA) upon graduation in order to get licensed and be employed. The program tracks graduate pass rates on the NPTE-PTA and reports these statistics.

Each year, the program has students in their final semester take a retired NPTE called the Practice Examination Assessment Tool (PEAT). After all students have completed this exam, a report is generated that breaks down student performance by Content Areas and by Systems. For reference, a scale score of 600 is considered passing on the NPTE-PTA.

**2016 systems data from the PEAT:**

| Systems | Target Percentage and Number of Items in Each Area of the Test Content Outline | | Retired NPTE Form Test Takers from Your Program | |
|---|---|---|---|---|
| | % of Exam | # Items in Each System | Mean Scale Score | Confidence Interval of the Mean |
| Cardiovascular/Pulmonary & Lymphatic Systems | 16.7% | 25 | 601.2 | 26.1 |
| Musculoskeletal System | 26.0% | 39 | 647.1 | 23.4 |
| Neuromuscular & Nervous Systems | 22.0% | 33 | 604.4 | 19.7 |
| Other Systems | 14.7% | 22 | 593.6 | 22.4 |

**2017 systems data from the PEAT:**

| Systems | Target Percentage and Number of Items in Each Area of the Test Content Outline | | Retired NPTE Form Test Takers from Your Program | |
|---|---|---|---|---|
| | % of Exam | # Items in Each System | Mean Scale Score | Confidence Interval of the Mean |
| Cardiovascular/ Pulmonary & Lymphatic Systems | 16.7% | 25 | 587.2 | 24.5 |
| Musculoskeletal System | 26.0% | 39 | 621.3 | 20.1 |
| Neuromuscular & Nervous Systems | 22.0% | 33 | 618.0 | 23.5 |
| Other Systems | 14.7% | 22 | 632.1 | 21.8 |

<mark>Assessment/Interpretation of this PEAT data:</mark> The program faculty meet each year to look at the PEAT data and discuss any necessary program improvements/curriculum changes. With the goal being to have a scale score above 600 in each area, the program faculty decided to make a change to the cardiovascular/pulmonary content in the curriculum since this content area was below 600 two years in a row.

Up until this point, there was one pathology course that covered all the body systems. This course always felt very rushed, and the faculty determined that the cardiovascular/pulmonary content suffered because of this. Using the PEAT data as the catalyst for changed, the faculty decided to split the pathology class into two semesters and add a credit to this content to allow more time with the cardiovascular/pulmonary content. Additionally, with input from the program advisory board, a new course was added to the degree programs (LWT 251: Exercise Physiology). This course also has a significant cardiovascular/pulmonary component to it.

**2018 systems data from the PEAT (this cohort had the single pathology course):**

| Systems | Target Percentage and Number of Items in Each Area of the Test Content Outline | | Retired NPTE Form Test Takers from Your Program | |
|---|---|---|---|---|
| | % of Exam | # Items in Each System | Mean Scale Score | Confidence Interval of the Mean |
| Cardiovascular & Pulmonary Systems | 16.0% | 24 | 561.9 | 23.1 |
| Musculoskeletal System | 26.0% | 39 | 608.7 | 18.7 |
| Neuromuscular & Nervous Systems | 20.7% | 31 | 617.5 | 19.4 |
| Integumentary & Lymphatic Systems | 6.7% | 10 | 620.0 | 31.8 |
| Other Systems | 10.7% | 16 | 614.2 | 19.7 |

**2019 systems data from the PEAT (this cohort had the split pathology course with extra time spent on cardio/pulmonary):**

| Systems | Target Percentage and Number of Items in Each Area of the Test Content Outline | | Retired NPTE Form Test Takers from Your Program | |
|---|---|---|---|---|
| | % of Exam | # Items in Each System | Mean Scale Score | Confidence Interval of the Mean |
| Cardiovascular & Pulmonary Systems | 16.0% | 24 | 634.3 | 23.0 |
| Musculoskeletal System | 26.0% | 39 | 672.4 | 23.3 |
| Neuromuscular & Nervous Systems | 20.7% | 31 | 670.2 | 31.2 |
| Integumentary & Lymphatic Systems | 6.7% | 10 | 691.4 | 50.1 |
| Other Systems | 10.7% | 16 | 714.9 | 30.3 |

**Assessment/Interpretation of this PEAT data:** Success! The program faculty were thrilled that the cardiopulmonary content score went up significantly compared to previous years. However, was this a one-time occurrence? More data was needed to be sure. Additionally, the program faculty have a goal for their mean scale score on the NPTE-PTA to be above the national average (that is a whole different assessment story).

## 2020 systems data from the PEAT:

| Systems | Target Percentage and Number of Items in Each Area of the Test Content Outline | | Retired NPTE Form Test Takers from Your Program | |
|---|---|---|---|---|
| | % of Exam | # Items in Each System | Mean Scale Score | Confidence Interval of the Mean |
| Cardiovascular & Pulmonary Systems | 16.0% | 24 | 635.9 | 25.9 |
| Musculoskeletal System | 26.0% | 39 | 644.9 | 22.3 |
| Neuromuscular & Nervous Systems | 20.7% | 31 | 644.6 | 24.3 |
| Integumentary & Lymphatic Systems | 7.3% | 11 | 625.7 | 27.5 |
| Other Systems | 10.7% | 16 | 631.3 | 25.5 |

## 2021 systems data from the PEAT:

| Systems | Target Percentage and Number of Items in Each Area of the Test Content Outline | | Retired NPTE Form Test Takers from Your Program | |
|---|---|---|---|---|
| | % of Exam | # Items in Each System | Mean Scale Score | Confidence Interval of the Mean |
| Cardiovascular & Pulmonary Systems | 16.0% | 24 | 611.2 | 24.8 |
| Musculoskeletal System | 26.0% | 39 | 637.3 | 16.7 |
| Neuromuscular & Nervous Systems | 20.7% | 31 | 613.0 | 24.5 |
| Integumentary & Lymphatic Systems | 7.3% | 11 | 515.9 | 27.4 |
| Other Systems | 10.7% | 16 | 653.2 | 33.2 |

## Summary/Conclusion:

The data (mean scale score) for this system continues to be higher than it was prior to the curriculum revision. The program faculty are confident that the curriculum change made a positive difference and will continue with the two pathology courses and exercise physiology requirements. The small dip in scores from the 2021 cohort might be explained by them having to do over half their program in the COVID pandemic.

PEAT scores (content areas and systems) will be assessed annually in addition to pass rates and comparison of Delta College scores to the national average on the NPTE-PTA. If or when there are dips in any areas, we will monitor to see if this becomes a pattern and then look to make changes like we did to improve the cardiovascular and pulmonary systems content.

<u>Respiratory Care Program Assessment</u>

**Degree Program Affected:**
- Associate in Applied Science (AAS) in Respiratory Care

The respiratory care program, CoARC Program Number 200266, AAS Degree, at Delta College is accredited by the Commission on Accreditation for Respiratory Care.

# CoARC Outcomes Thresholds

The program must, at a minimum, meet the outcome thresholds established by CoARC regardless of location and instructional methodology used. **(Standard 3.09)**.

Programs not meeting the established CoARC outcomes assessment thresholds must develop an appropriate plan of action for program improvement that includes addressing the identified shortcomings **(Standard 3.11)**.

**Definition:**

**The graduation date is the date on which the degree was conferred by the program's educational sponsor, not the date on which the student fulfilled all program requirements.**

# Outcomes Thresholds Grid-Entry into Practice

| PROGRAM OUTCOME | CUT SCORE/DEFINITION AS OF March 14, 2020 | THRESHOLD AS OF March 14, 2020 |
|---|---|---|
| **TMC High Cut Score Success** | NBRC high cut passing score (set by NBRC) Determined by calculating the percentage of program graduates who achieved the high cut score {i.e. dividing the number of program graduates achieving the high cut score (numerator) by the total number of graduates (denominator)} in each three-year reporting period. | 60% of total number of graduates achieving the high cut score (3-year average) |
| **RRT Credentialing Success** | N/A (programs are still required to provide RRT outcomes data on annual reports, however, no accreditation actions will be taken based on RRT credentialing success) | N/A |
| **Retention (Attrition)** | Programmatic retention: defined as the number of students formally enrolled* in a respiratory care program during a three-year reporting period who graduated from the program after completing all programmatic and graduation requirements, calculated as a percentage of the total number of students initially enrolled in that class.<br><br>The total number of students enrolled includes those who successfully completed the program as well as students who left the program for academic reasons (failure to achieve minimum grade requirements, ethical, professional or behavioral violations or violations of academic | 70% |

| | policies) that resulted in their expulsion from the program prior to graduation.

Students are not included in the retention definition who:

- leave the program by the last day they are eligible for 100% tuition reimbursement within the first term of fundamental respiratory care core coursework**

OR

- are in good academic standing who leave the program due to: financial, medical, or family reasons, military deployment, a change in their course of study, relocation to a different community, or reasons other than those described under academic reasons;

OR

- are admitted to another educational program (same or different educational institution) prior to the scheduled graduation date of their RT class.

*Programmatic enrollment begins when a student enrolls in the first core respiratory care course (non-survey, non-prereq) available only to students matriculated in the respiratory care program. This may differ from the institutional definition of the enrollment or matriculation dates.

**Fundamental respiratory care coursework is defined as: Professional coursework, focused on the preparation of the student as a competent Respiratory Therapist, as defined in CoARC Standard 3.01. | |

| | | |
|---|---|---|
| **Job Placement** | Defined as a graduate who, within the three-year reporting period, is employed utilizing skills within the scope of practice of the respiratory care profession (i.e., full-time, part-time, or per-diem). | N/A |
| **Graduate Survey – Overall Satisfaction\*** | A rating of 3 or higher on a 5-point Likert scale for overall satisfaction.<br>The calculation is as follows:<br># surveys with scores greater than 3<br># surveys returned – # surveys omitted. | At least 80% of returned graduate surveys rating overall satisfaction 3 or higher on a 5-point Likert scale. |
| **Graduate Survey – Participation** | The total number of program graduates employed in respiratory care who return their graduate survey. | N/A |
| **Employer Survey – Overall Satisfaction\*** | A rating of 3 or higher on a 5-point Likert scale for overall satisfaction<br>The calculation is as follows:<br># surveys with scores greater than 3<br># surveys returned – # surveys omitted | At least 80% of returned employer surveys rating overall satisfaction 3 or higher on a 5-point Likert scale |
| **Employer Survey – Participation** | The total number of employers of program graduates who return their employer survey | N/A |

## Summary/Conclusion:

The data continues to be above threshold than it was prior to the curriculum revision. The program faculty are confident that the changes from course packs to outlines along with incorporating a new textbook/workbook has made a positive difference with students and will continue to monitor. The decrease in RRT credentialing success scores from the 2021 cohort might be explained by them working 60 plus hours after

graduation during the COVID pandemic and at the time of data submission 33% had not attempted their board exams. One 2021 graduate never attempted board exams or employment as an RRT. 2022 graduation statistics 88%, 15 out of cohort of 17. RRT 93% 14 out of 15, the remaining student received an Incomplete due to Title IV and has since graduated, currently employed full time, and will attempt boards soon.

Since becoming program coordinator June 2020, the following has been implemented and has shown improvement in both test and board scores:

- Establishing a minimum passing score from 73% to 75% in 2022. In the previous 10 years, students graduating with an average of 73% never attempted and/or never worked in the field of respiratory care.
- Enrolled all respiratory care students and new cohorts into Academic Coaching offered by the TLC at Delta College.
- Incorporate Simple Syllabus into all RC courses.
- Format D2L RC course shells with clinical education coordinator.
- Eliminated course packs and provide outlines for didactic RC courses. Student responses have been positive.
- In Fall 2022, incorporated new fundamentals textbook and workbook (Gold Standard) utilized by most RC programs.

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PENDING EDITS

ANNUAL REPORT         ∨

    RAM

    RCS

| | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 | Threshold | Current Period 3 year average 2019-2021 | Previous Period 3 year average 2018-2020 |
|---|---|---|---|---|---|---|---|---|---|
| Retention | 88% | 88% | 94% | 94% | 88% | 88% | 70 % | 90% | 92% |
| Job Placement | 93% | 100% | 100% | 93% | 93% | 100% | 0 % | 98% | 98% |
| RRT Credentialing Success | 64% | 85% | 87% | 86% | 87% | 100% | 0 % | 79% | 86% |
| TMC High Cut Score Success | 86% | 85% | 93% | 93% | 87% | 100% | 60 % | 88% | 90% |
| Overall Employer Satisfaction | 100% | 100% | 100% | 100% | 100% | 100% | 80 % | 100% | 100% |
| Overall Graduate Satisfaction | 100% | 100% | 100% | 100% | 100% | 100% | 80 % | 100% | 100% |

Show more years

# Program Outcome to be Assessed in 2023

Upon program completion, graduates will apply electrical theory to solve DC circuits.

Standard

80% of students will obtain a score of 75% or higher on final lab exam.

Course where outcome is assessed

SKET110/ET110 - Lab exam is given at the end of the semester

# Applicable Programs

AAS.15891 Mechatronics Technology – Associate in Applied Science

CTA.35913 Mechatronics Technology – Advanced Certificate

AAS.60901 Electrician – Associate in Applied Science

CTA.35901 Electrician – Advanced Certificate

# Students must utilize skills learned throughout the course and apply these skills to individually design circuits per design criteria.

**Lab Exam – Individual (15 pts)**          Name _____

1. You have a 10 VDC source available. Design a voltage divider circuit that has 2VDC, 5 VDC, and 8VDC available. The total circuit current is to be 10 mA.

   a. Draw your design and show your calculations.

2. You have a 10 VDC source available. Design a current divider circuit that has 10 mA, 20 mA, and 30 mA available.

a. Draw your design and show your calculations.

3. You have a 10 VDC source available. Design a balanced bridge that has an output of 0 V. The total circuit current is to be 100 mA.

   a. Draw your design and show your calculations.

   b. Modify the design so the output will be +2 VDC. Show your calculations.

   c. Modify the design so the output will be -2 VDC. Show your calculations.

# Individual Design Rubric

| Topic | 0 Points | 1 Point | 2 Points | 3 Points | Score |
|---|---|---|---|---|---|
| Problem 1 | Student did not submit a design | Student drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design.* | |
| Problem 2 | Student did not submit a design | Student drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking or minimal. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design.* | |
| Problem 3a | Student did not submit a design | Student drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking or minimal. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design.* | |
| Problem 3b | Student did not submit a design | Student drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking or minimal. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design.* | |
| Problem 3c | Student did not submit a design | Student drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking or minimal. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design.* | |
| * It is acceptable at this time if supporting calculations do not provide accurate results as this may be worked out during build and test of circuit. | | | | | Total Score |

# The students will then work as a team to build the circuits and verify the proper operation of the system.

**Lab Exam (45 pts)**                    Names _____

1. You have a 10 VDC source available. Design a voltage divider circuit that has 2VDC, 5 VDC, and 8VDC available. The total circuit current is to be 10 mA.
   a. Draw your design.
   b. Build your design and prove its proper operation.
      Measured voltages:
   c. Remove a resistor and discuss the impact on the circuit.

2. You have a 10 VDC source available. Design a current divider circuit that has 10 mA, 20 mA, and 30 mA available.
   a. Draw your design.
   b. Build your design and prove its proper operation.
      Measured currents:
   c. Remove a resistor and discuss the impact on the circuit.

3. You have a 10 VDC source available. Design a balanced bridge that has an output of 0 V. The total circuit current is to be 100 mA.
   a. Draw your design.
   b. Build your design and prove its proper operation.
      Measured voltage:
   c. Modify the design so the output will be +2 VDC.
   d. Build your design and prove its proper operation.

      Measured voltage:
   e. Modify the design so the output will be -2 VDC.
   f. Build your design and prove its proper operation.

      Measured voltage:

# Team Design Rubric

| Topic | 0 Points | 1 Point | 2 Points | 3 Points | Score |
|-------|----------|---------|----------|----------|-------|
| Problem 1 | Team did not submit a design | Team drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 1b | Team did not build circuit | Team built circuit but did not submit measurements. | Team built circuits and took measurements. However, the measurements were not correct. | Team built circuit and submitted correct measurements (within reason due to tolerances of components). | |
| Problem 1b | Team did not show circuit to instructor. | Team showed circuit to instructor but did not show the instructor the measured values and had minimal understanding of the circuit. | Team showed circuit to instructor along with all of the measured values. One person on the team was able to describe the circuit. | Team showed circuit to instructor along with all of the measured values. The entire team shared in the discussion of the circuit with the instructor. | |
| Problem 1c | Team did not have a response to the question. | Team provided a response that was not accurate. | Team provided a response that was somewhat accurate but lacked sufficient impact statement. | Team provided accurate response including the impact on current draw in the circuit and voltage drops across remaining resistors. | |
| Problem 2 | Team did not submit a design | Team drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 2b | Team did not build circuit | Team built circuit but did not submit measurements. | Team built circuits and took measurements. However, the measurements were not correct. | Team built circuit and submitted correct measurements (within reason due to tolerances of components). | |
| Problem 2b | Team did not show circuit to instructor. | Team showed circuit to instructor but did not show the instructor the measured values and had minimal understanding of the circuit. | Team showed circuit to instructor along with all of the measured values. One person on the team was able to describe the circuit. | Team showed circuit to instructor along with all of the measured values. The entire team shared in the discussion of the circuit with the instructor. | |
| Problem 2c | Team did not have a response to the question. | Team provided a response that was not accurate. | Team provided a response that was somewhat accurate but lacked sufficient impact statement. | Team provided accurate response including the impact on overall current draw in the circuit and impact (if any) on remaining resistors. | |

# Team Design Rubric (Continued)

| | | | | | |
|---|---|---|---|---|---|
| Problem 3a | Team did not submit a design | Team drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 3a | Team did not build circuit | Team built circuit but did not submit measurements. | Team built circuits and took measurements. However, the measurements were not correct. | Team built circuit and submitted correct measurements (within reason due to tolerances of components). | |
| Problem 3b | Team did not submit a design | Team drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 3b | Team did not build circuit | Team built circuit but did not submit measurements. | Team built circuits and took measurements. However, the measurements were not correct. | Team built circuit and submitted correct measurements (within reason due to tolerances of components). | |
| Problem 3c | Team did not submit a design | Team drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 3c | Team did not build circuit | Team built circuit but did not submit measurements. | Team built circuits and took measurements. However, the measurements were not correct. | Team built circuit and submitted correct measurements (within reason due to tolerances of components). | |
| Problem 3 | Team did not show circuit to instructor. | Team showed circuit to instructor but did not show the instructor the measured values and had minimal understanding of the circuit. | Team showed circuit to instructor along with all of the measured values. One person on the team was able to describe the circuit. | Team showed circuit to instructor along with all of the measured values. The entire team shared in the discussion of the circuit with the instructor. | |
| | | | | | Total Score |

# SKET110 Final Lab Exam Scoring Rubric Summary

**Instructor** _____       **Semester** _____

| Student (No names provided) | Individual (out of 15) | Team (out of 45) | Total (out of 60) |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |
| 16 | | | |

1. How many students scored below a 45 for a total score on the final lab exam?
2. For each student that scored below a 45 as a total score, please indicate why the student may have scored below department expectations (include student number 1-16).

# Data

Data was collected from 290 students over 11 semesters from Spring 2017 through Spring 2022.

Rubric scores and final lab exams were collected from every student taking SKET110 and ET110 throughout this time period.

Students that did not turn in the individual portion of the exam or did not participate in the team portion of the exam were excluded from the study.

# Results Summary

Goal

80% of students will obtain a score of 75% or higher on lab exam.

Results

263 out of 290 students (or 90.7% of students) obtained a score of 75% or higher on lab exam.

This is an increase from the 2017 report where 84.91% obtained a score of 75% or higher.

# Results Summary

Based on the last review in 2017, we decided to have the instructors include with their data why they feel any students who did meet the passing criteria failed to meet the standards.

For this reporting period, 27 students failed to meet the requirements of a score of 75% or higher on the lab exam. The reasons, as documented by their instructor, include:

14 students provided a lack of effort on the final lab exam.

13 students had a lack of understanding for the material presented in the class or were unable to apply the knowledge they learned in the class to a design problem.

# All Data – 263/290 scored 75% or above



All Data (263/290 = 90.7%)
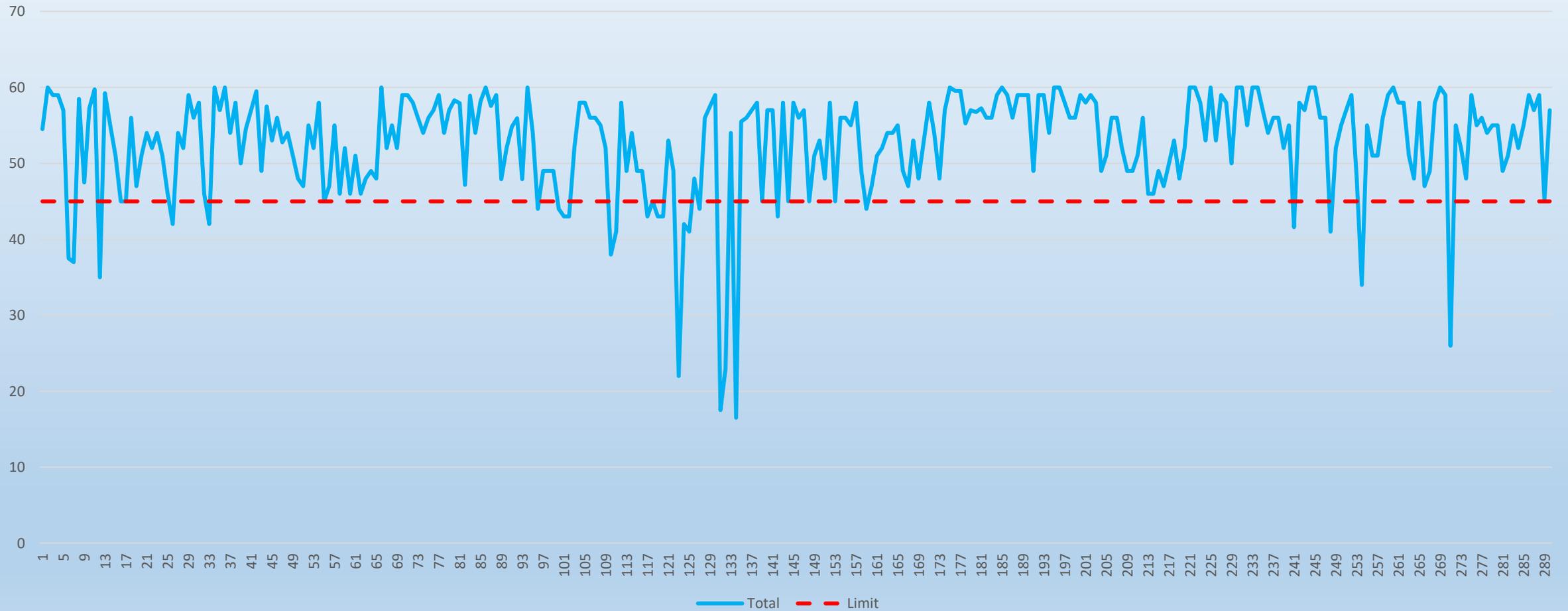
# Instructor Data

100% of students scored 75% or above.  Some variation in data exists.  No student scored 100% and one student almost scored at or below 75%.  This instructor only taught for one semester.  Therefore, there is not any long term data available for this instructor.
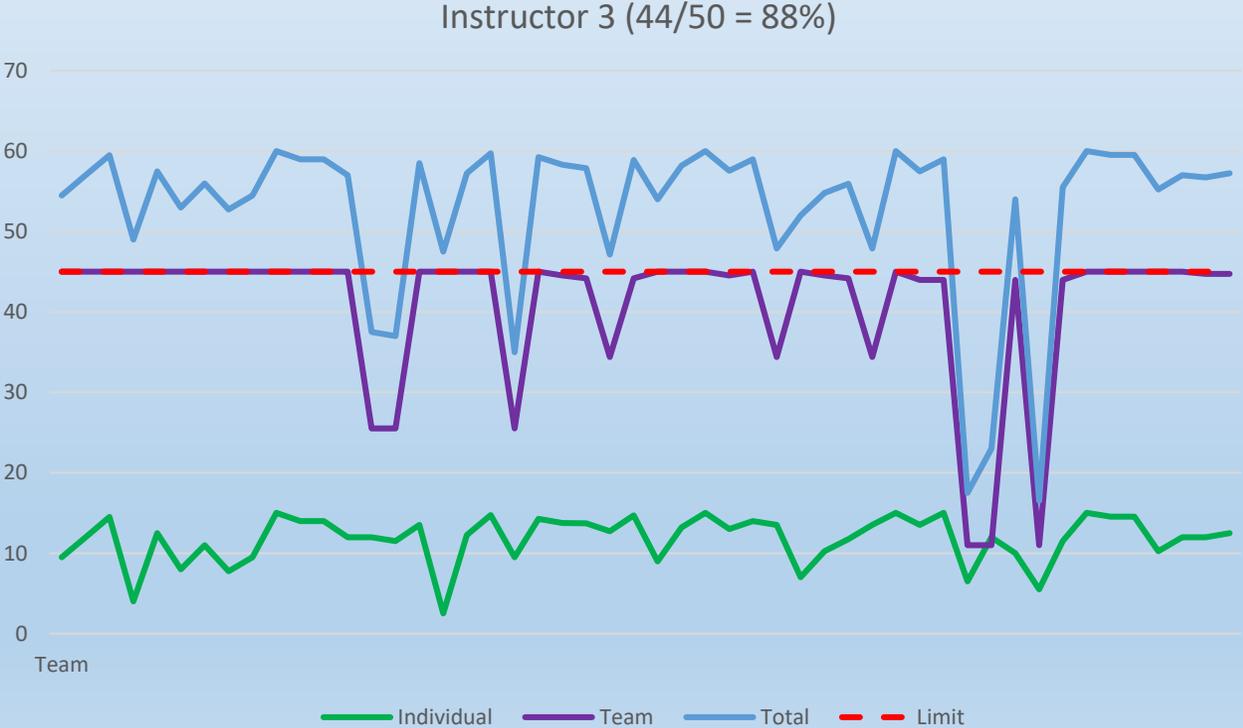


Instructor 1 (7/7 = 100%)
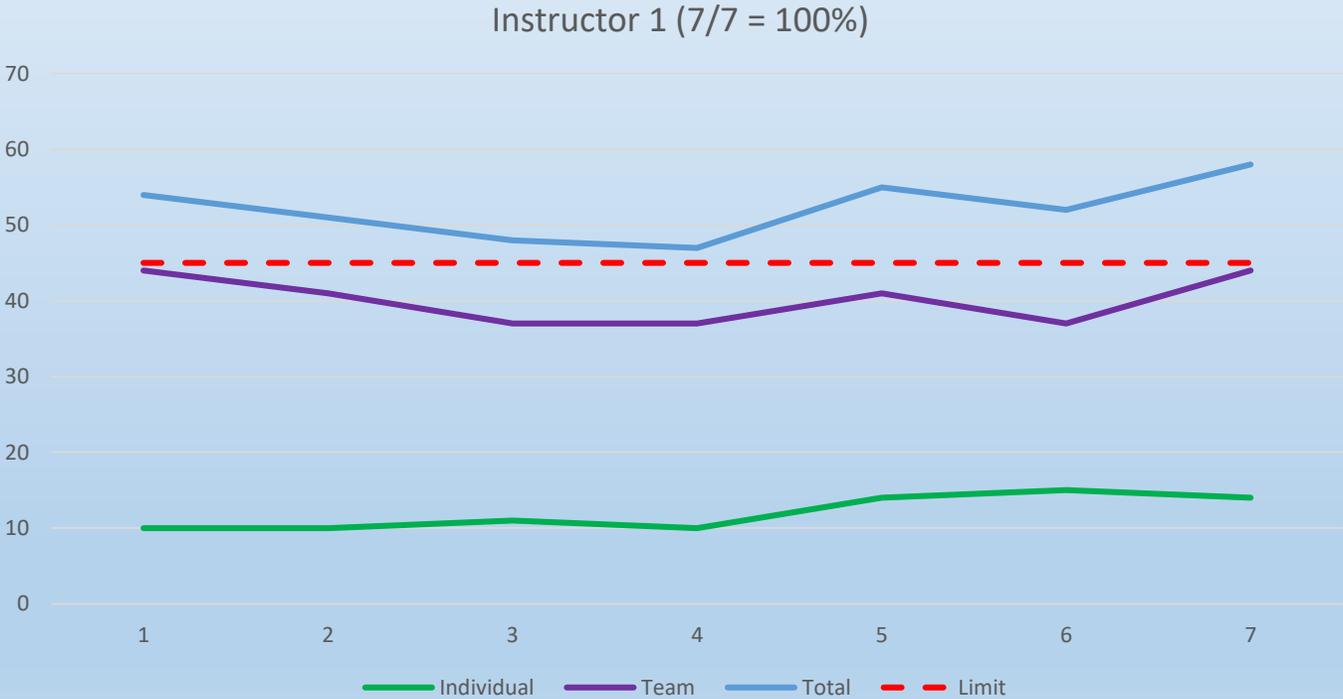
# Instructor Data

62 out of 70 (or 88.6% of students) scored 75% or above.  Some variation in data exists.  Instructor has taught numerous sections providing long term data.  We are happy with these results.

Instructor 2 (62/70 = 88.6%)
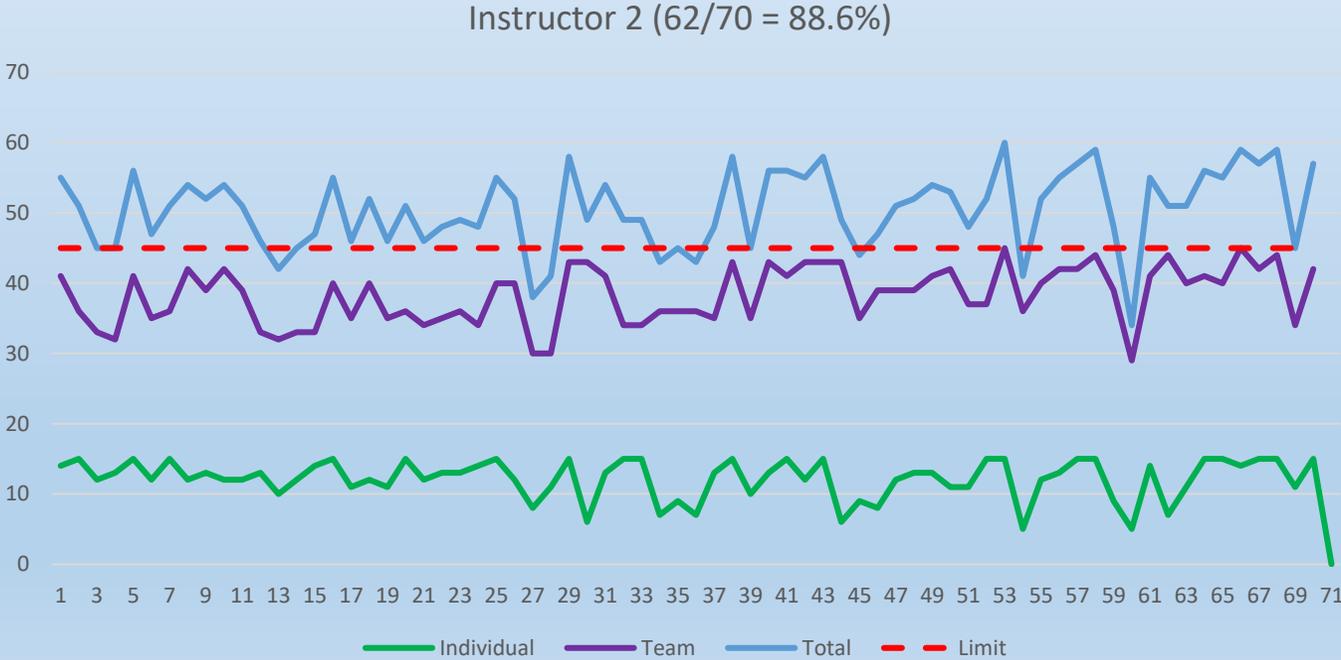
# Instructor Data

44 out of 50 (or 88% of students) scored 75% or above.  Some variation in data exists.  Instructor has taught numerous sections providing long term data.  We are happy with these results.



Instructor 3 (44/50 = 88%)

# Instructor Data

9 out of 13 (or 69.2% of students) scored 75% or above.  Some variation in data exists.  This is the first and only semester this teacher has taught this class.  Therefore, long term data is not available.  Students that did not meet the criteria were just below the expectations.



Instructor 4 (9/13 = 69.2%)
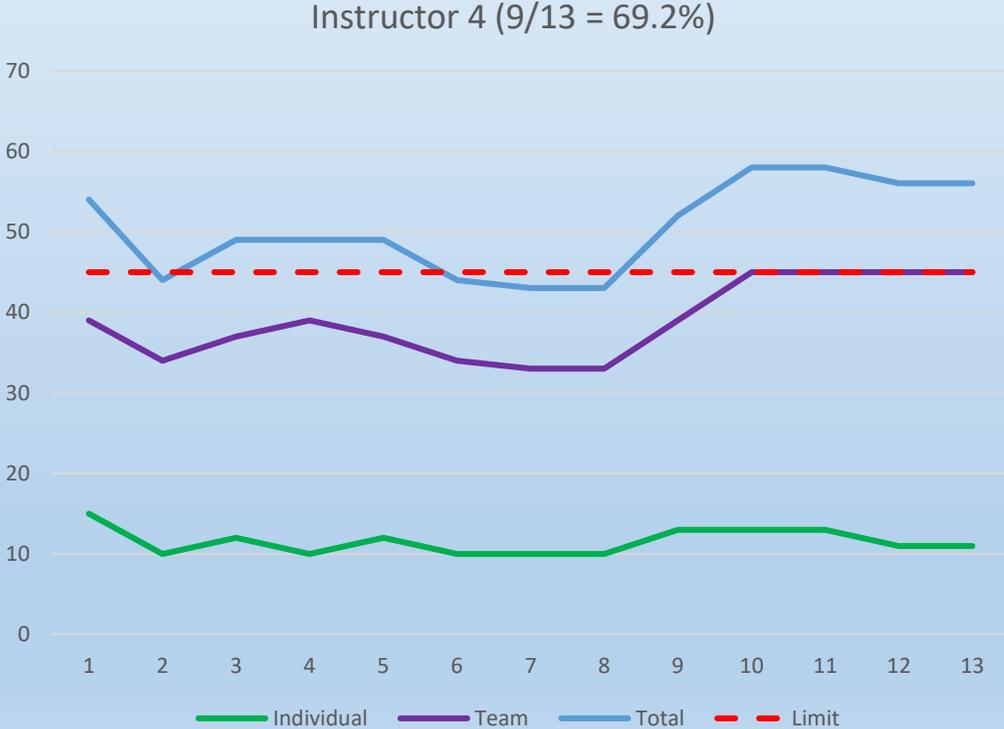
# Instructor Data

80 out of 87 (or 92% of students) scored 75% or above.  Some variation in data exists.  Instructor has taught numerous sections and the most students of all instructors providing long term data.  We are happy with these results.

Instructor 5 (80/87 = 92%)
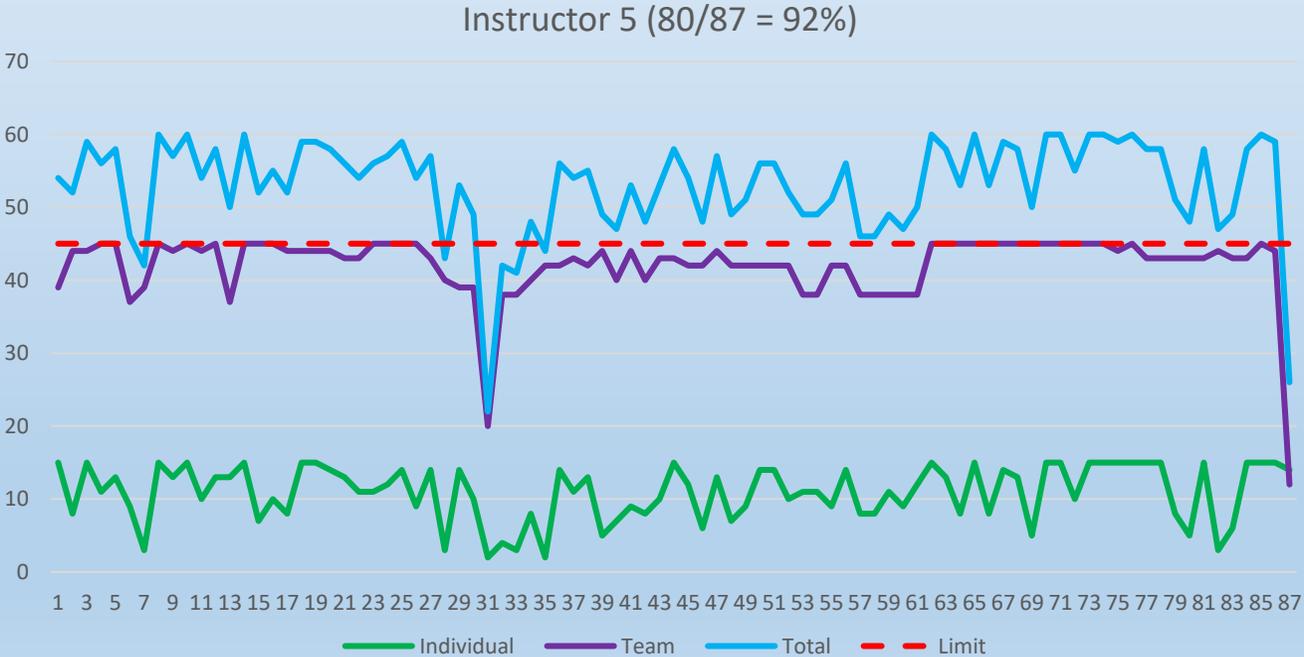
# Instructor Data

29 out of 30 (or 96.7% of students) scored 75% or above.  Some variation in data exists.  Instructor has an excellent passing percentage.  We are happy with these results.
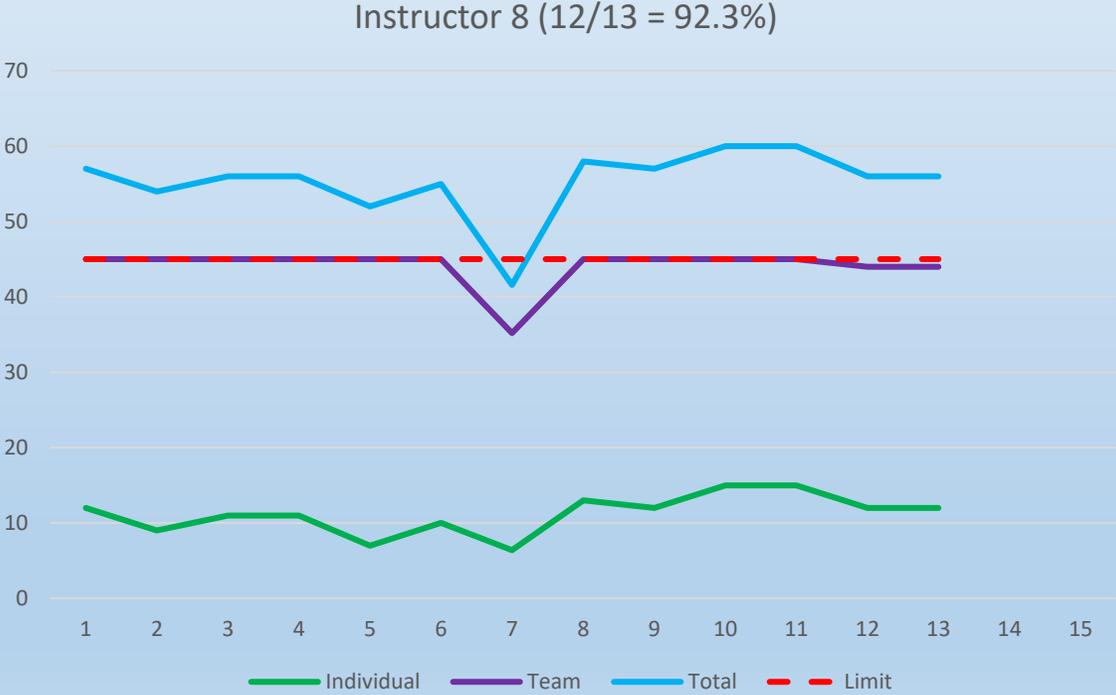


Instructor 6 (29/30 = 96.7%)
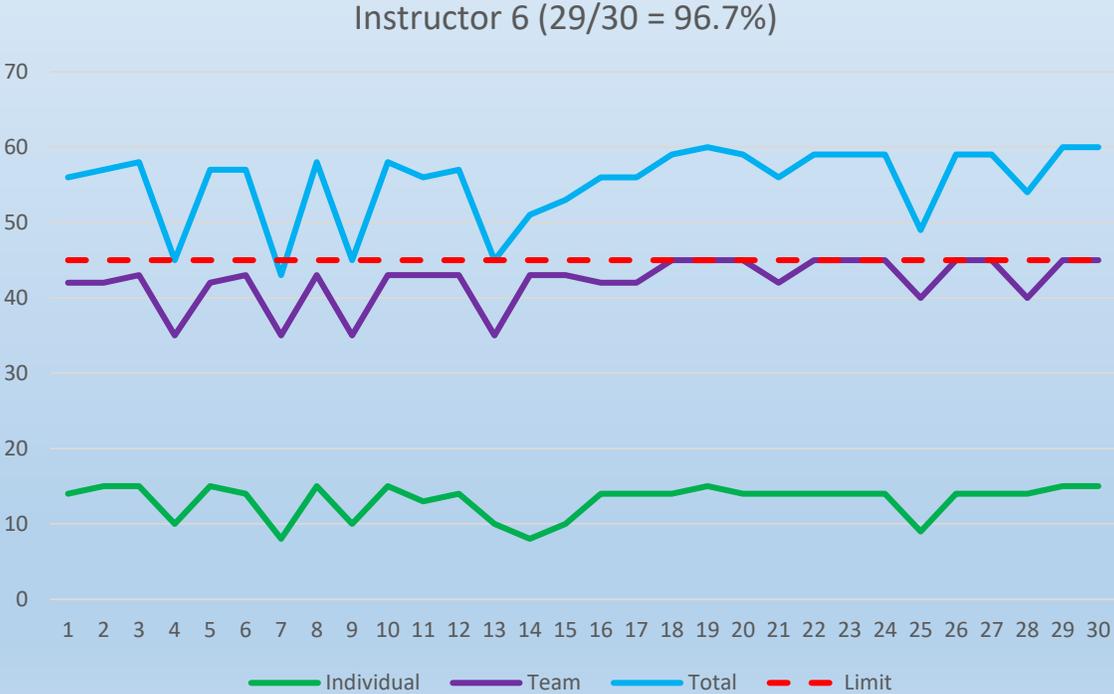
# Instructor Data

20 out of 20 (or 100% of students) scored 75% or above.  Some variation in data exists for the individual exam but not for the team exam.  There is no long term data available for this instructor.
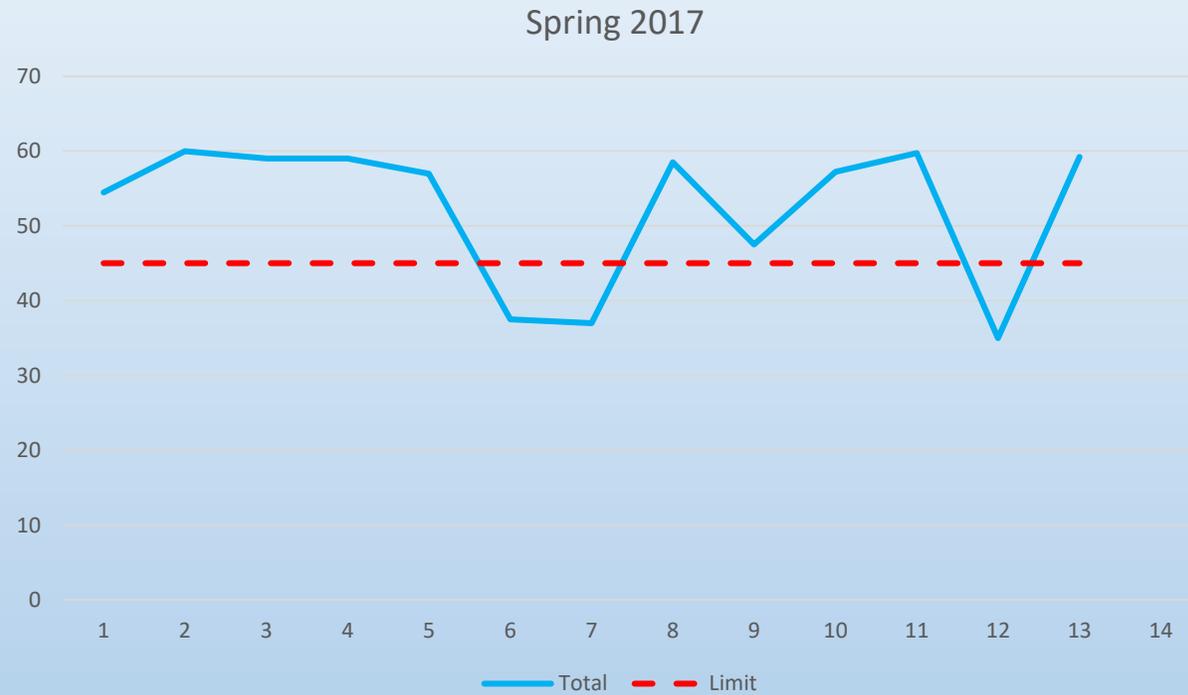

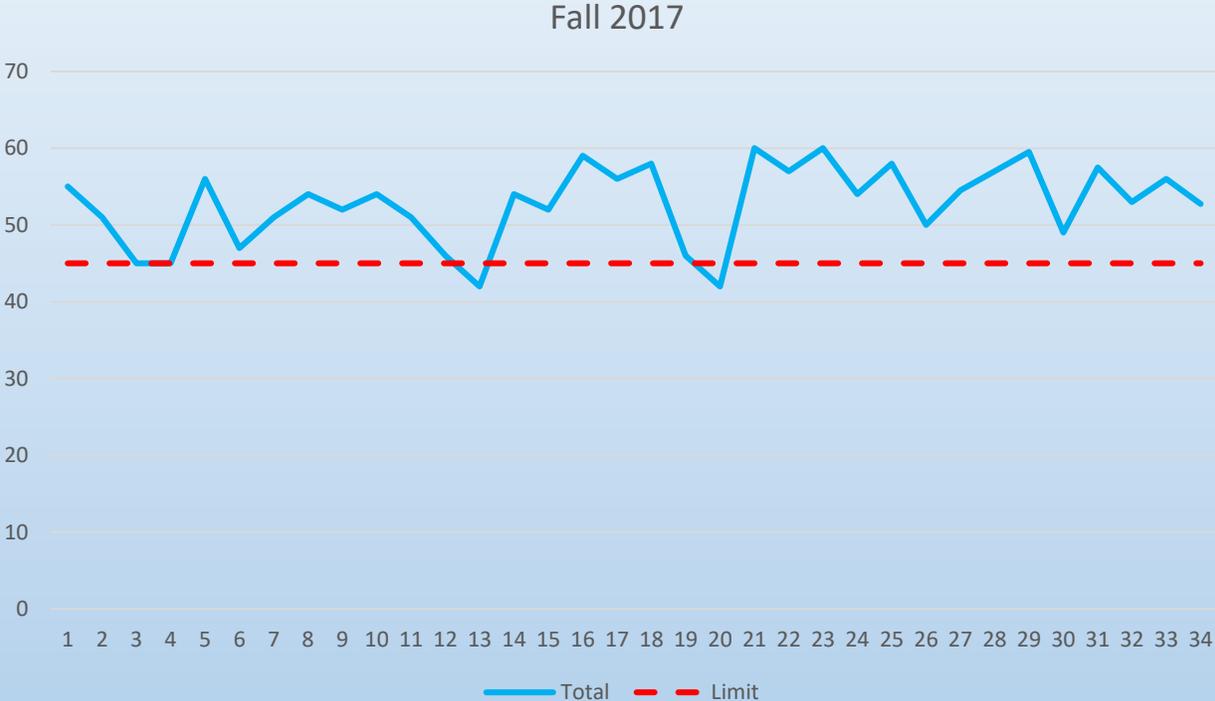
Instructor 7 (20/20 = 100%)
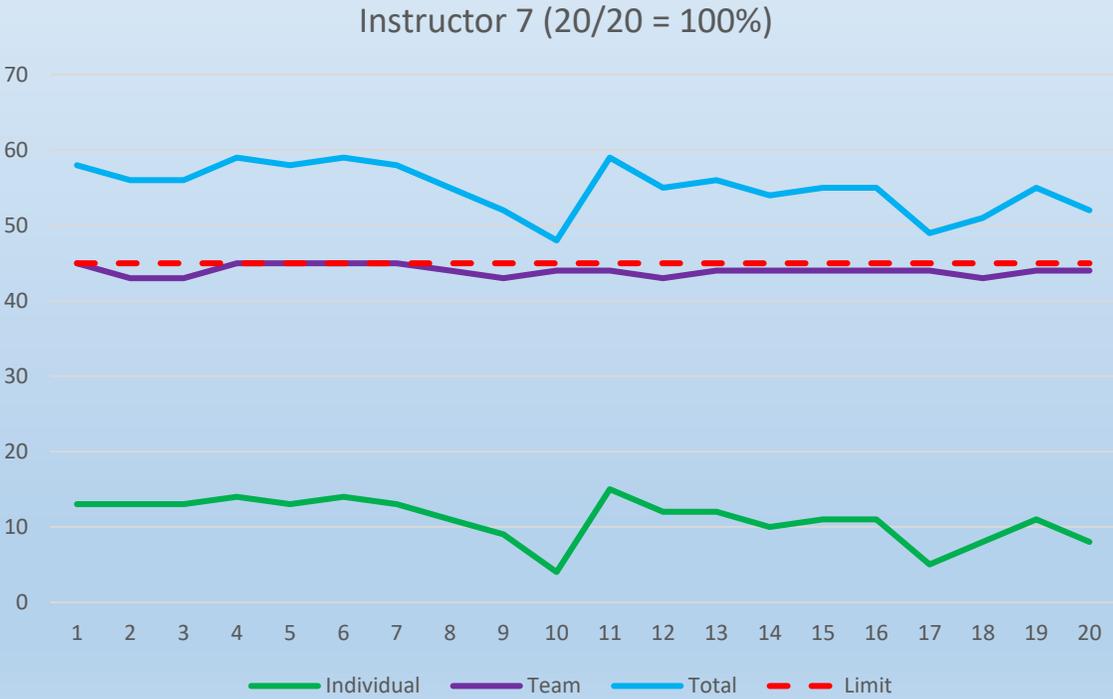
# Instructor Data

12 out of 13 (or 92.3% of students) scored 75% or above.  Some variation in data exists for the individual exam but not for the team exam. There is no long term data available for this instructor.



Instructor 8 (12/13 = 92.3%)

# Spring 17 Data



Spring 2017

# Fall 17 Data

Fall 2017

# Winter 18 Data

### Winter 2018

# Fall 18 Data



Fall 2018

# Winter 19 Data



Winter 2019

# Spring 19 Data



Spring 2019

# Fall 19 Data

Fall 2019

# Winter 20 Data



Winter 2020

# Fall 21 Data



Fall 2021

# Winter 22 Data



Winter 2022

# Spring 22 Data



Spring 2022
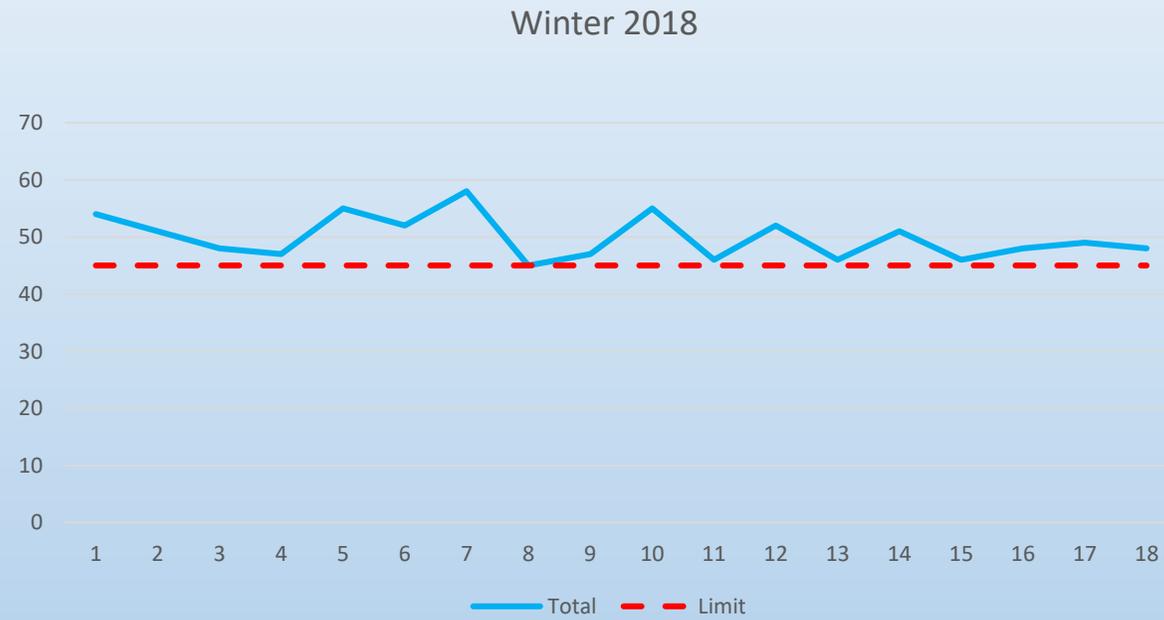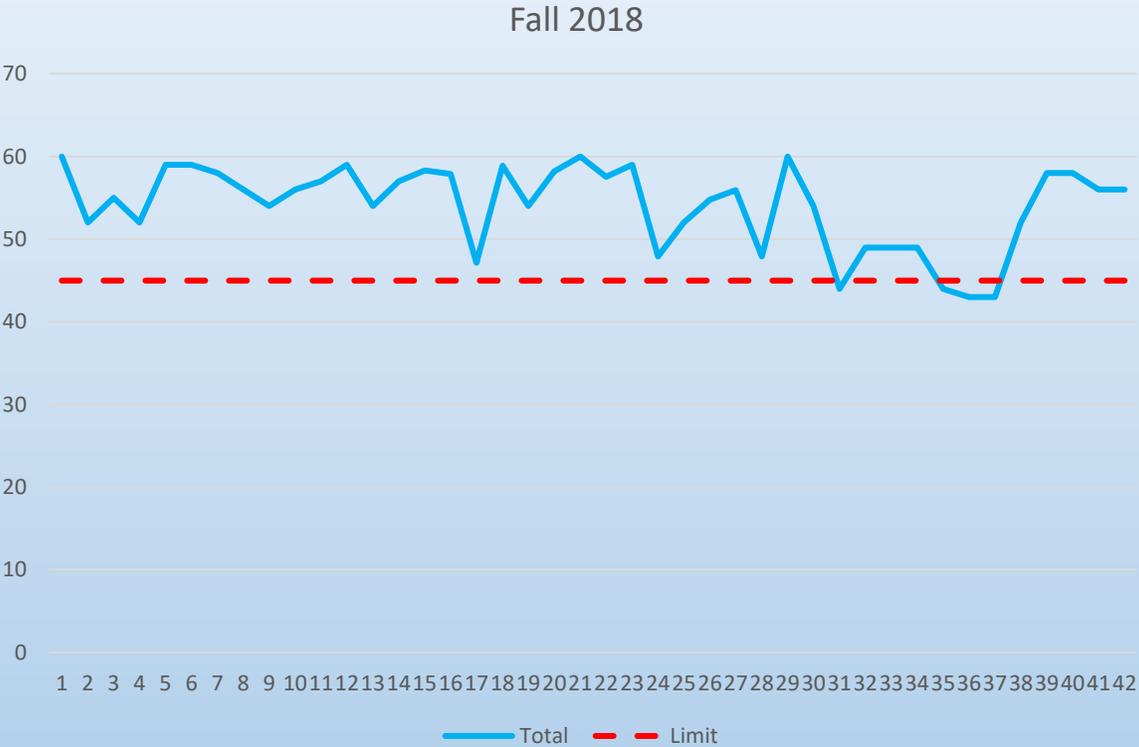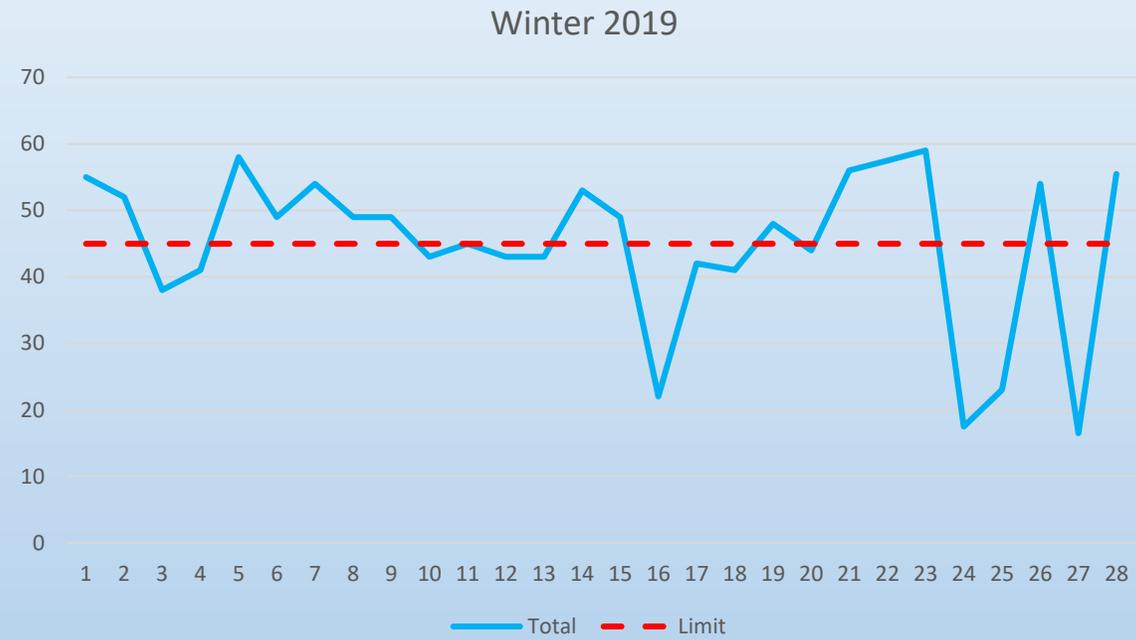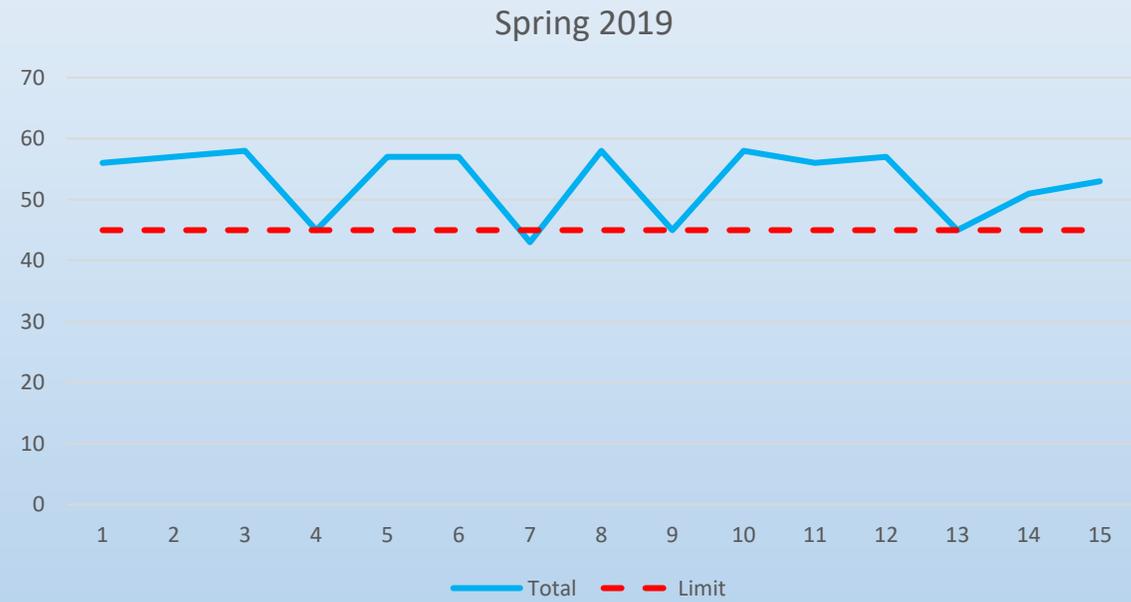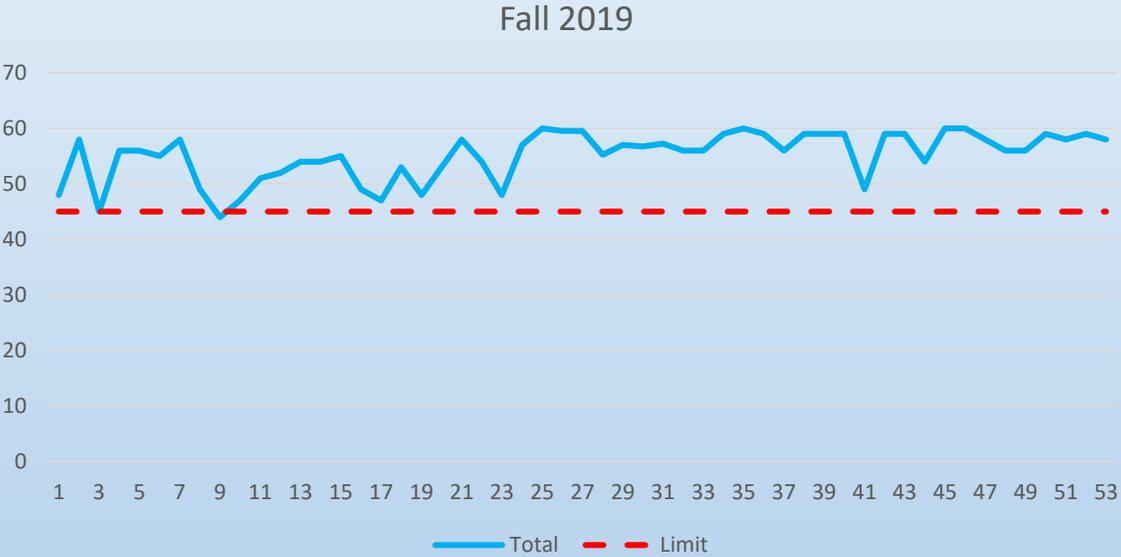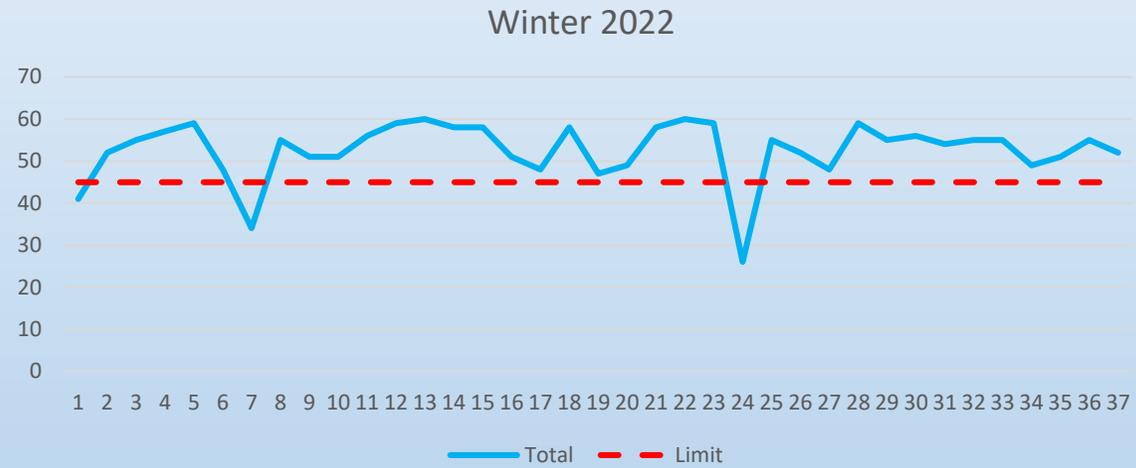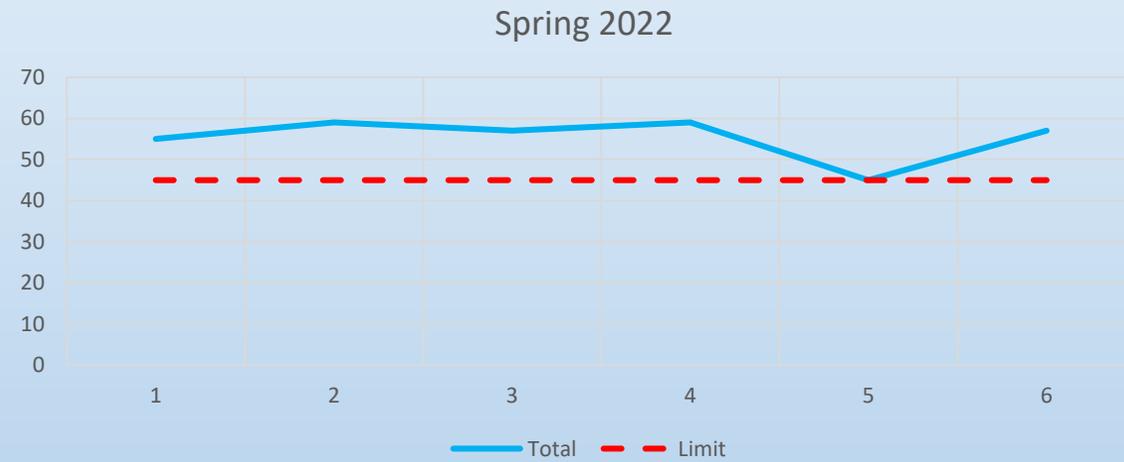
# What We Learned

There is a lapse of data due to Covid pandemic. Now that students have returned to classes after Covid, we have noticed a sharp decline in the amount of students that are even completing the individual and/or team lab exams. Note: this data is not included in this report but may be seen in the raw data that is submitted by the instructors.

We do not see any significant issues for instructors that continuously teach this course. We are happy with the overall results. We feel that documenting the reasons why students are not meeting expectations has helped us to focus on whether we need to make changes to our instruction.

We do not see any long term trends in the data over time. We do note that Winter 2019 was an outlier in the data. From the instructor comments, there was a significant decline in the effort put forth by the students and in student understanding during this semester. We also had 3 snow days during this semester.

# Use of Data to Improve Student Performance

We are very happy with the current results.  However, we would like to change the format of the lab exam to more accurately represent our goals for student learning.

***Current System***

Students perform the designs on an individual basis and then build the circuits as a team.

***Future System***

We would like to modify the final lab exam so the students can work together on the design of the circuits.  The students will then have to build the circuits on an individual basis and answer questions regarding the impact of changes to the circuits.

This new method will require students to show us that they have learned how to build the circuits, how to use their meter to take measurements, and how to utilize knowledge learned in the class to discuss how modifications to the circuit will impact the readings.

# New Format of Team Lab Exam

**Lab Exam – Team (15 pts)**     **Names _____**

1.  You have a 10 VDC source available.  Design a voltage divider circuit that has 2VDC, 5 VDC, and 8VDC available.  The total circuit current is to be 2 mA.

    a.  Draw your design and show your calculations.

2.  You have a 10 VDC source available.  Design a current divider circuit that has 10 mA, 6.67 mA, and 3.7 mA available.

a.  Draw your design and show your calculations.

3.  You have a 10 VDC source available.  Design a balanced bridge that has an output of 0 V.  The total circuit current is to be 10 mA.

    a.  Draw your design and show your calculations.

    b.  Modify the design so the output will be +2 VDC.  Show your calculations.

    c.  Modify the design so the output will be -2 VDC.  Show your calculations.

# New Format of Team Lab Exam

## Rubric for Team Portion of Lab Exam

| Topic | 0 Points | 1 Point | 2 Points | 3 Points | Score |
|-------|----------|---------|----------|----------|-------|
| Problem 1 | Team did not submit a design | Team drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 2 | Team did not submit a design | Team drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking or minimal. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 3a | Team did not submit a design | Team drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking or minimal. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 3b | Team did not submit a design | Team drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking or minimal. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 3c | Team did not submit a design | Team drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking or minimal. | Team drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| | | | | Total Score (out of 15) | |

# New Format of Individual Lab Exam

Lab Exam - Individual (45 pts)                    Name_____

1.              You have a 10 VDC source available.  Design a voltage divider circuit that has 2VDC, 5 VDC, and 8VDC available.  The total circuit current is to be 2 mA.

a.              Draw your design and show the calculations.

b.              Build your design and prove its proper operation.

Measured voltages:

c.              Remove a resistor and discuss the impact on the circuit.

2.              You have a 10 VDC source available. Design a current divider circuit that has 10 mA, 6.67 mA, and 3.7 mA available.

a.              Draw your design and show the calculations.

b.              Build your design and prove its proper operation.

Measured currents:

c.              Remove a resistor and discuss the impact on the circuit.


3.              You have a 10 VDC source available.  Design a balanced bridge that has an output of 0 V.  The total circuit current is to be 10 mA.

a.              Draw your design and show the calculations.

b.              Build your design and prove its proper operation.

Measured voltage:

c.              Modify the design so the output will be +2 VDC and show the calculations.


d.              Build your design and prove its proper operation.

Measured voltage:

e.              Modify the design so the output will be -2 VDC and show the calculations.

f.              Build your design and prove its proper operation.

Measured voltage:

# New Rubric for Individual Lab Exam

| Topic | 0 Points | 1 Point | 2 Points | 3 Points | Score |
|---|---|---|---|---|---|
| Problem 1 | Student did not submit a design | Student drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 1b | Student did not build circuit | Student built circuit but did not submit measurements. | Student built circuits and took measurements. However, the measurements were not correct. | Student built circuit and submitted correct measurements (within reason due to tolerances of components). | |
| Problem 1b | Student did not show circuit to instructor. | Student showed circuit to instructor but the circuit was put together in a manner that could not produce correct results. | Student showed circuit to instructor along with all of the measured values. There was at least one wrong component used. | Student showed circuit to instructor along with all of the measured values. Circuit was built correctly and correct components were used. | |
| Problem 1c | Student did not have a response to the question. | Student provided a response that was not accurate. | Student provided a response that was somewhat accurate but lacked sufficient impact statement. | Student provided accurate response including the impact on current draw in the circuit and voltage drops across remaining resistors. | |
| Problem 2 | Student did not submit a design | Student drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 2b | Student did not build circuit | Student built circuit but did not submit measurements. | Student built circuits and took measurements. However, the measurements were not correct. | Student built circuit and submitted correct measurements (within reason due to tolerances of components). | |
| Problem 2b | Student did not show circuit to instructor. | Student showed circuit to instructor but the circuit was put together in a manner that could not produce correct results. | Student showed circuit to instructor along with all of the measured values. There was at least one wrong component used. | Student showed circuit to instructor along with all of the measured values. Circuit was built correctly and correct components were used. | |
| Problem 2c | Student did not have a response to the question. | Student provided a response that was not accurate. | Student provided a response that was somewhat accurate but lacked sufficient impact statement. | Student provided accurate response including the impact on overall current draw in the circuit and impact (if any) on remaining resistors. | |

# New Rubric for Individual Lab Exam

| | | | | | |
|---|---|---|---|---|---|
| Problem 3a | Student did not submit a design | Student drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 3a | Student did not build circuit | Student built circuit but did not submit measurements. | Student built circuits and took measurements. However, the measurements were not correct. | Student built circuit and submitted correct measurements (within reason due to tolerances of components). | |
| Problem 3b | Student did not submit a design | Student drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 3b | Student did not build circuit | Student built circuit but did not submit measurements. | Student built circuits and took measurements. However, the measurements were not correct. | Student built circuit and submitted correct measurements (within reason due to tolerances of components). | |
| Problem 3c | Student did not submit a design | Student drew an incomplete circuit. There were not enough components or the symbols were drawn incorrectly. No supporting calculations were provided. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were lacking. | Student drew a complete circuit. Correct components were used and symbols were drawn correctly. Supporting calculations were provided to support the design. | |
| Problem 3c | Student did not build circuit | Student built circuit but did not submit measurements. | Student built circuits and took measurements. However, the measurements were not correct. | Student built circuit and submitted correct measurements (within reason due to tolerances of components). | |
| Problem 3 | Student did not show circuit to instructor. | Student showed circuit to instructor but the circuit was put together in a manner that could not produce correct results. | Student showed circuit to instructor along with all of the measured values. There was at least one wrong component used. | Student showed circuit to instructor along with all of the measured values. Circuit was built correctly and correct components were used. | |
| | | | | | Total Score (out of 45) |

# SKET110 Final Lab Exam Scoring Rubric Summary

**Instructor** _____     **Semester** _____

| Student (No names provided) | Team (out of 15) | Individual (out of 45) | Total (out of 60) |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |
| 16 | | | |

1. How many students scored below a 45 for a total score on the final lab exam?
2. For each student that scored below a 45 as a total score, please indicate why the student may have scored below department expectations (include student number 1-16).

# Action Plan

1. Coordinator to explain the new system and will submit a scoring matrix to all instructors that will teach this course. (Done)

2. Instructors will be advised to submit all individual and team scores for each student. (Done)

3. Instructors will be required to provide any feedback for students scoring below 75%. (Done)

4. Coordinator will track this data every semester and get immediate feedback from any instructor where problems occur. (Ongoing)

# Letter to Instructors

Hello SKET/ET110 instructors,

I have sorted through the data for the second assessment report for the Higher Learning Commission.  I wanted to share the results with you

90.7% of students obtained a score of 75% or higher on lab exam.  This is an increase from the 2017 report where 84.91% obtained a score of 75% or higher.  Since the goal is for 80% of students to obtain a score of 75% or higher on the lab exam, we did an outstanding job!  Thank you!

We do not see any significant issues for instructors that continuously teach this course.  We are happy with the overall results.  We feel that documenting the reasons why students are not meeting expectations has helped us to focus on whether we need to make changes to our instruction.

We do not see any long-term trends in the data over time.  We do note that Winter 2019 was an outlier in the data.  From the instructor comments, there was a significant decline in the effort put forth by the students and in student understanding during this semester.  We also had 3 snow days during this semester.

We are very happy with the current results.  However, we would like to change the format of the lab exam to more accurately represent our goals for student learning.

***Current System***
Students perform the designs on an individual basis and then build the circuits as a team.
***Future System***
We would like to modify the final lab exam so the students can work together on the design of the circuits.  The students will then have to build the circuits on an individual basis and answer questions regarding the impact of changes to the circuits.

This new method will require students to show us that they have learned how to build the circuits, how to use their meter to take measurements, and how to utilize knowledge learned in the class to discuss how modifications to the circuit will impact the readings.
I have attached the new forms representing our new method for administering the exam.  Please begin to report using the new system starting fall 2023.

Please let me know if you have any questions or concerns.
Diane Lobsiger-Braden

# Advisory Board Feedback

Report will be shared with the Skilled Trades Advisory Board in the Fall 2023 meeting.

# Welding – Program Assessment Story

Currently we have three pathways that students can follow. Each pathway ladders into a higher Certificate/Degree level of achievement. The Plate Certificate started in 2023. The Advanced Certificate and Associate in Applied Science have been available for at least 15 years.

| FALL FIRST YEAR | | | |
|---|---|---|---|
| Course | Course Name | Credits | **Prerequisites** |
| WELD 114W | Intermediate Shielded Metal Arc Welding | 8 | |
| WELD 235W | Gas Metal Arc Welding | 8 | |
| | Total Semester Credits | 16 | *3-Month Plate Certificate Complete* |

**Total Program Credits: 16**

| WINTER FIRST YEAR | | | |
|---|---|---|---|
| Course | Course Name | Credits | Prerequisites |
| WELD 103 | Introduction to Plasma, Carbon Arc, and Fuel Gas Cutting | 3 | |
| WELD 224W | Advanced Shielded Metal Arc Welding | 8 | WELD 114W with a minimum grade of "C" |
| WELD 226W | Gas Tungsten Arc Welding | 8 | |
| | Total Semester Credits | 19 | |

| SPRING FIRST YEAR | | | |
|---|---|---|---|
| Course | Course Name | Credits | Prerequisites |
| WELD 120 | Beginning Industrial Blueprint Reading | 2 | |
| WELD 122 | Blueprint Reading for Welders and Fabricators | 2 | WELD 120, DRF 120, DRF 121, or SKDR 101 |
| WELD 220 | Weld Qualification-Plate | 4 | WELD 114W and WELD 235W each with a minimum grade of "C" (2.0) |
| | Total Semester Credits | 8 | *9 Month Advanced Pipe Certificate Complete* |

**Total Program Credits: 43**

| FALL SECOND YEAR | | | |
|---|---|---|---|
| Course | Course Name | Credits | Prerequisites |
| CAD 114 | Introduction to CAD | 3 | CST 103 recommended or basic knowledge of the Windows Operating System |
| COM 112W | Fundamentals of Oral Communication | 3 | 2.3 HS GPA or any ENG with at least "C" |
| ENG 111 | College Composition I | 3 | GSP recommendation of ENG 111 |
| MTH 119W | Intermediate Algebra | 4 | 3.0 HS GPA (<10 years ago) or complete GSP |
| POL 103W | American Politics | 3 | 2.3 HS GPA, or any ENG, or GSP of ENG 111A |
| | Total Semester Credits | 16 | |

| WINTER SECOND YEAR | | | |
|---|---|---|---|
| Course | Course Name | Credits | Prerequisites |
| ENG 112 | College Composition II | 3 | ENG 111 or equivalent with at least "C" |
| LW 223W | Wellness in Technical Trades | 2 | |
| MTH 121 | Plane Trigonometry | 3 | 3.0 HS GPA (<10 years ago) or complete GSP |
| PHY 101 | Applied Physics | 4 | 2.5 HS GPA (<10 years ago), or MTH 095 with at least "C", or complete GSP |
| SKMT 111 | Metals | 3 | 2.3 HS GPA (<10 years ago) or complete GSP |
| | Total Semester Credits | 15 | *Associate Degree Complete* |

**Total Program Credits: 74**

Here is our Curriculum Map.

| PROGRAM CURRICULUM MAP | | Program: | WELDING ENGINEERING TECHNOLOGY - ASSOCIATE IN APPLIED SCIENCE | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I  = Introduced | | | | | | | | | | | | | | | | |
| P  = Practiced with Feedback | | Courses: | | | | | | | | | | | | | | |
| M = Demonstrated at the Mastery Level | | WELD | WELD | WELD | WELD | WELD | WELD | | | | | | | | | |
| Appropriate for Graduation | | 103 | 114 | 224 | 226 | 235 | 220 | | | | | | | | | |
| Program Learning Outcomes: | | | | | | | | | | | | | | | | |
| 1 | Apply the knowledge gained in the welding program to pass four welding tests (3G-vertical and 4G-overhead using both the GMAW and SMAW processes) to the American Welding Societies D1.1 Structural Welding Code. | | I, P | | | I, P | M | | | | | | | | | |
| 2 | Practice proper safety procedures in practical welding related environments consistent with industrial standards. | I | I, P | P | I, P | I, P | M | | | | | | | | | |
| 3 | Evaluate finished weldments in accordance with AWS D1.1 structural welding code standards. | | I | P | I, P | I, P | M | | | | | | | | | |

These are our previous Learning Outcomes.

| | Program Learning Outcomes: | When to Assess | What Direct and Indirect Evidence to Collect | Who Will Collect the Evidence | How Evidence will be Assessed |
|---|---|---|---|---|---|
| 1 | Apply the knowledge gained in the welding program to pass four welding tests (3G-vertical and 4G-overhead using both the GMAW and SMAW processes) | Every Year | Destructive Tested Weldments | Instructor | According to A.W.S. D1.1 Code |
| 2 | Practice proper safety procedures in practical welding related environments consistent with industrial standards. | Spring 2014 | | Instructor | |
| 3 | Evaluate finished weldments in accordance with AWS D1.1 structural welding code standards. | Spring 2015 | | Instructor | |

Outcome 1: Apply the knowledge gained in the welding program to pass four practical welding tests. The tests are 3G(vertical) and 4G(overhead) using Shielded Metal Arc Welding(SMAW) and Gas Metal Arc Welding(GMAW) processes.

**This is our available data collected to assess this outcome in 2014/2015.  This was the only outcome assessed.**

Forty-Five students took 180 original tests. 150 tests passed on the first attempt (83%).  Twenty tests were passed on the second attempt(94% total pass rate).  Four students passed the alternate test(97% total pass rate).  Six failed the alternate test(3%).

The Standard/Objective for 2014 was to have 80% of all students pass on their first attempt and a total of 90% pass on their second attempt.  We were successful this year.

**Here is the collected data from 2015/2016.  Only Outcome #1 was assessed.**

Outcome 1: Apply the knowledge gained in the welding program to pass four practical welding tests. The tests are 3G(vertical) and 4G(overhead) using Shielded Metal Arc Welding(SMAW) and Gas Metal Arc Welding(GMAW) processes.

Forty-Seven students took 188 original tests. 173 tests passed on the first attempt(92%).  Fifteen tests passed on the second attempt(100% total pass rate).  No students attempted the alternate test.

The Standard/Objective for 2015 was to have 80% of all students pass on their first attempt and a total of 90% pass on their second attempt.  We were successful this year.

**Assessment Change 2018**

After the 2015/2016 Academic year we wanted to improve our methods of assessing students.  We gathered input from all of our full and part-time staff, advisory board, area employers, and students. We began offering the guidelines of the American Welding Society's (AWS) SENSE (Schools Excelling through National Skills Education) Program.  Students had a choice to do this.  To get the certification students had to pass 5 on-line knowledge-based tests along with their four practical weld tests.  Some students chose to just get the four practical welding certifications without the endorsement from the AWS.  We also changed the GMAW process to the FCAW (Flux Cored Arc Welding) process to reflect AWS procedures and local demand from employers.

The AWS SENSE standards require practical welding tests in the 2G (horizontal) and 3G positions.  This differed from the 3G(vertical) and 4G(overhead) testing we had administered in the past.  We changed outcomes and objectives in WELD 114, WELD 235, and WELD 220 to mirror this testing position change.

**Here is the collected data from 2018.  Only Outcome 1 was assessed thoroughly.  We did a pilot Asessment on Learning Outcome #2.**

Outcome 1: Apply the knowledge gained in the welding program to pass four practical welding tests. The tests are 2G(horizontal) and 3G(vertical) using Shielded Metal Arc Welding(SMAW) and Flux Cored Arc Welding(FCAW) processes.

Twenty-one students took 84 original tests.  Seventy-six tests were passed on the first try (90%).  Eight tests were passed on the second try so 100% of our students passed their four tests.

The Standard/Objective for 2018 was to have 80% of all students pass on their first attempt and a total of 90% pass on their second attempt.  We were successful this year.

Here is the Program Learning Outcome #2 that deals with Safety: **Practice proper safety procedures in practical welding related environments consistent with industrial standards.**

As a pilot assessment 7 out of 10 students passed the AWS Safety exam this year.  Three students chose to not take the Safety Exam.

We learned in 2018 that industry values the AWS endorsement on student credentials. We began to consider making the AWS endorsement mandatory for our graduates.

**Here is data collected from 2019. Only Learning outcome #1 was Assessed.**

Outcome 1: Apply the knowledge gained in the welding program to pass four practical welding tests. The tests are 2G(horizontal) and 3G(vertical) using Shielded Metal Arc Welding(SMAW) and Flux Cored Arc Welding(FCAW) processes.

Forty Eight students took 192 original tests. One hundred and sixty four were passed the first time(85%). Twenty-one students passed their second time taking a test(96% total after 2nd attempt). Seven tests were not passed.

The Standard/Objective for 2019 was to have 80% of all students pass on their first attempt and a total of 90% pass on their second attempt. We were successful this year.

We learned this year that the changes we made to our courses helped with students passing their 2G welding test at a high rate. We also learned that more students were choosing to opt into the AWS endorsement. Thirty one out of 48 students passed their AWS SENSE Certification. We decided to make this mandatory in the future and it also allows us to assess Learning Outcome #2 and #3 in a meaningful way.

**We do not have data from 2020 due to Covid.**

Here is our new plan that began in 2021. Prior to that AWS Certification was a choice for the student. Starting in 2021 we made this mandatory.

| Program Learning Outcomes: | When to Assess | What Direct and Indirect Evidence to Collect | Who Will Collect the Evidence | How Evidence will be Assessed |
|---|---|---|---|---|
| 1 Apply the knowledge gained in the welding program to pass four welding tests (2G-horizontal and 3G-vertical using both the GMAW and SMAW processes) | Every Year | Destructive Tested Weldments | Instructor | According to A.W.S. D1.1 Code |
| 2 Practice proper safety procedures in practical welding related environments consistent with industrial standards. | Spring 2021 | | AWS | Receive 100% on AWS Safety Test |
| 3 Evaluate finished weldments in accordance with AWS D1.1 structural welding code standards. | Spring 2023 | | Instructor | Instructor |

**Here is our data from 2021. We assessed Learning Outcomes #1 and #2.**

Outcome 1: Apply the knowledge gained in the welding program to pass four practical welding tests. The tests are 2G(horizontal) and 3G(vertical) using Shielded Metal Arc Welding(SMAW) and Flux Cored Arc Welding(FCAW) processes.

Twenty-five students took 95 original tests.  Seventy-nine tests were passed on the first try(83%).  Thirteen tests were passed on the second try(96%).

The Standard/Objective for 2021 was to have 80% of all students pass on their first attempt and a total of 90% pass on their second attempt.  We were successful this year.

Outcome #2:  Practice proper safety procedures in practical welding related environments consistent with industrial standards.  We assess this with student success passing the AWS exam.

Twenty-one out of 25 students passed the exam(84%).

We did not set a standard for this.

**Here is our data from 2022.  We assessed Learning Outcome #1 and #2.**

Outcome 1: Apply the knowledge gained in the welding program to pass four practical welding tests.  The tests are 2G(horizontal) and 3G(vertical) using Shielded Metal Arc Welding(SMAW) and Flux Cored Arc Welding(FCAW) processes.

Forty-seven students took 181 original tests. One hundred fifty-four were passed on the first try(85%).  Twenty-four were passed on the second try(98%).

The Standard/Objective for 2022 was to have 80% of all students pass on their first attempt and a total of 90% pass on their second attempt.  We were successful this year.

Outcome #2:  Practice proper safety procedures in practical welding related environments consistent with industrial standards.  We assess this with student success passing the AWS exam.

Twenty-seven out of 30 students passes the AWS Safety Exam with 100% accuracy(90%).  We have no data on 17 students due to issues with the AWS website and organization.

We did not set a standard for this.

# Conclusion

Our students now receive a credential from the AWS which is recognized throughout the world.  It also lets us test our Program Learning Outcome regarding safety by a widely recognized third party.  It also aligns our testing positions (2G instead of 4G) to the most common within the welding industry to get an entry-level job.  There are many similarities between 3G and 4G welding.  Horizontal welding (2G) requires a more thorough understanding of fundamental weld techniques that we felt would increase foundational knowledge for our students.  These are the benefits of changing that we gathered from our partners in the community and college that drove our decision.

| Program: | Test program |
|---|---|
| **Program Learning Outcomes:** | |
| 1 | A |
| 2 | B |
| 3 | C |
| 4 | D |
| 5 | E |
| 6 | F |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

| PROGRAM CURRICULUM MAP | Academic Program: | Test program | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I  = Introduced | | | | | | | | | | | | |
| P  = Practiced with Feedback | Courses: | | | | | | | | | | | |
| M = Demonstrated at the Mastery Level | Iki | | | | | | | | | | | |
| Appropriate for Graduation | 0 | a | a | a | a | a | a | a | a | a | a | a |
| **Program Learning Outcomes:** | | | | | | | | | | | | |
| 1 | A | M | | | | | | | | | | | |
| 2 | B | | | | | | | | | | | | |
| 3 | C | | | | | | | | | | | | |
| 4 | D | | | | | | | | | | | | |
| 5 | E | | | | | | | | | | | | |
| 6 | F | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | |
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| | Program Learning Outcomes: | When to Assess | What Direct and Indirect Evidence to Collect | Who Will Collect the Evidence | Please identify at least one ISLO that the evidence also assesses. | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | Apply Skills and Knowledge | Think Critically | Communicate Effectively | Act Responsibly |
| 1 | A | | | | | | | |
| 2 | B | | | | | | | |
| 3 | C | | | | | | | |
| 4 | D | | | | | | | |
| 5 | E | | | | | | | |
| 6 | F | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |

| OATS (assessment database) Report Draft | | Program: | Test program |
|---|---|---|---|
| **Type of Program** | ____Degree or Certificate | ____Co-curricular | ____General Education ____Discipline/Course |

*Please enter a response for each of the cells below*

| **Program Outcome identified for assessment project** | **(Choose one)** | |
|---|---|---|
| *Standard* | *(Minimum acceptable score for assessment)* | |
| *Method of assessment* | **(Choose one)** | |
| *Comments/Details about the method of assessment* | *(comments)* | |
| *Courses where assessment took place* | *(List course or courses)* | |
| *Time Frame* | *(Semesters and years)* | |
| *Contact Person* | *(Name)* | |

| **Results** | **(Choose one)** | |
|---|---|---|
| *Number of students assessed* | *(Enter number)* | |
| *Average score earned* | *(Enter percentage score)* | |
| *Percent of students earning standard or better* | *(Enter percentage)* | |
| *Data Collection Comments* | *(comments)* | |
| *Analysis-What we learned comments(areas for improvement, strengths, weaknesses, etc. discovered)* | *(comments)* | |
| *Actions to improve student learning-details.* | *(comments)* | |

| **Summary of Actions to Improve Student Learning** | | *A response is required for the cell directly below* |
|---|---|---|
| *Primary Change* | *(Choose one) (required!)* | |
| *Secondary Change* | *(optional as needed)* | |
| *If "Other" is chosen… please describe* | *(as needed* | |

| **ISLO's (CHECK ALL THAT APPLY)** *Apply Knowledge and Skills* | **(Choose YES/NO)** | |
|---|---|---|
| ISLO's are Institutional Student Learning Outcomes. Click all that apply, at least one is required. *Think Critically* | **(Choose YES/NO)** | |
| *Communicate Effectively* | **(Choose YES/NO)** | |
| *Act Responsibly* | **(Choose YES/NO)** | |

| **Advisory Board Comments(most recent):** | (entered by Coordinator) | |
|---|---|---|
| **Assessment Committee Comments** | (entered by SLAC Chair) | |

## REPORT STATUS:

## Program Assessment Summary Data 2012-2022

| Program Assessments including Gen Ed Prog | last 10 yrs | | last 5 yrs | | 2021/22 | | 2020/21 | | 2019/20 | | 18/19 | | 2017/18 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | numbers | % | numbers | % | numbers | % | numbers | % | numbers | % | numbers | % | numbers | % |
| **Students Assessed and Data** | | | | | | | | | | | | | | |
| Number of Students | 17096 | | 13467 | | 3013 | | 3447 | | 1093 | | 3165 | | 2749 | |
| **Average % Score** | | 80.0 | | 81.8 | | 83.3 | | 83.5 | | 78.1 | | 80.2 | | 84.6 |
| **% of Student meeting Standard** | | 83.9 | | 84.9 | | 83.5 | | 86.6 | | 85.3 | | 90.4 | | 77.9 |
| **Results** | | | | | | | | | | | | | | |
| (0)  Results were far below expectation/standard | 52 | 13% | 27 | 14% | 7 | 18% | 2 | 5% | 8 | 28% | 3 | 8% | 7 | 13% |
| (1) Results did not meet expectation/standard | 41 | 10% | 17 | 9% | 4 | 10% | 7 | 18% | 1 | 3% | 1 | 3% | 4 | 8% |
| (2) Results met expectation/standard | 156 | 39% | 90 | 45% | 12 | 31% | 13 | 33% | 10 | 34% | 24 | 62% | 28 | 53% |
| (3) Results exceeded expectation/standard | 150 | 38% | 71 | 36% | 16 | 41% | 17 | 44% | 10 | 34% | 11 | 28% | 14 | 26% |
| Total number PLO's assessed | 399 | 77% | 199 | 81% | 39 | 72% | 39 | 77% | 29 | 69% | 39 | 90% | 53 | 79% |
| % of Assessments that met or exceeded standard | | | | | | | | | | | | | | |

## Actions in Response

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Change Assignments/activities | 72 | 18% | 37 | 19% | 9 | 23% | 8 | 21% | 8 | 28% | 10 | 26% | 2 | 4% |
| Change materials provided | 17 | 4% | 12 | 6% | 3 | 8% | 5 | 13% | 1 | 3% | 1 | 3% | 2 | 4% |
| Adjust grading rubric | 34 | 9% | 14 | 7% | 6 | 15% | 5 | 13% | 1 | 3% | 0 | 0% | 2 | 4% |
| Update course content | 174 | 44% | 97 | 49% | 18 | 46% | 22 | 56% | 16 | 55% | 13 | 33% | 28 | 53% |
| Update course outcomes | 5 | 1% | 3 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 6% |
| Update prior courses | 3 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Continue to monitor | 219 | 55% | 108 | 54% | 23 | 59% | 21 | 54% | 14 | 48% | 24 | 62% | 26 | 49% |
| Change course sequence or PreRequisite | 9 | 2% | 2 | 1% | 0 | 0% | 0 | 0% | 2 | 7% | 0 | 0% | 0 | 0% |
| Review or update Assessment Process | 71 | 18% | 17 | 9% | 2 | 5% | 3 | 8% | 0 | 0% | 4 | 10% | 8 | 15% |
| Other | 32 | 8% | 14 | 7% | 3 | 8% | 3 | 8% | 0 | 0% | 3 | 8% | 4 | 8% |

**GEN ED DATA TABLES**

| | Last 6 years | (2017-2023) | | Cycle 2 | (2020-2023) | | Cycle 1 | (2017-2019) |
|---|---|---|---|---|---|---|---|---|
| | N | % | | N | % | | N | % |
| **Think Civically** | | | | | | | | |
| Level 0 - No Evidence | 46 | 8% | | 18 | 5% | | 28 | 13% |
| Level 1 - Emerging | 18 | 3% | | 10 | 3% | | 8 | 4% |
| Level 2 - Developing | 122 | 21% | | 85 | 24% | | 37 | 17% |
| Level 3 - Mastery | 385 | 67% | | 241 | 68% | | 144 | 66% |
| **Total N** | **571** | | | **354** | | | **217** | |
| % at 2 or 3 | | 89% | | | 92% | | | 83% |
| | | | | | | | | |
| **Cultivate Wellness** | | | | | | | | |
| Level 0 - No Evidence | 39 | 7% | | 24 | 7% | | 15 | 6% |
| Level 1 - Emerging | 32 | 5% | | 18 | 5% | | 14 | 6% |
| Level 2 - Developing | 112 | 19% | | 68 | 20% | | 44 | 18% |
| Level 3 - Mastery | 401 | 69% | | 228 | 67% | | 173 | 70% |
| **Total N** | **584** | | | **338** | | | **246** | |
| % at 2 or 3 | | 88% | | | 88% | | | 88% |
| | | | | | | | | |
| **Utilize Technology** | | | | | | | | |
| Level 0 - No Evidence | 89 | 8% | | 46 | 6% | | 43 | 11% |
| Level 1 - Emerging | 72 | 6% | | 26 | 4% | | 46 | 12% |
| Level 2 - Developing | 161 | 15% | | 95 | 13% | | 66 | 17% |
| Level 3 - Mastery | 788 | 71% | | 545 | 77% | | 243 | 61% |
| **Total N** | **1110** | | | **712** | | | **398** | |
| % at 2 or 3 | | 85% | | | 90% | | | 78% |
| | | | | | | | | |
| **Reason Quantitatively** | | | | | | | | |
| Level 0 - No Evidence | 188 | 12% | | 73 | 11% | | 115 | 12% |
| Level 1 - Emerging | 176 | 11% | | 61 | 9% | | 115 | 12% |
| Level 2 - Developing | 362 | 23% | | 146 | 22% | | 216 | 23% |
| Level 3 - Mastery | 869 | 54% | | 374 | 57% | | 495 | 53% |
| **Total N** | **1595** | | | **654** | | | **941** | |
| % at 2 or 3 | | 77% | | | 80% | | | 76% |
| | | | | | | | | |
| **Communicate Effectively** | | | | | | | | |
| Level 0 - No Evidence | 88 | 8% | | 40 | 8% | | 48 | 8% |
| Level 1 - Emerging | 56 | 5% | | 26 | 5% | | 30 | 5% |
| Level 2 - Developing | 281 | 26% | | 121 | 24% | | 160 | 28% |
| Level 3 - Mastery | 654 | 61% | | 312 | 63% | | 342 | 59% |
| **Total N** | **1079** | | | **499** | | | **580** | |
| % at 2 or 3 | | 87% | | | 87% | | | 87% |
| | | | | | | | | |
| **Think Critically** | | | | | | | | |
| Level 0 - No Evidence | 158 | 9% | | 62 | 9% | | 96 | 9% |
| Level 1 - Emerging | 164 | 10% | | 73 | 11% | | 91 | 9% |
| Level 2 - Developing | 391 | 23% | | 163 | 24% | | 228 | 23% |
| Level 3 - Mastery | 986 | 58% | | 387 | 56% | | 599 | 59% |
| **Total N** | **1699** | | | **685** | | | **1014** | |
| % at 2 or 3 | | 81% | | | 80% | | | 82% |
| | | | | | | | | |
| Total Student Count | **6638** | | | **3242** | | | **3396** | |

**Assessment Results for Cycle for Processes Associated with
Common Program Learning Outcomes**

## Schedule Adherence

For the last 3-years we have successfully maintained our assessment schedule. This provides us with a set of assessment data for each learning outcome we look forward to continuing this schedule and mapping trends to review the effectiveness of our changes.

Assessed Winter 2017, with next assessment cycle Winter 2020.
1. ISLO: Act responsibly.
   Assessed Winter Semester 2017. Next Assessment Cycle 2020.
      a. GELO: Think Civically:  Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life.
      b. GELO: Cultivate Wellness:  Demonstrate an understanding of wellness principles to promote physical and personal health.

Assessed Winter 2018, with next assessment cycle Winter 2021.
2. ISLO: Apply knowledge and skills.
      a. GELO: Utilize Technology Effectively:  Solve a problem or accomplish a task using technology.
      b. GELO: Reason Quantitatively:  Use quantitative information or analyze data within context to arrive at meaningful results.

Assess Winter 2019, with next assessment cycle Winter 2022.
3. ISLO: Communicate effectively. (Assessed Winter Semester 2019)
      a. GELO: Communicate Effectively:  Communicate effectively in oral, written, or symbolic expression.
4. ISLO: Think critically. (Assessed Winter Semester 2019)
      a. GELO: Think Critically:  Produce a defensible conclusion or solution using critical or creative thinking.

Completion of the first three-year assessment cycle has demonstrated that we have successfully developed a sustainable assessment process which can be repeated in future years. The first assessment cycle gave us a baseline for our data analysis and insight into the skills and knowledge of our graduates. The focus of this first assessment cycle has been to establish our methods of sampling students and educate faculty about the assessment process. We expect the ongoing work of the General Education Curriculum and Assessment Committee, as well the General Education Resource Groups, to improve student learning and student performance in future assessment cycles. The initial baseline of 70% of students achieving a rubric level 2 or 3 has been increased to a long-term goal of 80% of students achieving a rubric level 2 during the next assessment cycle.

# Table 1.1.A: Student Performance by Outcome

Caption Table 1.1.A:
Our assessment process relies on faculty to design their own assessment tool and submit the results for specific students who have earned 45 credit hours or more. This credit hour designation selects for students who are nearing the end of their course work on a 2-year program. The instructor-assigned scores are reviewed for rigor by a General Education Resource Group, a committee of faculty who offer support to other faculty in assessing a specific general education outcome. Comparisons between the instructor assigned scores and the resource group scores are showed in Table 1.1.B.

Key:
Faculty and resources groups used the same 4-point rubric listed below to assess student work according to the appropriate General Education Outcome:

Level 0 – No Evidence. No student work was submitted or the student dropped the course before submission.
Level 1 – Emerging. Does not meet expectations: has major errors, omissions, or inappropriate expressions.
Level 2 – Developing. Meets minimal expectations: has minor errors, omissions, or inappropriate expression.
Level 3 – Mastery. Shows proficiency in demonstrating the outcome.

| ISLO | Act Responsibly | | Apply Knowledge and Skills | | Communicate Effectively | | Think Critically | |
|---|---|---|---|---|---|---|---|---|
| GELO | Think Civically | | Cultivate Wellness | | Utilize Technology | | Reason Quantitatively | |
| Assessment Schedule | 2017, 2020, 2023 | | | | 2018, 2021, 2024 | | | |
| | | N | | N | | N | | N |
| Level 0 | 13% | 28 | 6% | 15 | 11% | 43 | 12% | 115 |
| Level 1 | 4% | 8 | 6% | 14 | 12% | 46 | 12% | 115 |
| Level 2 | 17% | 37 | 18% | 44 | 17% | 66 | 23% | 216 |
| Level 3 | 66% | 144 | 70% | 173 | 61% | 243 | 53% | 495 |
| Total N | 217 | | 246 | | 398 | | 941 | |
| Average Level | 2.4 | | 2.5 | | 2.3 | | 2.2 | |
| % Acceptable | 83% | 181 | 88% | 217 | 78% | 309 | 76% | 711 |

| ISLO | Communicate Effectively | | Think Critically | |
|---|---|---|---|---|
| GELO | | | | |
| Assessment Schedule | 2019, 2022, 2025 | | | |
| | | N | | N |
| Level 0 | 8% | 48 | 9% | 96 |
| Level 1 | 5% | 30 | 9% | 91 |
| Level 2 | 28% | 160 | 23% | 228 |
| Level 3 | 59% | 342 | 59% | 599 |
| Total N | 580 | | 1014 | |
| Average Level | 2.4 | | 2.3 | |
| % Acceptable | 87% | 504 | 82% | 827 |

■ Interpretation: In the large samples the percent of scores at the 2 and 3 levels surpassed the target of 70% in all general education outcome categories. The target was met for all outcomes.

■ To improve performance, we are offering help to students and faculty in the following ways:

  ■ Professional development opportunities to design activities/assignments that develop critical thinking skills (workshops, access to examples, discipline TC guide)
  ■ Promoting current student resources: TLC and WRIT
  ■ Creating discipline specific student guidelines
  ■ GECAC eLearning site available to all faculty with sample assessments

## Table 1.1.B: Rater Reliability

Caption Table 1.2:
A subset of the assignments used to develop Table 1 were screened for appropriate rigor. This table compares the rankings of individual faculty against the members of the general education resource group.

Key:
      F = Faculty Scores
      R = Resource Group Scores

| ISLO | Act Responsibly | | | | Apply Knowledge and Skills | | | | Communicate Effectively | | Think Critically | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| GELO | Think Civically | | Cultivate Wellness | | Utilize Technology | | Reason Quantitatively | | | | | |
| Assessment Schedule | 2017, 2020, 2023 | | | | 2018, 2021, 2024 | | | | 2019, 2022, 2025 | | | |
| | F | R | F | R | F | R | F | R | F | R | F | R |
| Level 0 | 3% | 3% | 1.5% | 2% | 0% | 0% | 12% | 14% | 0% | 18% | 0% | 9% |
| Level 1 | 5% | 8% | 1.5% | 10% | 11% | 7% | 11% | 16% | 10% | 3% | 8% | 9% |
| Level 2 | 19% | 27% | 21% | 45% | 15% | 5% | 32% | 21% | 37% | 31% | 33% | 29% |
| Level 3 | 73% | 61% | 76% | 43% | 74% | 88% | 44% | 49% | 53% | 48% | 59% | 53% |
| Total N | 59 | | 67 | | 74 | | 115 | | 62 | | 78 | |
| Average Level | 2.6 | 2.5 | 2.7 | 2.3 | 2.6 | 2.8 | 2.1 | 2.1 | 2.4 | 2.1 | 2.5 | 2.3 |
| % Acceptable | 92% | 88% | 97% | 88% | 89% | 94% | 76% | 70% | 90% | 79% | 92% | 82% |

- ■ Part of the discrepancy between faculty scores and resource groups scores can be explained by professors scoring student work based on the assignment criteria, rather than the outcome.

- ■ Cultivate Wellness Results: Many of the assignments submitted did not meet the general education outcome at a level 3 when scored by the resource group. That is not to say that the course isn't mastering wellness, but the work submitted did not capture the outcome. It is difficult to submit one assignment that indicates "mastery". The resource group is working on ways to assist faculty in choosing an assignment that meets the outcome.

- ■ Reason Quantitatively Results: 16 out of the 115 (14%) assignments collected were unable to be scored by the resource group. Reasons for not scoring: resource group could not understand the assignment or the key, the assignment did not satisfy the expectations of the outcome.

- ■ Communicate Effectively Results: 11 out of 62 (18%) assignments collected were unable to be scored by the resource group.  Reasons for not scoring:  Instructor submitted their evaluation, outside reviewer evaluation or peer evaluation for scoring.

- ■ Think Critically Results: 7 out of 78 (9%) assignments collected were not scored by the resource group. Reasons for not scoring: No student work submitted: 2, Assignment Mismatch: 1, Assignment not addressing critical thinking: 4

- ■ Bottom Line: Resource group scoring is well-aligned with instructor rankings for the large sample but lower than the small sample mainly because not all the assignments turned in were assessable.

- ■ Suggestions for improvement: Conversations with individual faculty, trainings provided by GECAC and resources groups, workshops during the college learning days and adjunct academy.

# Table 1.1.C: Degree Specific Data

Caption for Table 1.1.C
Our common learning outcome assessment process samples a wider pool of students than those who actually receive degrees. These tables present assessment results based on the subset of students who actually received a degree or certificate from Delta College.

Part 1: Any Degree or Certificate

| ISLO | Act Responsibly | | | | Apply Knowledge and Skills | | | | Communicate Effectively | | Think Critically | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GELO | Think Civically | | Cultivate Wellness | | Utilize Technology | | Reason Quantitatively | | | | | |
| Assessment Schedule | 2017, 2020, 2023 | | | | 2018, 2021, 2024 | | | | 2019, 2022, 2025 | | | |
| | | N | | N | | N | | N | | N | | N |
| Level 0 | 4% | 4 | 3% | 3 | 3% | 5 | 6% | 7 | 2% | 6 | 4% | 12 |
| Level 1 | 1% | 1 | 3% | 3 | 8% | 16 | 14% | 16 | 3% | 7 | 7% | 20 |
| Level 2 | 11% | 11 | 13% | 15 | 13% | 24 | 24% | 27 | 24% | 61 | 24% | 72 |
| Level 3 | 84% | 80 | 82% | 94 | 75% | 136 | 56% | 65 | 71% | 177 | 65% | 195 |
| Total N | 100% | 95 | 100% | 115 | 100% | 181 | 100% | 115 | 100% | 251 | 100% | 299 |
| Average Score | 2.8 | | 2.7 | | 2.6 | | 2.3 | | 2.6 | | 2.5 | |
| % Acceptable | 95% | 91 | 95% | 109 | 95% | 160 | 80% | 92 | 95% | 238 | 89% | 267 |

Part 2: Associates in Arts (AA) or Associates in Science (AS)

| ISLO | Act Responsibly | | | | Apply Knowledge and Skills | | | | Communicate Effectively | | Think Critically | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GELO | Think Civically | | Cultivate Wellness | | Utilize Technology | | Reason Quantitatively | | | | | |
| Assessment Schedule | 2017, 2020, 2023 | | | | 2018, 2021, 2024 | | | | 2019, 2022, 2025 | | | |
| | AA | AS | AA | AS | AA | AS | AA | AS | AA | AS | AA | AS |
| Total N | 14 | 10 | 16 | 15 | 31 | 20 | 38 | 21 | 34 | 53 | 36 | 71 |
| % Acceptable | 86% | 100% | 87% | 93% | 77% | 85% | 74% | 86% | 94% | 91% | 92% | 85% |
| % of Graduating Class Sampled | 6.3 % | 7.1 % | 7.2% | 11% | 21% | 19% | 26% | 20% | 22% | 47% | 24% | 63% |

- These results indicate that graduates of Delta College are able to demonstrate proficiency in all the common learning outcomes as seen by the high percentage of students scoring at a 2 or 3.

- Although the percentage of AA and AS graduates sampled in the first year of the assessment cycle was low (below 10%), it remained at or above 20% for the remaining four outcomes assessed. These results give us confidence in our sampling methods.

- Results of the assessment cycle have been shared with faculty at division meetings and faculty forum. A workshop was also offered at adjunct academy to educate part-time faculty about our general education assessment process. As faculty become more familiar with the assessment process we expect our rates of participation to increase.

## GECAC actions in response to assessment (use of data to improve student success)

GECAC is sharing excellent examples of assignments used in assessing the General Education Learning Outcomes online: https://elearning.delta.edu/d2l/le/discovery/view/course/2943363

GECAC and SLAC gave an assessment presentation during Winter 2021 Learning Day. GECAC and resource group chairs led General Education Assessment Workshops at the Fall 2021 and Fall 2022 Learning Days. GECAC chair gave a presentation at the April 2022 Faculty Form.

### Winter 2020- Think Civically
57 Faculty participated in the Winter 2020 assessment
Action Plan

1. Instructors are invited to submit their assignments to the resource group for review and feedback on how to better meet the outcome criteria.
2. Think Civically assignment examples have been posted on the GECAC portal site for the faculty to view.
3. The Think Civically Resource group is working on revising the outcome rubric.

### Fall 2020 – Cultivate Wellness
27 Faculty participated in the Fall 2020 assessment
- ▶ Next Steps
  - ▶ 12 faculty will continue to monitor
  - ▶ 2 faculty changed a class assignment or activity
  - ▶ 2 faculty updated course content
  - ▶ 1 faculty changed materials provided

### Winter 2021 – Reason Quantitatively
81 faculty participated in the Winter 2021 assessment
- ▶ Next Steps
  - ▶ 48 faculty will continue to monitor
  - ▶ 11 faculty changed a class assignment or activity
  - ▶ 3 faculty updated course content
  - ▶ 4 faculty adjusted a grading rubric

### Fall 2021 – Utilize Technology Effectively
97 faculty participated in the Fall 2021 assessment
- ▶ Next Steps
  - 60 faculty will continue to monitor
  - 3 faculty adjusted a grading rubric
  - 3 faculty updated course content
  - 2 faculty change a class assignment or activity
  - 2 faculty changed materials provided

Maureen Donegan
GECAC co-chair                                                                                           10/3/22


**Winter 2022- Think Critically**
113 faculty participated in the Winter 2022 assessment
▶ Next Steps
- 51 faculty will continue to monitor
- 6 faculty changed a class assignment or activity
- 5 faculty adjust a grading rubric
- 4 faculty update course content
- 2 faculty changed materials provided

**Fall 2022 – Communicate Effectively**
Assessment ongoing…

"How do we use data to make improvements in student learning?"

The past 3 years were focused on conducting our first assessment cycle of the new GELOs and establishing baseline data. The assessment results were shared with both of our assessment committees, GECAC and SLAC, as well faculty at large via yearly presentations at faculty forum. Additional sessions about Gen Ed assessment were given our annual professional development for full-time faculty. The past GECAC chair also gave a presentation to part time faculty at the 2018 adjunct academy.

During these presentations the resource group chairs reported student strengths and weakness. Not only did the resource group summarize the quantitative data but they were also able to summarize the qualitative comments and report trends. Information about relevant faculty and student resources on campus was shared as well as ideas for future professional development.

As a result of participating in the General Education assessment faculty have revised assignments and assessment they give to student or introduced new projects into their courses. For example, the course I teach, Introduction to Psychology, is an assessment site for our Critical Thinking outcome. Participating in the General Education assessment process has helped me think about the goals I have for my students. Not only do I want to them to develop a basic understanding of the field of psychology, but I also want to help them develop critical thinking skills. As a result, my assessments in the course have shifted from focusing on content knowledge to application of critical thinking, from multiple choice tests to essays. I believe this is a positive change which will help my students succeed in future courses and in their careers after graduation.

**Overview of the Process Used to Propose changes to the General Education Outcomes**

In fall of 2022, the chair of the Think Civically Resource Group proposed changes to the General Education Learning Outcomes (GELOs); specifically rewording the Think Civically outcome and adding an Understand Diversity outcome.  The Think Civically Resource Group first proposed changing the wording of the Think Civically outcome after the Winter 2020 assessment. The proposed wording was presented at the March 2021 GECAC meeting as part of the Think Civically assessment report. Since the second assessment cycle was not completed, no changes were made at that time but the wording of the GELOs was revisited at the end of the second assessment cycle.  The wording for all six GELOs has remained unchanged since revisions were approved in 2016.

The Think Civically Resource Group chair along with one of the GECAC co-chairs constructed proposed outcomes as follows during the Fall 2022 semester:

Think Civically:
**Current Outcome:** Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life.
**Proposed Outcome:** Demonstrate a capacity to engage effectively in civic life in a diverse society.

Understand Diversity:
**Current Outcome:** None
**Proposed Outcome:** Demonstrate an understanding of how variables of diversity affect society at a personal, interpersonal, institutional, or global level.

These changes were intended to emphasize engagement of students in civic life for the Think Civically outcome, while adding a diversity outcome to better align our GELOs with the college mission, vision, and values.  A diversity outcome existed prior to the 2016 revision from 38 outcomes to 6, so this is not new to Delta.  Another goal of these changes was to help faculty find assignments that assessed Think Civically in their courses.  Over the first two cycles of assessment, Think Civically has had one of the lowest return rates (51% and 58% respectively). The hope was that by rewording the Think Civically outcome, this rate of return would increase.

In November 2022, the Think Civically Resource Group chair and one of the GECAC co-chairs met with the college President and Vice President of Instruction and Learning Services (VPILS) and got their approval to make changes to the GELOs if faculty supported those changes.

The Think Civically Resource Group chair, GECAC past chair, GECAC chair, and two GECAC members presented the proposed changes to faculty during two break-out sessions at Winter Learning Days in January 2023.  The GECAC chair and past chair then presented these proposed changes to the CIBE Academic and Unit Assessment Subcommittee as well as the CIBE Diversity and Equity Education Subcommittee.  Finally, GECAC division reps presented these changes at all five February division meetings.  There were discussions and suggestions made at the end of

each of these presentations that were considered. Plans were also in place to present at the CIBE college-wide committee meeting in February, but that meeting had to be canceled.

Concerns that were raised by faculty during these presentations and discussions include:
1) The potential for fewer classes to mark "M" for mastery on the gen ed audit for Think Civically.
2) The potential for some graduates to satisfy their degree requirements without taking a class in which Think Civically or Understand Diversity are mastered (holes in curriculum).
3) Additional workload to assess 7 outcomes instead of 6.
4) Process for approving these changes is unclear under the new shared governance structure.
5) The need to update entire curriculum map is unwanted.
6) There were several suggested wording changes for clarity.
7) Think Civically wording seems to imply students must "do" something civically rather than "demonstrate an understanding". This may severely limit the courses in which Think Civically is assessed.

After considering suggestions made by faculty at these presentations, wording changes were proposed at the February GECAC meeting. The wording changes that were agreed upon at that meeting are as follows:

**Think Civically:** Demonstrate an understanding of effective engagement in civic life.

**Understand Diversity:** Demonstrate an understanding of how diversity affects society at a personal, interpersonal, institutional, or global level.

An electronic vote was taken following that GECAC meeting and passed in favor of moving forward with the changes to the wording. After further informal discussions, the Think Civically Resource Group chair decided to withdraw the request to change the outcomes with the approval of the GECAC chair and past chair due to the wording changes and other concerns raised by faculty. The GECAC committee members were updated at the March meeting.

**Summary of process:**
- Resource group chair proposed changes to the GELOs.
- Meeting with college President and VPILS in November 2022.
- Presentation made at Winter Learning Days in January 2023.
- Presentation made at CIBE Academic and Unit Assessment Subcommittee in January 2023.
- Presentation made at CIBE Diversity and Equity Education Subcommittee in January 2023.
- Presentation made at all five division meetings in February 2023.
- Attempted to present at CIBE college-wide meeting in February 2023.
- Changes made to proposal at GECAC February meeting based upon feedback.
- GECAC members vote to move forward with changes after February meeting.
- Continued discussions in informal settings and at March assessment leadership meeting.

- Resource group chair withdraws proposal to change GELOs with approval of GECAC chair and past chair in March 2023.
- Update provided to GECAC at March 2023 meeting.

Eric Wiesenauer                                                                April 4, 2023
GECAC Chair

## <u>Actions in Response to General Education Assessment at Delta College</u>

General education assessment at Delta College has been used to make changes and improvements in several different areas including large-scale changes to the general education curriculum model, improvements to the assessment process, and improvements to individual courses. All these changes are made with the goal of improving student success.

### <u>Changes to General Education Curriculum Model</u>

The large-scale changes to the general education curriculum began in 2015. There were 38 total general education outcomes divided into 12 areas. This was too many to effectively assess in a 3 to 5-year cycle. From 2013-2015 only 5 of the 12 general education areas had at least one outcome that was assessed. So, starting in 2015, the General Education Curriculum and Assessment Committee (GECAC) held several meetings with faculty and Student Services representatives to revise the general education outcomes using a more holistic approach. In April 2016, faculty voted to adopted six new general education outcomes to replace the prior 38 which can be easily assessed during a 3 to 5-year cycle. The six General Education Learning Outcomes (GELOs) are Think Critically, Communicate Effectively, Think Civically, Cultivate Wellness, Utilize Technology Effectively, and Reason Quantitatively.

Under the general education model prior to 2016, not all students met all outcomes before graduation because of the multiple paths possible to complete the graduation requirements for different degrees. Reducing the number of outcomes to 6 and reassessing the general education audit ensured that all degree programs met all the GELOs.

Prior to 2016, the general education audit was not routinely evaluated or updated. Since the restructuring of the outcomes, the GECAC chair, as part of the Curriculum Development Office, reviews the general education audit for all courses going through the curriculum process. Curriculum Council also ensures that at least one course in each degree program has an M (Mastery) listed for each GELO. Faculty can make changes to the general education audit by submitting an updated discipline audit to the GECAC chair who will then send it to Academic Services who updates the information in Curriculog. Every year when a new catalog is published the general education outcome database is synced with Acalog. The general education outcomes are embedded in all degree programs at the college.

### <u>Changes to Assessment Process</u>

After making these large-scale changes to the general education curriculum, several improvements needed to be made in order to make the process of assessment more manageable and useful. The following changes have been made during the first two assessment cycles of the 6 GELOs to address problems in the assessment process.

Some students who were selected for a general education assessment were no longer in the course when the assessment took place, artificially lowering the average score. A separate level X score was added to the spreadsheet for students who had dropped the course, so they are not included in the final sample size. The goal of general education assessment is to determine the knowledge and skills of our students the semester before they graduate and if students are dropping a course, then it is unlikely that they will graduate that semester. Therefore, they should not be included in the sample.

Eric Wiesenauer                                                                                     April 4, 2023
GECAC Chair

Resource group scoring was not always consistent. Each resource group created their own rubric, resulting in different standards between GELOs.  As a result, a common rubric was created for scoring of student work by both the faculty and resource group members. This rubric has 4 levels; Level 0 – No Evidence (No student work was submitted), Level 1 – Emerging, Level 2 – Developing, Level 3 – Mastery.

Resource group benchmarks were not consistent.  Each resource group set their own benchmark or standard which made it hard to determine strengths and weakness and compare data between learning outcomes. Previous benchmarks included the following, 75% of the students will score at a level 3, 80% of the students will score at a level 3, 80% of the students will score at a level 2 or 3.  As a result, a common benchmark of 70% of students scoring at a level 2 or 3 on the standard rubric was established for all outcomes.  However, this benchmark was met for all 6 of the GELOs during the first assessment cycle from 2017 to 2019.  So, the benchmark was increased from "70% of students will score at a level 2 or 3" to "80% at a level 2 or 3" for the second cycle.

Due to the nature of each GELO being assessed within many courses and across many disciplines, resource groups had trouble scoring student work from multiple disciplines across the college. In addition, samples of student work without assignment instructions and answer keys were hard to interpret, particularly for faculty who teach in different disciplines.  Consequently, resource groups now score samples of student work in partnership with GECAC members. This allows the members of both resource group and GECAC to ask questions and compare notes, increasing internal reliability since GECAC consists of faculty from each of the five divisions. Faculty are also asked to submit a copy of the assignment instructions and answer key when submitting student work.

In the past, resource groups analyzed and presented data in very different formats, sometimes losing sight of the larger goal of the general education assessment.  To address this issue, a PowerPoint template was created for all resource groups to use to summarize and present data to faculty and to the Student Learning Assessment Committee (SLAC). Data required for reporting purposes is clearly identified.

Another problem was that GELO assessments were not being uploaded to the OATS database and the reports were not stored in a centralized location.  The GECAC Chair is now responsible for adding yearly assessment reports to the OATS database. Reports for all six outcome assessments have been uploaded to the database. Presentations and reports are also shared on the General Education Assessment eLearning site.

During the first cycle of assessment for the six GELOS, two outcomes were assessed each winter semester.  This created confusion for some faculty and increased workload for support staff.  For the second cycle, one outcome was assessed during both fall and winter semesters.  This continues to allow two outcomes to be assessed each year, establishing a three-year cycle to assess all GELOs.

Previously we were only collecting numerical data for the majority of students. As a result, when students scored low on an assessment it was hard for GECAC and resource groups to know why the students were struggling or to determine where improvements to teaching needed to be made.  Now, qualitative comments are also requested from faculty along with the scores from student work.  The comments are then summarized in the reports from each resource group.

Assessment methods were very labor intensive and involved significant amounts of data entry by support staff.  The process is all electronic now and some data entry has been automated. Communication

with faculty takes place through a designated email address: assessment@delta.edu. Faculty can enter student scores into a spreadsheet and submit copies of student work electronically.

A global pandemic caused campus to close in Winter 2020. GECAC was forced to work remotely for the reminder of that semester and the 2020-2021 academic year. Nonetheless, assessment must go on! GECAC was able to host all meeting virtually via Zoom.  Samples of student work are uploaded to GECAC's Microsoft Teams page.  The student work is divided amongst small groups of GECAC and resource group members who can access them on the Teams page and discuss them in breakout rooms on Zoom.  Scores are then recorded in a shared spreadsheet on the Teams page.  This scoring process has proven to be sustainable as it has continued to be used during the three academic years since the pandemic began.

General education assessment results used to be shared with faculty across the college at Faculty Forum once each academic year.  This did not seem to get general education assessment enough of the spotlight, nor provide faculty an opportunity for professional development in this area.  In addition, a governance restructuring at the college resulted in the loss of Faculty Forum as a venue for presenting. To get general education more exposure, GECAC members regularly present results and offer professional development sessions at Fall and Winter Learning Days.  A general education assessment eLearning course site was also developed to house assessment reports, historical records, GELO resources, and excellent examples of assignments used by faculty to assess each outcome.  Faculty can self-enroll in the eLearning site to have access to all these documents for professional development purposes.  The link to this site, https://elearning.delta.edu/d2l/le/discovery/view/course/2943363, is included in email communications with faculty.  Finally, faculty who participate in the assessment for each outcome are invited to attend the GECAC meeting in which the assessment report is presented by the resource group chair.  This allows interested faculty to provide feedback directly to GECAC and resource groups, as well as have their questions answered.

In the past, GECAC did not have any information on how faculty were changing their teaching and assignments as a result of the assessment.  Now, faculty are asked to add comments about what they are going to change based on the assessment results. Collecting this information will help us track data driven changes in the classroom.

## Changes to Courses

When faculty submit scores and student work to the Assessment Office, they are now asked to submit ways in which the assessment process has motivated them to adjust their course.  Faculty can select from five options: 1) continue to monitor, 2) change a class assignment or activity, 3) adjust a grading rubric, 4) update course content, and 5) change materials provided.

In Fall 2020, there were 27 faculty who participated in the Cultivate Wellness assessment.  12 faculty will continue to monitor, 2 changed a class assignment or activity, 2 updated course content, and 1 changed materials provided.

In Winter 2021, there were 81 faculty who participated in the Reason Quantitatively assessment.  48 faculty will continue to monitor, 11 changed a class assignment or activity, 4 adjusted a grading rubric, and 3 updated course content.

Eric Wiesenauer                                                                                                 April 4, 2023
GECAC Chair

In Fall 2021, there were 97 faculty who participated in the Utilize Technology Effectively assessment. 60 faculty will continue to monitor, 2 changed a class assignment or activity, 3 adjusted a grading rubric, 3 updated course content, and 2 changed materials provided.

In Winter 2022, there were 113 faculty who participated in the Think Critically assessment. 51 faculty will continue to monitor, 6 changed a class assignment or activity, 5 adjusted a grading rubric, 4 updated course content, and 2 changed materials provided.

In Fall 2022, there were 133 faculty who participated in the Communicate Effectively assessment. 69 faculty will continue to monitor, 1 changed a class assignment or activity, 4 adjusted a grading rubric, 2 updated course content, and 1 updated outcomes (changed from "change materials provided").

As a result of participating in general education assessment, faculty have revised assignments and assessments they give to students or introduced new projects into their courses. For example, one faculty in the Psychology Discipline wrote, "The course I teach, Introduction to Psychology, is an assessment site for our Critical Thinking outcome. Participating in the General Education assessment process has helped me think about the goals I have for my students. Not only do I want to them to develop a basic understanding of the field of psychology, but I also want to help them develop critical thinking skills. As a result, my assessments in the course have shifted from focusing on content knowledge to application of critical thinking, from multiple choice tests to essays. I believe this is a positive change which will help my students succeed in future courses and in their careers after graduation."

Another faculty in the Mathematics Discipline wrote, "My College Algebra course is used to assess the Reason Quantitatively outcome. I have redesigned how I teach and assess the sections on Linear and Quadratic Regression as a result of this assessment process. I now designate one class period to teaching both topics together, working through examples of each type of regression in class. I have prepared a worksheet with real-world examples of each type of data to supplement the homework in the text. I then give an in-class quiz to the students on this material rather than including it on a larger test. This quiz is then used in the assessment process when the Reason Quantitatively outcome is being assessed by GECAC. I found in the past, that students would tend to skip this regression question on tests due to the length of the question and the pressure to finish other shorter questions in a timely manner. The amount of time the problem took due to typing data into the calculator was not proportional to the point value of the problem. It was actually a wise test-taking strategy to skip that problem when time was short. By separating it into a stand-alone quiz, participation on that problem has increased, as has the student's focus on learning that topic outside of class."

## Charge to the Delta College General Education Curriculum and Assessment Committee

The General Education Curriculum and Assessment Committee (GECAC) is charged by the Vice President of Instruction & Learning Services with comprehensively overseeing and coordinating Delta's General Education Program. GECAC will conduct assessment of the General Education Learning Outcomes, provide oversight of the A.A., A.S., and A.G.S. Degrees, and make recommendations to the Dean of Transfer Programs and Online Learning to improve student learning at Delta College.

STATEMENT OF GENERAL EDUCATION AT DELTA COLLEGE
Delta College is committed to general education for our community college students. General education develops basic knowledge, critical thinking skills, and values that influence our behavior and motivate us as lifelong learners. Delta College, along with area employers, transfer institutions, and the greater community, agrees that general education is key to personal and professional success.
Students are prepared for 21st century challenges at the level of an associate degree by successfully completing courses required for their degrees. In doing so, students will meet these general education competencies:
1. **Think Critically:** Produce a defensible conclusion or solution using critical or creative thinking.
2. **Communicate Effectively:** Communicate effectively in oral, written, or symbolic expression.
3. **Think Civically:** Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life.
4. **Cultivate Wellness:** Demonstrate an understanding of wellness principles to promote physical and personal health.
5. **Utilize Technology Effectively:** Solve a problem or accomplish a task using technology.
6. **Reason Quantitatively:** Use quantitative information or analyze data within context to arrive at meaningful results.

## GECAC Membership
1. At least one faculty member from each of the divisions with one or more faculty member(s) serving as liaison with the Student Learning Assessment Committee (SLAC). In addition, the General Education Chair and Co-chair (when applicable) also serve as committee members.
2. One academic Associate Dean representative
3. One Student Counseling and Advising representative
4. Immediate Past GECAC Chair for one year
5. Assessment Office Support Staff – Ex-Officio
6. The Associate Director of Transfer Partnerships – Ex-Officio
7. The Dean of Transfer Programs and Online Learning – Ex-Officio
8. Other Ex-officio member(s) as deemed necessary

## GECAC Responsibilities
1. **Review Delta's General Education model** to maintain General Education Learning Outcomes that are clear, relevant, assessable, and supported by faculty.
2. **Maintain the assessment plan** for the General Education Learning Outcomes with goals, procedures, and time targets which monitor and evaluate assessment for General Education Learning Outcomes across the academic disciplines and curricula including the A.A., A.S., and A.G.S. Degrees.

1. Promote awareness of the importance, relevance, and impact of General Education assessment across the college.
2. Create and sustain a vision and strategy to involve all faculty in the implementation of General Education Learning Outcomes.
3. Coordinate with key areas and initiatives relative to student learners.
4. Report assessment and academic improvement plans to the Dean of Transfer Programs and Online Learning annually.
5. Support Resource Group leadership.
3. **Participate in the curriculum approval, assessment, and revision process** to maintain the A.A., A.S., and A.G.S. Degrees.
   1. Academic Disciplines, Divisions, Resource Groups, or other academic leaders are responsible for proposing changes to these degrees through their GECAC representative or by requesting time on the GECAC meeting agenda.
   2. GECAC will consider those changes and move appropriate proposals forward through the curriculum process.
   3. GECAC will review the A.A., A.S., and A.G.S. graduation requirements and program pathways on an annual basis.
4. **Promote opportunities for professional development** of faculty and staff on General Education initiatives.

## GECAC's Member Responsibilities

1. **All Members of GECAC** are representatives and campus leaders in General Education. As representatives, each GECAC member has the responsibility to
   1. Commit to 3 years of service.
   2. Commit to additional years as mutually desired.
   3. Provide a one semester notice if they are transitioning off the Committee.
   4. Participate actively in fulfilling GECAC's charge.
   5. Develop professionally regarding trends in general education at national, local and campus level.
   6. Develop the connection between their constituency and general education with the purpose of communicating the activities of GECAC and the General Education Program.
   7. Faculty members will support general education by serving as a division liaison and resource group member or chair.

2. **The GECAC Chair** is ultimately responsible for initiating and implementing GECAC's assessment initiatives. The Chair's duties include;
   1. Chair GECAC for a term of three years.
   2. Serve as the outgoing Chair for a term of one year after Chair term is completed. The purpose of this year is to mentor the new Chair.
   3. Attend SLAC meetings as requested.
   4. Represent the interests of GECAC in the Curriculum process.
   5. Implement GECAC's charge and lead GECAC meetings.
   6. Represent the interests of Delta College with regard to the quality of its General Education Program.
   7. Consult with Resource Group members and leaders regarding Resource Group leadership changes.
   8. Meet regularly with the SLAC Chair and Dean of Transfer Programs and Online Learning.

9. The Dean of Transfer Programs and Online Learning will communicate the open position in the Fall of the third year. Candidates will be interviewed by the current GECAC Chair, SLAC Chair and the Dean of Transfer Programs and Online Learning. Upon the candidate receiving a vote of confidence by GECAC, the recommendation is forwarded to the Vice President of Instruction & Learning Services. The incoming Chair will begin attending GECAC meetings in Winter if not already a member.

## The General Education Resource Groups

1. **Members who serve are faculty or staff** who have an interest or expertise in a specific area of general education. Multi-disciplinary membership is strongly encouraged. GECAC members are encouraged to be resource group members or resource group chairs.
2. **Member's Term**
    1. Members should commit to 3 years of service.
    2. Members can commit to additional years as mutually desired.
    3. Members should provide a one semester notice if they are transitioning off the Resource Group.
3. **Resource Group Members**
    1. Provide leadership in teaching and assessing their learning outcome across disciplines.
    2. Plan and lead the facilitation of their General Education learning outcome assessment.
    3. Act as a liaison with GECAC in the design and development of assessment plans.
    4. Update, maintain, and create rubrics and benchmarks for assessing student work.
    5. Promote professional development through GECAC in the development of teaching their learning outcome.
4. **Resource Group Chairs**
    1. Lead and coordinate assessment initiatives of the group.
    2. Seek group members in cooperation with the GECAC chair.
    3. Maintain communication with GECAC and attend GECAC meetings as needed.
    4. Report assessment plans, results, findings, and recommendations to GECAC.
    5. Share GECAC assessment project, findings, and recommendations with SLAC as requested.
    6. Plan professional development initiatives to improve student learning.

## Assessment Office Personnel

1. **Maintain published material relevant to GECAC**
    1. Maintain the GECAC eLearning site.
    2. Maintain the OATS database relevant to general education.
    3. Maintain the GECAC SharePoint site.
2. **Oversee the assessment@delta.edu email**
    1. Read and take action on received emails.
    2. Send bulk emails on behalf of the GECAC chair and resource group chairs.
    3. Receive assessment data from faculty.
    4. Send reminders to faculty to complete their spreadsheets (1 month prior to the deadline, two weeks prior to the deadline, and the week following the deadline if needed).
3. **Organize and analyze assessment data**
    1. Make updates to Faculty template spreadsheets as needed (adding questions, locking and unlocking cells, making changes to drop-down lists, etc.).

2. Send assessment spreadsheet and other resources to faculty each semester.
3. Randomize and anonymize student work received from faculty.
4. Make updates to spreadsheet names if they are returned with a different name than the one we sent out.
5. Follow-up with faculty on returned spreadsheets that are incomplete.
6. Transfer data into resource group chair's PowerPoint presentations.
7. Determine graduates from assessment reports for HLC reporting.
8. Work with IR, GECAC chair, and Resource Group chairs to organize demographic and graduate data for HLC reporting.

4. **Set up and archive monthly GECAC meetings**
   1. Send calendar invites.
   2. Reserve a meeting location in 25Live if needed.
   3. Set up and record Zoom meetings.
   4. Take notes and write meeting minutes.
5. **Set up and assist in managing the working meetings to score student work**
   1. Organize samples of student work into folders on SharePoint site for scoring.
   2. Manage Zoom breakout rooms for scoring student work.
   3. Verify with students that their homework can be shared/reviewed (if their homework cannot be anonymized; for example, a video with their likeness or name on it that cannot be removed, we need to get their permission for the RG to review it).
   4. Create the Resource Group scoring sheet.
6. **Update GenEdAssignments database** tables, code, and form as needed.
7. **Generate enrollment reports** in Colleague after the census date for outcome assessment course selection each semester and import into the GenEdAssignments database.
8. **Verify with faculty prior to posting** excellent homework examples to the eLearning site.
9. **Make updates to the assessment proces**s – continuous process improvement.


Revised 5/30/23 – GECAC chair and past-chair
Approved ?/?/23 – VPLS and ?/?/23 – GECAC

# Assessment Activity Reporting

**Department?**
Library

**Contact Person?**
Michele Pratt

**Dates or academic year(s) involved?**
20/21 – 21/22

**Is there a name or title used to identify this assessment activity?**
ENG 111 Online Instruction Data

**What was the goal of the assessment? And/or what the problem to be improved?**
The goal of the assessment is to verify that the online library instruction was useful to students (that they learned).

**What data or information was collected to help inform the improvement?**
Students took a pre-test before undertaking the online library instruction course.  They then took a post-test to measure what was learned.  Scores for both tests were compared.

**What was determined from the data or information?**
Students score higher on the post-test than they do on the pre-test, indicating that students are learning the information.

**What actions were taken as a result?  How did your department make improvements?**
We investigated areas with a higher rate of incorrect answers on the post-test.  After further analysis, either the question was edited for clarification or the instruction was modified to cover the topic in more depth.

**Is there any following data or information to support how successful the improvements were? If so, what?**
Pre- and post-test scores

**Are there any next steps planned as a result? Will this be reviewed again to determine longer-term continued improvement?**
We plan to investigate expanding the pre- and post-test into other courses with online library instruction.

What Institutional Student Learning Outcome does this assessment most closely align with?

__X__Develop knowledge and skills

____Think critically

____Communicate effectively

____Act responsibly

| PROGRAM ASSESSMENT PLAN | Program: Library | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | Please identify at least one ISLO that the evidence also assesses. | | | |
| **Program Learning Outcomes:** | When to Assess | What Direct and Indirect Evidence to Collect | Who Will Collect the Evidence | **Apply Skills and Knowledge** | **Think Critically** | **Communicate Effectively** | **Act Responsibly** |
| 1  Student is comfortable navigating the library website. | Annually | Pre/Post Text | Librarians | **x** | | | |
| 2  Student understands the difference between a Google search and a database search | Annually | Pre/Post Text | Librarians | **x** | | | |
| 3  Student can use library databases to search. | Annually | Pre/Post Text | Librarians | x | | | |
| 4  Student can use filters to limit search results. | Annually | Pre/Post Text | Librarians | x | | | |
| 5  Student can locate citation information in database results | Annually | Pre/Post Text | Librarians | x | | | |