



Maricopa Community Colleges

Assessment Update

November 2009

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Introduction

Purpose

The Maricopa Community College Assessment Committees, in collaboration with the Academic Assessment and Research Office, prepared the following summary report of assessment progress at each college in academic year 2008-2009. This document addresses the Governing Board's Goal for Student Competencies under University Transfer Education and General Education and serves as the annual monitoring report. The student outcomes assessment committee at each college included faculty members from various academic disciplines, representatives from the Offices of Deans of Instruction and Vice Presidents of Academic Affairs, and institutional research staff.

Statement of the Governing Board Goal

"Students will demonstrate post-secondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer information literacy, and mathematics".

"Measures: Multiple measures of student achievement of general education outcomes conducted by college faculty."

Context

The Higher Learning Commission (HLC) accredits each Maricopa Community College individually and independently of its sister colleges. When a college undergoes continuing accreditation, HLC seeks to ascertain whether the institution meets the five Criteria for Accreditation, including Criterion 3 on Student Learning and Effective Teaching. The college assessment committees report on the Governing Board goal for Student Competencies, which reflects the Student Learning component of HLC Criterion 3.

The District Student Academic Achievement Assessment Committee (DSAAAC) was established to prepare annual assessment updates to the Governing Board. The DSAAAC consisted primarily of faculty chairs of the colleges' student outcomes assessment committees, several institutional research personnel, and a representative from the Deans of Instruction (now Vice Presidents of Academic Affairs), Maricopa Center for Learning and Instruction, and the Academic Assessment and Research Office. The DSAAAC met two to three times each year to plan for the annual assessment report as well as assessment forums.

In 2002, DSAAAC wrote the "District Statement on Assessment." The purpose of assessment in the Maricopa Community Colleges is to improve teaching and student learning in support of the Governing Board's goal of post-secondary competencies.

District Statement on Assessment:

The key characteristics of assessment are:

- Owned and driven by faculty
- Directed by local colleges
- Involves multiple methods
- Ensures an ongoing, sustainable process of review
- Results from assessment are used to contribute to curriculum, budget, and planning.

<http://www.maricopa.edu/academic/AARO/Accreditation/StudentAssessment.html>

In 2008 the Chancellor and the Chancellor's Executive Council proposed a reduction of the number of district-wide councils and committees. The goal was to reduce meeting and travel time and to find alternative ways to maintain important district functions. In August 2008 the Vice Chancellor for Academic and Student Affairs (VCASA) informed the DSAAAC group (Polly Miller, Chairperson in 2007-2008; Eric Leshinskie, Director of Maricopa Center for Learning and Instruction; and Georgia Gudykunst, staff support), and also the Vice Presidents of Academic Affairs, that DSAAAC was one of the committees to be disbanded. She asked the group work collaboratively to provide programs of interest to college assessment committees, and to continue the preparation of annual assessment updates to the Governing Board.

Some Highlights from 2008-2009

The colleges continue their work to actively engage in assessment and to sustain systematic assessment of postsecondary student competencies which is integral to improving student learning. The goal is to integrate this work into each college's processes for program reviews, and department and college planning and budgeting. The dynamic nature of the college assessment programs is reflected in the various college activities, with some highlighted below:

- Chandler-Gilbert Community College developed an online assessment tool to enable faculty to evaluate projects for the indicators that serve as measures of the college's cross-curricular outcomes and envision evaluation of student work through piloting of a rubric.
- Estrella Mountain Community College continued to refine a General Education program Abilities matrix to answer the question "What do we want our graduates to know, think, and do?"
- GateWay Community College had multidisciplinary teams evaluate general education clusters, using standardized rubrics in programs such as Allied Health, Nursing, Automotive, and HVAC programs, benefiting from collaboration between disciplines.
- Glendale Community College continued to sustain the assessment of core learning outcomes, demonstrating that Graduate cohorts outperform General Education cohorts.
- Some colleges (Glendale Community College and Scottsdale Community College) applied and were accepted by the HLC's Academy for Assessment of Student Learning.

- Mesa Community College has begun offering grant funds for projects linking assessment results with teaching or learning practices.
- Paradise Valley Community College evaluated its rubrics as reflecting where learning is the strongest and that results were being used to improve learning. The college has been developing project teams to focus on specific challenges (e.g., program review team).
- Phoenix College, using results from the prior year, developed a Round Table discussion on using writing rubrics in the classrooms to promote writing across the curriculum.
- Rio Salado College piloted the newly developed Program Review model with the Nursing Program and continued an annual assessment and learning experience for adjunct faculty.
- Scottsdale Community College reorganized the structure of general education assessment such that faculty focus on two overarching student outcomes - Critical Analysis and Effective Communication across the curriculum.
- South Mountain Community College simplified the General Education outcomes to Critical and Creative Thinking, Quantitative Analysis, Information Literacy, and Written and Oral Communication; and plans to focus on course-level outcomes for the highest enrolled courses.

This report shows the distinct natures and common commitments of the colleges to our students and to student learning. For more information on the colleges' assessments and accomplishments, refer to the respective college updates and their web sites.

Chandler-Gilbert Community College 2008-2009 Student Learning Outcomes

Submitted by: Dr. Roy A. Schiesser

Executive Summary

Implementation of the Assessment Readiness Tool (ART)

The Chandler-Gilbert Community College (CGCC) Student Learning Outcome Assessment Committee (SLOAC) is currently in an implementation phase of student outcome evaluation. In order to facilitate the measurement of the accepted CGCC Cross-Curricular Outcomes (<http://www.cgc.maricopa.edu/academic-affairs/sloac/Pages/outcomes.aspx>) we have created an assessment tool called the Assessment Readiness Tool (ART). The ART is located on our web at: <http://www.cgc.maricopa.edu/academic-affairs/sloac/Pages/assessment-readiness-tool.aspx>.

The online ART is an easy and efficient means for faculty to self-evaluate a specific project for the indicators that serve as measures of the CGCC Cross-Curricular Outcomes. Our goal for 2009-2010 is for every residential and adjunct faculty to complete at least one ART for a specific student project. This process will yield a random cross-section of self-reported data that will inform CGCC regarding the cross-curricular skills encountered across the disciplines.

Member Facilitation

To facilitate the process of the ART each member of the SLOAC committee is working with their respective divisions, specifically during division meetings. Additionally, SLOAC hosts two forums, one in the fall and one in the spring, at which faculty will be engaged in critical dialog about assessment, outcomes, summer projects and the ART.

Phased in Evaluation

CGCC SLOAC will phase in a process to collect samples of student work for evaluation of the Cross-Curricular Outcomes. The process of student work evaluation will be accomplished through the use of a rubric that is fully aligned with the Cross-Curricular indicators. We are in a draft, revision, and pilot of that rubric during the 2009-2010 semesters.

Vision

The vision is to generate a database that CGCC can utilize to make strategic and programmatic decisions. We have full support of the offices of the president, academic affairs and institutional research.

Summary of Findings

Findings will be posted pending the completion of the implementation of ART and student sample evaluations.

Highlights

Writing Across the Curriculum

The Writing Across the Curriculum team on our campus has begun to merge with SLOAC. This promises to bring outcomes assessment under a more coordinated effort that will serve to provide data that will result in informed decisions. Additionally teams of individuals working with verbal and visual communication across the curriculum are in preliminary dialogs with SLOAC as we realize that many good things are happening in parallel.

Communication Across the Curriculum

Coordinated efforts are beginning to show great promise. For example, a review of the program review process and document have produced a renewed focus on outcome assessment and cyclical action plans. Division chairs and administration look forward to alignment of efforts and decrease in redundancy.

Culture and Capacity

The campus has a highly synergetic and informed attitude. We wish to expand our capacity to wrestle with informed decisions making based upon assessment of student learning. To facilitate that process we will investigate workshop and training to increase our knowledge and skill base in the area of assessment, outcomes, evaluation, rubrics, in addition, other related topics.

Software

We are in meetings with administration, SLOAC, and vendors for the purpose of acquiring software that has the capacity to organize, analyze and display outcomes, outcomes data, rubrics, rubric data, and other functions essential to outcome assessment and reporting.

Estrella Mountain Community College 2008-2009 Student Learning Outcomes

Submitted by: Michelle Breaux and Erik Huntsinger

Executive Summary

Last year, the Estrella Mountain Community College (EMCC) community continued to make progress with assessment at the college, program, and course level. With our next accreditation visit in the 2011-2012 academic year quickly approaching, we have continued to work on the recommendations made by Dr. Henry Rinne, Higher Learning Commission Consultant Evaluator, including the expansion of our student learning outcomes through the implementation of our dynamic General Education Abilities Matrix, implementing college wide assessment tools (such as CBASE, a Writing Across the Curriculum or WAC rubric, and a Social Awareness Survey), and beginning to discuss more formal program review processes. We have arranged for a follow-up visit from Dr. Rinne in fall 2009 to continue to assess our progress with assessment. We continue to increase faculty participation in documented course assessment using our SAAC EZ form. Math faculty member Michelle Breaux and economics faculty member Erik Huntsinger were elected the new Student Academic Achievement Committee (SAAC) co-chairs.

Summary of Findings

General Education Abilities Matrix

EMCC faculty continued to improve the General Education program Abilities matrix created to answer the question "What do we want our graduates to know, think, and do?" See: <http://www.estrellamountain.edu/academics/saac/abilitiesmatrix.asp>. The matrix, in addition, incorporates the Bloom's taxonomy of learning obtainment, was approved in a vote by the faculty via the Faculty Senate on campus in the spring semester 2009. A general statement about the abilities matrix along with a link will replace the Communication and Critical thinking statements in all faculty syllabi in the following academic year. The SAAC EZ Form was also modified to reflect the matrix.

CBASE

We continued the implementation of the nationally used College Basic Academic Subjects Exam (CBASE) instrument as a college-wide assessment tool. In fall 2008, we assessed the freshman cohort to get baseline data to get an idea of our students' abilities when they enter EMCC and to validate the exam itself as well as our administration methods. The results for sections of the CBASE administered show that our sophomore cohort from spring 2008 did better than the incoming freshman cohort in fall 2008 (see results on next page).

In the spring 2009 semester, we again targeted the sophomore cohort, dividing the cohort into 3 groups in order to have students take the Essay, English multiple choice, and Math sections of the exam. We discovered that splitting the cohort in this manner results in a sample size that is too small to draw conclusions for our entire student population. In the future, the SAAC committee will devise an assessment cycle to target

the general education abilities while retaining the sample size needed to make meaningful conclusions.

Cohort Comparison of CBASE Essay Scores					
Spring 2008 (Sophomore Cohort)			Fall 2008 (Freshman Cohort)		
Raw Score	Frequency	Percent	Raw Score	Frequency	Percent
1	3	1.3%	1	5	2.5%
2	44	19.5%	2	85	41.6%
3	152	67.3%	3	100	49.1%
4	27	11.9%	4	14	6.9%
5	0	0.0%	5	0	0.0%
6	0	0.0%	6	0	0.0%

Cohort Comparison of CBASE English/ Multiple Choice Scores									
Spring 2008 (Sophomore Cohort)					Fall 2008 (Freshman Cohort)				
English Avg. 235 S.D. 50 N=226	Writing Avg. 265 S.D. 40	High %	Med %	Low %	English Avg. 222 S.D. 50 N=135	Writing Avg. 242 S.D. 48	High %	Med %	Low %
	Writing as a Process	19%	45%	36%		Writing as a Process	7%	36%	57%
	Conventions of Written English	1%	64%	35%		Conventions of Written English	3%	56%	41%
	Writing Exercise	0%	81%	19%		Writing Exercise	0%	61%	39%

Cohort Comparison of CBASE English/Reading & Literature Multiple Choice Scores									
Spring 2008 (Sophomore Cohort)					Fall 2008 (Freshman Cohort)				
English Avg. 235 S.D. 50 N=226	Reading & Literature Avg. 265 S.D. 40	High %	Med %	Low %	English Avg. 222 S.D. 50 N=135	Reading & Literature Avg. 242 S.D. 48	High %	Med %	Low %
	Reading Critically	9%	48%	42%		Reading Critically	6%	33%	61%
	Reading Analytically	11%	35%	55%		Reading Analytically	7%	36%	57%
	Understanding Literature	8%	39%	53%		Understanding Literature	8%	41%	51%

Writing across the Curriculum

The interdisciplinary writing rubric developed in the 2007-2008 academic year was piloted during both the fall 2008 and spring 2009 semesters in a variety of disciplines including, math, science, economics, CIS and English. After using the rubric, we surveyed both students and faculty to determine the effectiveness of the rubric and how we can change it to make it better. Results of the pilot will be reviewed in the coming academic year and further improvements will be implemented as necessary.

Social Awareness and Engagement Survey

The Student Social Awareness and Engagement Survey was administered both pre and post to assess how our courses affect students' awareness of social issues (related to the Social, Civic, and Global Responsibility education ability) in spring 2009. The survey was piloted in 2007. In spring 2009, we increased the number of students participating in the survey from 153 (fall 2007) to include 421 (spring 2009). The spring 2009 results supported the fall 2007 conclusions that students measurably demonstrate an increase in awareness of social issues, seek information out related to social issues, and have changed their behaviors related to social issues. More detailed information can be found in the full report (provided upon request).

Learning Grants Process

The 2008-2009 academic year was the first year that assessment based learning grants were available at EMCC. While we received a few assessment grant applications this past year, we were not able to award any assessment grants because of logistical issues. To make this program successful in the future, we will ensure that (1) the budget for proposals is in place before we call for grant applications, (2) a SAAC approved selection process and grading rubric exists for evaluating proposals, and (3) there is more transparency throughout the process.

Course Level Assessment

We continue to use the college developed, online SAAC EZ form to document course level assessment at EMCC. Our goal has been and remains to increase faculty use of and participation in the SAAC EZ process to document student learning outcomes. To that end, we held a spring SAAC EZ workshop to review the basics of creating a SAAC EZ form and allow faculty to create their own SAAC EZ forms while the SAAC co-chairs and other faculty members were there to provide input. As shown in the table below, the number of new SAAC EZ forms submitted each year continues to increase.

Academic Year	Number of EZ Forms Started
2005-2006	17
2006-2007	36
2007-2008	52
2008-2009	66

Highlights

Program Review

While official program reviews are currently conducted within the Occupational Education divisions at EMCC, there is no official format for program review within the academic and student services areas. During the 2008-2009 academic year, the office of planning and institutional research (OPIE) at EMCC developed a common template for program review that will be piloted during the 2009-2010 academic year.

Building a Learning College, Strategic Directions & SAAC

As part of EMCC's journey toward becoming a Learning College, five strategic directions were identified as crucial to focus on over the next three years. The original strategic directions (Student Success, Technology, Staff Recruitment & Development, Organizational Culture, and Learning Outcomes) went through multiple revisions and re-alignments and we ended the year with the following strategic directions:

- I. Maximizing Student Success
- II. Creating a Culture of Assessment
- III. Creating an Organizational Culture that Supports Learning
- IV. Creating Dynamic Learning Environments
- V. Maximizing Partnerships and Resources to Support Learning

The efforts of the SAAC committee fall under strategic direction II, Creating a Culture of Assessment. The assessment related institutional priorities identified are to:

1. Strengthen assessment of learning outcomes at the college, program, and course level to ensure continuous improvement.
2. Integrate learning college principles in program evaluation process.
3. Incorporate community and student input as part of the assessment process.

EMCC is also actively examining and re-evaluating our Vision, Mission, and Values to reflect our commitment to student learning and becoming a learning college.

Community and Student Input

To ensure that all campus groups and the community as a whole have input regarding assessment at EMCC, we have done the following:

1. Produced Assessment Happens Newsletters to communicate assessment efforts, results, and plans to a wide constituency.
2. Held campus-wide Assessment Happens events at the beginning of both the Fall 2008 and Spring 2009 semesters.
3. Held Assessment Week on campus to promote awareness of and participation in assessment activities on campus in both Fall 2008 and Spring 2009.
4. Participated in campus leadership meetings such as Faculty Senate, Leadership Council, and the Budget Development and Steering Team.
5. Reported assessment efforts, results, and plans to the President's Community Advisory Council (comprised of community members that represent business, education, community, governmental, and religious constituencies from our local community) in April 2009.

GateWay Community College 2008-2009 Student Learning Outcomes

Submitted by: Dr. Margi Schultz and Dr. Jim Baugh

Executive Summary

In order to promote an environment of continuous improvement in teaching and learning GateWay Community College focused on five key objectives: (1) assist education programs and student services with the ongoing process of identifying, developing and modifying measureable learning outcomes; (2) facilitate assessment in instruction by providing faculty with tools, knowledge, education, and resources to effectively evaluate evidence of student learning, (3) support residential and adjunct faculty to continually refine curriculum and instruction based on evidence of student academic achievement; (4) promote an ongoing culture of assessment as an integral way to enhance student learning; and (5) review and revise the college assessment plan for the evaluation of student academic achievement.

Significant accomplishments include:

1. The revision of the Assessment Plan and all summary documents for the college.
2. A roll out and implementation of the general education cluster assessments.
3. A multi-disciplinary team, facilitated by Dean Stover (liberal arts faculty member) conducted four general education cluster assessments in five program areas covering oral communication, arts, humanities, social behavioral skills, writing, and critical thinking.
4. During the spring 2009 semester planning, facilitated by Jackie Fergusson (chemistry faculty) was completed for general education assessment of mathematics, problem solving and natural science at the discipline level in the business and information technology divisions.
5. The SAAAC also worked to improve the quality and completion of the program matrices. Discussions on the dynamic quality of the matrices and how to revise them were conducted with faculty groups.
6. GateWay has also enjoyed considerable success with the assessment newsletter, *The Inquisitive Gecko*. The newsletter has enhanced the culture of assessment at the college and is now being shared with other campuses. The newsletter has now had guest authors from other campuses.
7. Many assessment-related workshops such as the Rubric Rodeo, were presented in the Center for Teaching and Learning.
8. The SAAAC website was updated and expanded to include program matrices, summary reports, and related assessment activities. The SAAAC website is located at: <https://my.gatewaycc.edu/sites/SAAAC/default.aspx>.

GateWay is currently intensely involved with the Self-Study process as preparations are being made for the spring 2010 visit of the Higher Learning Commission. The process was made as inclusive as possible with sub-committees made up of college-wide employees drafting appropriate chapters of the Self-Study report. The process of looking at oneself has been beneficial for the college; especially for those who have never undergone a certification visit. Final editing is now ongoing.

Summary of Findings

Multidisciplinary teams, using standardized rubrics evaluated general education clusters in the following programs.

1. Oral Communication for Allied Health Programs
Patient intake sessions were evaluated using a formal oral communication rubric.
2. Oral Communication for the PTA Program
Students were videotaped doing case study presentations. The presentations were again evaluated by a multidiscipline team using a standardized rubric.
3. Arts/Humanities and Social Behavioral Skills for the Nursing Program
The Arts/Humanities Rubric and the Social/Behavioral Science Rubric were used by a multidisciplinary team to evaluate student papers.
4. Writing and Critical Thinking for the Automotive and HVAC Programs
Students were required to gather and report on data. Rubrics were again used to evaluate samples from both programs.

Specific findings and recommendations were made for each program. Summaries of the findings and recommendations are found below.

1. Students assessed for critical thinking skills (Automotive and HVAC students) scored higher on formulation and responding to the assignment and lower on developing and reporting information. Development of content also scored lower.
2. Students assessed for oral communication skills (patient intake presentations) generally delivered information in an acceptable way to their audience. However, it was recommended that students be given more time to practice the routine and to work at not rushing through the presentation. Students also need to be more aware of their audience and need to practice using more simplified language.
3. During case study presentations (Physical Therapy Program) the weakest area for students was nonverbal communication skills. Of note was the mastery of content demonstrated by this particular set of students.
4. Nursing students demonstrated understanding of moral dilemmas within community health issues and about the civic/public good in determining a course of action. Students showed less awareness of cultural differences. Discussions with faculty will occur to discuss possible modifications to the assignment to better address diversity issues.

Highlights

1. The most significant observation by the different evaluation teams was the opportunities for collaboration between disciplines. One recommendation was to re-establish learning communities which have been successful in the past.
2. The use of rubrics was validated. In some cases recommendations to modify/refine these rubrics were made. This clearly demonstrates the dynamic nature of the evaluation process.
3. Improvement of assignments was a direct result of the cyclic assessment process.
4. Feedback to students and faculty is invaluable to the improvement of teaching and learning.

Future Planning

1. The SAAAC website is a work in progress and will soon house all assessment related resources as well as "Assessment Pearls" from the campus community.
2. A video tour of laboratory/clinical activities (such as the human patient simulator and the radiology program) is under construction. This will be used on the GateWay website as well as available during the Higher Learning Commission visit.
3. Assessment themed inservices featuring "closing the loop" on general education clusters and other assessment topics are planned for the upcoming academic year.
4. An online assessment survey looking at areas of interest for future assessment workshops has been sent out to the entire college community and results will be used to plan additional assessment activities in the coming months.

Glendale Community College 2008-2009 Student Learning Outcomes

Submitted by: Dr. Fernando Camou

Executive Summary

Assessment of student learning at Glendale Community College is a key component of improving student success and occurs at three levels: course, program and College-wide. Regardless of the level, assessment instrument or method employed, the focus is on using the findings in order to positively influence student-learning outcomes. At Glendale, we refer to this process as “closing the loop.” The following information provides a summary of assessment practices at each of the three levels of assessment: course, program and College-wide.

Course-level Assessment

Course level assessment is a faculty-driven activity and each department has a faculty member serving as a coordinator / liaison between the College and each department's faculty. In addition, a faculty member also serves as a college-wide coordinator and liaison between the College and the department coordinators. Faculty employ a variety of methods and tools to assess student learning. Examples include, but not limited to: pre and post tests, portfolios, writing projects, oral presentations and analysis of course examinations. Results of these methods and tools are applied to improve learning and teaching. Improvements have included refining of syllabi, redesign of lab manuals, adjustment of test and testing procedures, selection of primary and supporting instructional materials, conduct and implementation of appropriate intervention measures and the improvement of instructional delivery methods.

Course-level forms were revised to include capturing data on how faculty are using course-level assessment activities to address program and college-wide assessment goals. Course-level assessment documentation is currently archived within each department, but the use of data results are determined by individual faculty members. Online forms and a secure archive site are being developed. Regularly scheduled meetings between the Vice President of Academic Affairs, Deans of Instruction, Campus Course-Level Coordinator and Course Level Coordinators occur each year to share information among faculty, departments and the College.

Recently, GCC applied and was accepted to the Higher Learning Commission's Academy for Assessment of Student Learning. In June 2009, a team of GCC faculty and administrators attended the first year of this four-year Academy that will help the College review and improve its course-level assessment efforts. Three goals were established for GCC: 1) Increase faculty participation in documenting and improving student learning on an ongoing basis; 2) Increase closing-the-loop reporting year to year or semester to semester as applicable; 3) Develop and implement a mechanism for the systematic integration of assessment at the course, program and college levels by 2013.

Program-level Assessment

Program-level assessment is organized and implemented by the College's program directors and the Deans of Instruction. Like course level assessment, a faculty member also serves as a college-wide coordinator as a liaison between the College and each department. Programs employ a variety of instruments to measure program success such as capstone exercises, nationally normed exams, faculty developed rubrics and professional certification exams. For example, the College's Nursing Department uses the National Council of Licensure Examination (NCLEX) instrument as a capstone exam to assess competency for registered and practical nurse graduates. Prospective graduates must pass the NCLEX exam before they enter the profession as a Registered or Practical Nurse. Using past results of the NCLEX exam, faculty have made critical adjustments in the course curriculum.

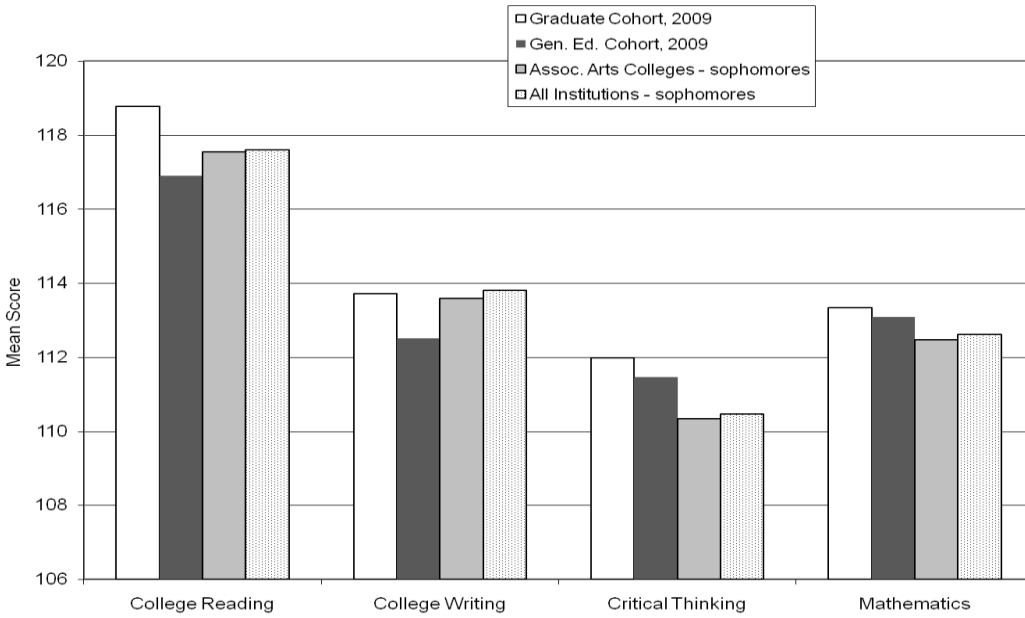
Program-level assessment documents are archived on line and regularly updated. Regularly scheduled meetings between the Deans of Instruction and the Campus Program-Level Coordinator occur each semester to share information among faculty, departments, and the College.

College-wide Assessment

Glendale has been assessing the ability of its graduates to critically read, critically reason (including mathematics) and write effectively on a college-wide level, each year since 1998. This level of assessment employs a national instrument (Measure of Academic Proficiency and Progress – MAPP), administered to a sample of the graduating student population. Results of the annual assessment are provided to the faculty and administration via a Report to the Faculty by the College-wide Academic Achievement Committee (CWAAC). The *Report to the Faculty* provides important information on the assessment instrument, assessment cohorts, cohort results; as well as comparisons to other two and four year colleges and universities and the relationship of assessment results to student Grade Point Averages (see Figures 1 and 2). A full discussion of results can be viewed at <http://www.gccaz.edu/crs/>.

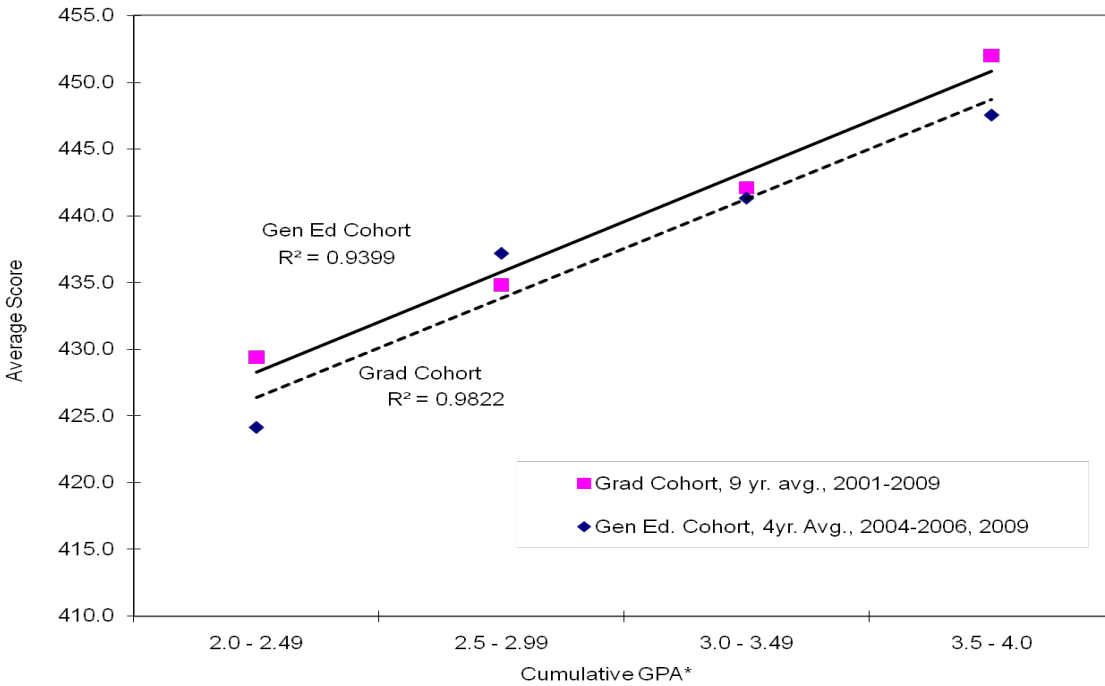
Following its accreditation visit by the Higher Learning Commission – North Central Association in 2002, GCC has continued to enhance assessment activities at all levels. Since that time the College has expanded the size of its college-wide cohort to assess core-learning outcomes. In 2004, GCC added a second cohort, a General Education cohort that includes students who have satisfactorily completed 30 hrs of selected general education courses. The addition of the General Education cohort to the existing Graduate cohort increased participant numbers significantly in 2004, 2005 and 2006. Now, only graduating students will be assessed annually and the General Education cohort will be invited every third year. The College has also instituted measures in its core and secondary learning outcome assessment process to evaluate whether those assessed are representative of the student groups designated for assessment in terms of ethnicity, gender, age and GPA performance.

Figure 1. GCC Norm-referenced Scores



*Scores for institutions are from *The Academic Profile/MAPP Comparative Data Guide, 2007*

Figure 2. Average Scores vs. GPA*



Beyond primary learning outcomes assessment, every three years the College also assesses three secondary outcomes: Speaking (Oral Communication), Technology Literacy, and Information Literacy, and administers a *Closing the Loop Survey* to determine how faculty are using college-wide assessment data. Speaking assessment is performed using a rubric created by GCC Communication faculty. Technology Literacy is assessed through the use of a standardized software assessment product and Information Literacy utilizes the Standardized Assessment of Information Literacy (SAILS) instrument to assess information literacy skills. Speaking and Technology Literacy are unique in that the instruments to assess college-wide performance are also used to assess course level performance, a connectivity seldom achieved seamlessly in learning outcomes assessment.

The College continues to refine its means of sharing assessment information with the faculty. Reports to the Faculty and the Closing the Loop Survey are but two examples described in this report. All reports are distributed in print format and available on the College Research Services web site.

Highlights

1. Primary Learning Outcomes
 - Annual Assessment of Graduate Cohort – Spring 2010, 2011 and 2012
 - Assessment of General Education Cohort – Spring 2012
2. Secondary Learning Outcomes
 - Speaking (Oral Communication) - Fall 2009 (every third year thereafter)
 - Information Literacy – Spring 2010 (every third year thereafter)
 - Technology Literacy – Fall 2011 (every third year thereafter)
3. Closing the Loop Survey – Fall 2010 (every third year thereafter)
4. Other Assessment Measures
 - Graduate Exit Survey
 - ASSIST data analysis

Mesa Community College 2008-2009 Student Learning Outcomes

Submitted by: Dennis Mitchell

Executive Summary

The Mesa Community College Program to Assess Student Learning has historically demonstrated evidence of student learning in both general education and career and technical areas. A common set of student learning outcomes provide the foundation for assessment. The assessment process is a part of the college culture and is a collaborative effort of faculty in many disciplines. Faculty members across nearly all disciplines and campus locations participate in the college's award-winning assessment program.

During the 13th annual Assessment Week in spring 2009, the Student Outcomes Committee (SOC) decided to re-administer the Problem Solving assessment since no significant difference between the beginning and completing groups was observed during Assessment Week 2008. In addition, a pilot administration of a faculty-created Global Awareness assessment was conducted, and a pilot online assessment was attempted using Hosted Test online administration software. Analysis of the pilot results is still underway and will be reported at a later date. In all, over 1,000 general education students took an assessment.

For the prior year's Assessment Week, assessments in Information Literacy, Scientific Inquiry, Problem Solving and Numeracy were administered to approximately 3,000 general education students. A small number of students enrolled in Career and Technical programs participated in a workplace skills assessment.

Summary of Findings

Outcome and Year Assessed	Results
Problem Solving – Assessed 2009	The average score was significantly higher for the completing student group overall and for two of the five subsets of the assessment: <ul style="list-style-type: none">• deduction• inference <i>As with past years, mean scores have been highest for the Interpretation and Evaluation of Arguments sections and lowest for Inference.</i>
Global Awareness – Assessed 2009 (Pilot)	Results are pending completion of an item analysis of the assessment. No historical information is available for this pilot assessment.
Information Literacy – Assessed 2008	The percent correct was significantly higher for completing students overall and for two of five learning outcomes: <ul style="list-style-type: none">• identify appropriate print and electronic sources• locate relevant information to match needs

	<p><i>Students were most successful in evaluating information for currency, relevancy and reliability, followed by identifying appropriate sources, and defining information needed to solve a problem. Scores for locating information and use of information have been relatively lower in all administrations of the assessment.</i></p>
Numeracy – Assessed 2008	<p>The percent correct was significantly higher for the completing students overall and four learning outcomes:</p> <ul style="list-style-type: none"> • use models to organize the data • obtain correct results and state results with qualifiers • identify and extract relevant data • use information effectively <p><i>Patterns of performance have remained consistent over several years.</i></p>
Problem Solving and Critical Thinking – Assessed 2008	<p>The average score was not significantly higher for the completing student group overall or for any of sub-sets of the assessment.</p> <p><i>In the past, scores have been highest for the Evaluation of Arguments and Interpretation sections and lowest for Inference section.</i></p>
Scientific Inquiry – Assessed 2008	<p>Completing students performed significantly better than beginning students overall and on two of the five outcome areas:</p> <ul style="list-style-type: none"> • interpretation • evaluation <p><i>Students have been most successful in deciding if conclusions are warranted (Interpretation) and in making a conclusion based upon information presented (Evaluation).</i></p>
Workplace Skills – Assessed 2008	<p>Students scores ranked highest in:</p> <ul style="list-style-type: none"> • ethics • personal and professional responsibility • technology literacy • interpersonal communication <p><i>For the past several years teamwork and organization scores ranked lowest compared to the other outcome areas</i></p>

Historical Overview of Assessment Results

Outcome	Spring 2006	Spring 2007	Spring 2008	Spring 2009
<i>Arts & Humanities</i>				
<i>Cultural Diversity</i>				
<i>Oral Communication</i>				
<i>Written Communication</i>				
<i>Numeracy</i>				
<i>Scientific Inquiry</i>				
<i>Problem Solving/Critical Thinking</i>				
<i>Information Literacy</i>				
<i>Workplace Skills</i>				
<i>Global Awareness</i>				

Significant Results	No Significant Results
Pilot Year or In Development	Not Assessed This Academic Year
Sample Size too Small for Pre/Post Group Analysis	

Highlights

At its 2008-2009 meetings, SOC discussed changes and improvements to the MCC Student Outcomes Assessment program:

1. Creating an assessment review cycle to periodically examine assessments for functionality and relevance.

2. Further promoting the efforts of SOC's Results Outreach sub-committee (ROC). This committee allocates grant funds for faculty projects aimed at connecting assessment results with teaching and learning practices. These efforts included attending many department faculty meetings, as well as a ROC call for proposals poster and brochure campaign at both campuses. This year's outreach efforts resulted in the submission of three proposals, all of which received at least partial funding:

Highlights – continued

- a. A proposal to create a faculty workshop series to provide methods on how to engage students' critical thinking skills with information literacy education.
 - b. A proposal to integrate the use of PDA devices in nursing education courses.
 - c. A proposal to help fund book purchases for the faculty, staff and student book club to help expand multiple outcomes-related skills among participants.
3. SOC discussed the need to expand student assessments to include online administration and administered a pilot assessment to two online sections using Hosted Test online test administration software. Unfortunately, this pilot yielded few student responses.
 4. The results of the re-administered Problem Solving assessment showed a significant difference between the completing and beginning student groups. This is an improvement from having no significant difference between the groups in last year's administration.
 5. An MCC Adobe Photoshop design class was enlisted to design the yearly Assessment Week poster, and the winning student's design was displayed at key campus locations during Assessment Week.
 6. SOC plans for the new academic year include:
 - a. Conducting and instrument review of the Information Literacy assessment
 - b. Creating a special SOC newsletter to highlight best practices submitted by faculty
 - c. Discussing the creation of a Technology Literacy assessment
 - d. Changing the format of the current assessment week results report to be more readable and useful to faculty, with an emphasis on tying results to teaching and learning in the classroom.
 - e. Hosting two discussions during the MCC Center for Teaching and Learning's assessment themed week.

Paradise Valley Community College 2008-2009 Student Learning Outcomes

Submitted by: Nancy Kolakowsky and Christine Tabone

Executive Summary

At Paradise Valley Community College, assessment of student learning outcomes is used to improve teaching and learning, facilitate institutional improvement and validate institutional effectiveness. Assessment at PVCC is an essential component of the ongoing transformation to be a more learning centered college. We have gathered general education learning outcome data for the past four years and have used the data to improve learning and refine the tools of assessment. PVCC has been innovative in how we apply general education assessment. As a learning centered college, PVCC recognizes that learning takes place beyond just the classroom; therefore, we assess learning outcomes in unique areas such as career awareness, student leadership, financial aid, and college safety.

Summary of Findings

In 2002, the College identified Critical Thinking as the core general education learning outcome. To begin the assessment of Critical Thinking, the College identified four main supporting learning outcomes. They are Communication (Listening, Reading, Speaking, and Writing), Information Literacy, Problem Solving, and Technology.

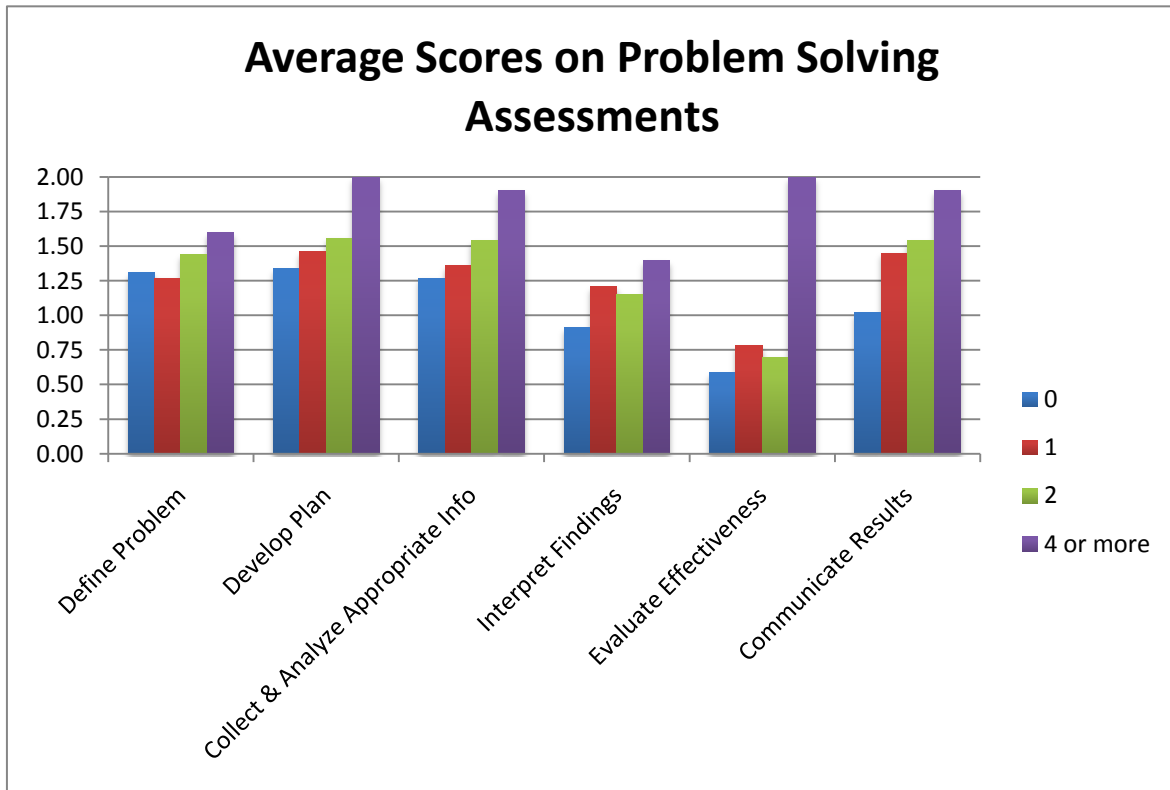
Five rubrics were developed to begin the college-wide assessment of the supporting learning outcomes. They are used for both in and out of class assessment. Summary of findings are as follows:

Information Literacy – Scores were higher on average for students who plan to transfer to a four-year institution than for any other group. Students citing majors in education, EMT, Fire Science, and the natural sciences scored higher than all other majors. Students who passed ENG 101 or ENG102 scored higher than those who did not.

Oral Communications – Scores range from high (1.89 out of 2.0) for Pronunciation and Articulation to a low (1.51 out of 2.0) for eye contact. Overall, the scores on all of the dimensions stayed stable from Spring 2008 with slight gains and declines on specific dimensions. In Spring 2009, students scored highest on pronunciation, main points, and volume. Students who had completed COM 100 scored higher on ten of the twelve dimensions than students who had not completed COM 100.

Written Communications – Scores in 2009 continued to improve in all areas except two. The areas that scored highest were thesis statement, organization, and introduction/conclusion. These were the areas that needed attention based on results from last year, so clearly student learning has improved. The areas that still need improvement are mechanics and format, particularly MLA and the use of transitions. Students with the core course (ENG 101) scored higher in every dimension.

Problem Solving – Approximately two-thirds of our students meet or exceed standards for competency on the first three dimensions of problem solving and these results have remained stable. When Spring 2009 data was disaggregated by the number of math courses successfully completed at PVCC (0, 1, 2, 3, 4 or more), average scores increased significantly as depicted in the chart below.



Technology – There was insufficient data in spring 2009 to provide meaningful results for this learning outcome. Apparently, faculty and staff are having difficulty applying the current rubric to their disciplines. One of our goals for 2009-2010 is to revise and improve the technology rubric.

Out of Class – Assessment findings are being used to make improvements in programs and services provided for students. Division of Student Affairs employees developed learning outcomes and established their own Out of Class Assessment Team. The Administrative Services Division submitted an assessment report that was a collaborative effort between Human Resources and Career Services. A representative from the Information Technology Division was added to the college's Out of Class Assessment Team.

Highlights

1. The Information Literacy team is implementing a structured information literacy sequence for all nursing majors that takes them from the first semester of the Nursing program through the fourth semester of the program.
2. After piloting with freshman composition and PSY101 students in Spring 2009, Information Literacy's ILab program is expanding to include various disciplines.
3. The library is offering two sections of the ISF101 course.
4. Based on data from the Written Communication rubric, a pre/post test for freshman composition students was developed to encourage faculty to develop intervention strategies to address specific areas of weakness.
5. The Academic Assessment Team spent much of the year gathering and analyzing college-wide feedback on the assessment processes and results. The general consensus was that PVCC's rubrics reflect where learning is strongest and results are being used to improve learning. Faculty have identified and implemented specific strategies to improve learning. The team acknowledged the need to broaden and simplify some of the rubrics so that they would be applicable to every discipline. This will also help to increase faculty/staff participation.
6. In order to provide more meaningful results, it was also decided to disaggregate data by the number of general education classes successfully completed at PVCC.
7. The Academic Assessment Team is developing Project Teams to focus on specific challenges in order to improve the assessment process. Some of these teams include the Technology Rubric Team, the Program Review Team, and a team to review assessment forms.
8. The Academic Assessment Team presents two Learning Sessions each year to share assessment results, teach faculty how to use PVCC general education rubrics, and gather feedback and suggestions from participants. Recurring themes have emerged from these sessions that indicate the need to further develop a common language for assessment and to continually communicate PVCC's history of assessment. One of our future goals is to develop a glossary of terms and list of responses to frequently asked questions.
9. Another future goal is to develop assessment workshops which would help instruct faculty and staff on specific areas that relate to PVCC's general education assessment dimensions. For example, written communications workshops could be developed to provide faculty and staff with strategies to teach effective writing skills.

Phoenix College 2008-2009 Student Learning Outcomes

Submitted by: Pamela Rogers

Executive Summary

Assessment at PC occurs at the course and program level and is a component of Program Review. Assessment occurs at the campus level in 5 general education areas: Critical Thinking, Information Literacy, Writing, Math, and Oral Presentation. Additionally, formal outcomes assessment is performed in all Workforce Development Programs and English as a Second Language courses. Creating better campus communication and enthusiasm by hosting the PC Campus Assessment Forum 2009, evaluating student performance in the areas of Critical Thinking, Oral Presentation, and English as a Second Language were all part of the scope of the committee's work this academic year.

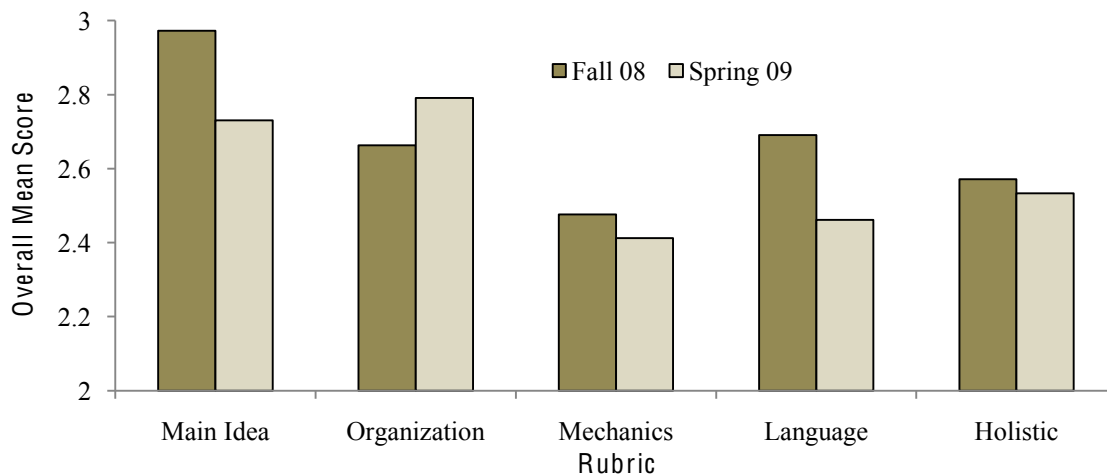
Summary of Findings

The Critical Thinking Committee collected samples and evaluated data this academic year. The instrument used was the Test of Everyday Reasoning (TER) from Insight Assessment. It is a 35 item multiple-choice test designed for use with technical and community college students and was initially administered at PC in 2003 – 2004. During the spring semester, the TER was administered to 24 randomly selected class sections to 442 students. Preliminary results show PC students scoring below the national median. Next year the committee will complete a thorough analysis of the test results and make recommendations to the campus at large.

The Oral Presentation Committee was also in the assessment and data collection year; thus, the committee collected student videos representing ten academic and workforce programs from 14 different faculty members. The committee rated the samples and provided personalized feedback to the participating faculty. The committee not only reported the student scores, but they also indicated student strengths and weaknesses. Preliminary results for 23 students show that, on average, they score about 88% on Preparation and 81% on Delivery.

The ESL Assessment Committee collected student writing samples this year also. All 067 (Basic Writing Skills) students were tested. The committee piloted the paragraph writing evaluation in the fall semester and conducted the same study in the spring of 2009. Using the rubric the ESL Assessment Committee developed, results of the study, in general, indicated that the 067 students, including daytime and nighttime classes, were writing at a 2.6 level out of a possible 4 points. The committee also collected data in the spring semester in the form of a cultural inventory in an effort to understand more about the student population and educational backgrounds.

Graph 1: ESL Basic Writing Skills Results



Highlights

The most notable event, the first PC Campus Assessment Forum in several years was conducted on March 27th, 2009 at the Culinary Arts Café. Based on the development of a Strategic Plan Action Item for 2008-2010, this forum was designed in an effort to create awareness and stimulate enthusiasm and involvement in campus wide assessment activities. More than 70 people, including faculty and administrators participated in the forum. This forum was pre-approved by the District for 1.5 hours of Faculty Professional Growth. The forum allowed attendees to visit displays of each assessment committee's highlights, hear an overview of the current state of assessment as it pertains to the strategic plan and to the program reviews, listen to each committee chair's informative summary, visit with each other to engage in info-sharing regarding PC assessment, and have fun with a lively give-away of recycled items.

An evaluation of the forum was conducted and the results were overwhelming positive. Participants reported that the topics addressed were relevant, facilitators were great, presentations were informative, they liked learning about the importance of assessment, and their expectations were met (see attached results). Our committee reflected that by putting resources into this forum and by attending, administration is letting the campus know that they find assessment to be highly valuable.

After the forum, the Steering Committee discussed our thoughts and observations about the successes and areas of improvement as these would pertain to the next forum (see website committee minutes for April 9th meeting for details). In the fall of 2010, the Assessment Steering Committee will review the Spring 2009 activities and continue to develop and improve the plan for campus communication with the hope of conducting a Campus Assessment Forum every other academic year.

Cycle of Assessment

PC developed a new Cycle of Assessment yearly schedule. This revised calendar will allow for more time for the Information Literacy and Critical Thinking committees to evaluate and make instructional changes for student success improvement, and it will prevent an overlap of testing with the Noel Levitz and CCSSE testing that occurs on the PC campus. All other committees will remain on a 3 year cycle of assessment. Testing for CCSSE, Noel Levitz, Information Technology, and Critical Thinking will occur in spring semesters on a 4 or 5 year cycle to begin as follows:

- 2009-2010 Noel Levitz
- 2010-2011 CCSSE
- 2011-2012 Information Literacy
- 2013-2014 Critical Thinking

Writing Assessment Committee

The Phoenix College Writing Assessment Committee was in the revision, feedback, and implementing interventions phase of the three-year cycle. Using the feedback from the 07-08 assessment outcomes and recommendations, the committee designed a Round-Table discussion on using writing rubrics in the classroom to encourage writing across the disciplines and, specifically, to use the Phoenix College Writing Rubric to assess writing in the classroom. The participants in the Spring Day of Learning workshop were able to use the scoring rubric on a writing sample and further provide the committee with feedback on how to improve the rubric for future assessment and to see how using a rubric facilitates assessing writing in the classroom. The workshop was well attended and the evaluations positive.

College: Rio Salado College 2008-2009 Student Learning Outcomes

Submitted by: Laura Helminski

Executive Summary

Rio Salado College's work on assessment and increasing student learning continues to demonstrate evidence of the central focus of this work for the 18th year since our first assessment plan was implemented. College level learning outcomes and program level outcomes as part of program review provide the foundation for assessment and increasing student learning. This ongoing work is a collaborative, ongoing effort that includes faculty, representatives from Student Services and other co-curricular services, Instructional Design and administration.

Summary of Findings

Rio Salado Students continue to perform well on core college competency assessments.

1. In general, Rio Salado students demonstrated college-level skills on the core competency assessments.
2. Overall, 91.5%¹ of students scored within the acceptable range of college-level performance on the competency assessments. Nearly all students (99.14 %) who completed the Information Literacy assessment scored at or above college level.
3. In general, scores on the assessments were positively correlated with the ages of the students. Overall, assessment scores increased as students matured and, generally, students 25 years of age or old had higher average scores than younger students.
4. Student had a higher total average score on the Writing and Information Literacy assessments in 2009 than in 2007.

Rio Salado continues to utilize the Plan Do Check Act cycle to assess student learning.

1. College-Level Writing Skills of Rio students are currently being assessed in 19 different courses across sixteen programs at the college. Components being evaluated include content, language, organization, and sentence structure and mechanics skills.

¹ The Reading, Information Literacy, and Writings competency assessments were administered in Spring 2009. The Critical Thinking assessment will be administered in Fall 2009.

2. Rio Salado is also currently assessing the College-Level Critical Thinking Skills of its students in a variety of courses across college disciplines. Student skill sets currently under study include analysis, evaluation, inference, inductive reasoning, and deductive reasoning.

Rio Salado College Student Learning Outcomes Summary Data 2008 - 2009			
	Distance Learning	Dual Enrollment	45+ Credits Cohort²
Writing Competency	3.33	3.04	3.39
Reading Competency	3.05	3.03	3.08
Information Literacy Competency	3.43	3.35	3.48

Competency Scale: 1 - 4

Rio Salado College Student Learning Outcomes Longitudinal Data						
	Spring 2004		Spring 2007		Spring 2009	
	Average	N	Average	N	Average	N
Writing Competency	3.17	449	3.10	353	3.19	346
Reading Competency	3.12	492	3.11	372	3.04	414
Information Literacy Competency	3.37	581	3.32	420	3.40	581

Competency Scale: 1 - 4

² Students in the 45+ Credit Cohort are also in the analysis for the Distance and Dual Enrollment Cohorts. Their scores were analyzed both with the larger cohorts and with the 45+ Credit Cohort.

Rio Salado's Leadership and Best Practices

Rio has provided leadership and experience to the national initiative called Transparency by Design. This is a groundbreaking project that assists adult learners in becoming educated consumers of online education. The initiative's members are made up of regionally-accredited distance education institutions, including Rio Salado College, which is the only community college involved at this point. The initiative was developed by the Presidents' Forum, a collaboration of accredited, national, adult-serving institutions and programs which have embraced the power and potential of online education. Dr. Linda Thor is on the Executive Committee for this project and Dr. Vernon Smith is on the Data Working Group and Membership Committee. Transparency by Design is the only national accountability initiative that publishes student learning outcomes at the program level. The Western Cooperative for Educational Telecommunications (WCET) is the third-party host of this initiative and verifies and validates the data presented on the public website called "College Choices for Adults" which is also hosted by WCET. The Rio programs currently displayed on this website are Organizational Leadership and Teacher Education Programs. Rio will publish student learning outcomes for eight more programs as the data is collected. See this link for details: <http://www.collegechoicesforadults.org/>

Rio Salado College's assessment efforts are based on two key characteristics that underlie Rio's culture – collaboration and consistency. Faculty, administration and staff are collaborative in their work on assessment so that people can discuss and share their strategies as they work through the Plan-Do-Check-Act Cycle on assessment goals. The collaboration that occurs during many of the PDCA steps makes the work easier since so many people from different parts of the College can help to do the work. Each Faculty Chair is using the PDCA Cycle to increase students' writing and critical thinking skills in selected courses. The consistency of using the PDCA Cycle enables people to maintain their focus and commit to standards that are important for increasing student learning and students' skills.

Highlights

1. The newly developed Program Review model was piloted by the Nursing Program and the Early Childhood Education based on work of the Assessment Academy team and the college Student Learning Outcomes team (SLOT)
2. The ninth Annual Learning Experience On Assessment and Learning for Adjunct Faculty was held on September 13, 2008, with approximately 330 adjunct faculty attending.
3. Eight Outstanding Adjunct Faculty were recognized for Contributions to Assessment for the 2008-09 academic year.
4. Faculty Chairs continued their focus on the indirect variable of *retention* as their strategic plan goal and stated systemic work on student engagement and personalization for Goal #2 in the college strategic plan.

5. The College Student Learning Outcomes Team met six times during the year to discuss learning's from college data collection and from the district assessment forums and other assessment workshops. They also became the review group for the pilot program review work completed this year.
6. All full time faculty meetings continued to be conducted with Student Assessment and Student Learning Outcomes as a standing agenda item.
7. All Faculty Chairs were involved in the work of establishing and deploying a college level PDCA matrix for work on the College level learning outcomes of Critical Thinking and Writing. Deployment of these plans began with the Critical Thinking outcome during 2007-08 and the Writing Outcome during 2008-09.
8. The Dean for Institutional Effectiveness and the Faculty Co-Coordinator for assessment participated in the national HLC Annual Meeting in Chicago, including the Assessment Academy sessions, in April 2009 and gave a presentation on The Textbook Advantage.
9. 30% of the full time faculty participated in the District fall and spring assessment forums.
10. This was the fourth year of funding for Rio assessment grants. These are RioLogs (Rio Learning Outcomes Grants) for department or program level teaching, learning and assessment research and improvement projects.
11. Redesign of the Student Learning Outcomes SharePoint site was completed and this now includes college level work, and program work based on the framework of the PDCA cycle, including faculty FEPs related to assessment and the work on the Program Review model.
12. The Rio Salado College 2008-09 Student Learning Outcomes Executive Summary Report was written and distributed to all full time faculty, to the Student Learning Outcomes Team and will be distributed the adjunct faculty during the August 2009 Fall All Faculty Learning Experience.
13. Identified Sustainability as a General Education program learning outcome and had good faculty participation in district Sustainability Dialoged Days and the district Sustainability Network.

Scottsdale Community College 2008-2009 Student Learning Outcomes

Submitted by: Dr. Patricia Medeiros

Executive Summary

Student Learning Outcomes Assessment at SCC is conducted at the classroom, department or program, and institutional levels. In 2008-2009, the major accomplishment of the SCC Assessment Steering Committee was a complete re-organization of the structure of general education assessment. In the past, five institutional outcomes were assessed by subcommittees using a variety of methods including standardized tests and evaluation of student artifacts. The new structure focuses on two overarching student outcomes: Critical Analysis and Effective Communication, and direct assessment of student work will be conducted by faculty with guidance from the Steering Committee.

Summary of Findings

Department- and Program-Level Assessment

Using the planning and reporting template that was developed and refined over several years at the College, all departments and programs submitted plans and reports for assessing student learning. The Steering Committee assisted in these efforts by:

1. Developing a one-on-one mentoring model through which Committee members serve as resources for departments' and programs' assessment work.
2. Offering workshops for Department and Division Chairs and program coordinators who wanted specific feedback and assistance.

Classroom-Level Assessment

At the classroom level, individual faculty routinely conduct assessment of their students' learning in a huge variety of ways. Officially, the College collects data regarding individual assessments in the context of the Faculty Evaluation Projects. Of 78 FEPs completed in 2008-09, 46 (59%) were directly related to the assessment of student learning.

Institution-Level Assessment

In 2008 Scottsdale Community College enrolled in the Higher Learning Commission's Assessment Academy, and that spring a team of five faculty members, along with the Vice President of Academic Affairs, attended their first Academy session. During this intensive three-day workshop, the team developed plans to guide institutional-level assessment at the College as described below.

Based on the feedback received in an all-faculty meeting in fall 2008, as well as in a follow-up faculty survey, the Student Learning Outcomes Assessment Steering Committee has worked to formulate a more inclusive working definition of our general education outcomes. This is not a new direction, but rather a reorganization of what we have been doing. For the sake of continuity, the outcomes are essentially the same, but they are expressed in a new way.

While in the past subcommittees carried the burden of assessing General Education across the College, with our new structure that responsibility will shift to all faculty, both adjunct and residential, throughout the institution. This proposed change was approved by the Division Chairs in Spring 2009.

In addition, the committee has worked to promote and improve the assessment process. These improvements include:

- 1 Steering Committee restructuring: The committee will be guided by a past, present, and future chair, which will ensure continuity. Six to eight faculty will serve on the committee along with the VPAA and Institutional Researcher. In addition, two Student Services managers will be invited to serve on the committee to help further our goal of developing co-curricular assessment.
- 2 Blackboard Assessment site:
 - a. A Blackboard site has been developed for SCC Assessment, where every plan (Individual, Department, Program, and Division) is available for viewing by all faculty.
 - b. Feedback, progress, and results of assessment plans are posted on the Blackboard site.
 - c. The Blackboard site will provide a venue for reporting how assessment results are used to improve student learning.
- 3 Communication: with the Blackboard site available, all SCC faculty (residential and adjunct) will have access to assessment plans and to useful resources such as rubrics, scoring guides, etc. The committee plans to issue regular updates, referring faculty to resources on the Blackboard site.
- 4 The Steering Committee drafted rubrics for use by individual faculty members to assess Critical Analysis and Effective Communication in Written, Oral, Visual, and Numerical formats. These rubrics will be refined and piloted in 2009-2010.

Highlights

Using feedback from Residential Faculty, the SCC Assessment Steering Committee has re-organized the structure of general education assessment. The new structure focuses on two overarching student outcomes: Critical Analysis and Effective Communication. In other words, we expect students to be able to take in information and understand it in a meaningful way, and also to express their own ideas, thoughts, and feelings successfully.

The purpose of our General Education teaching and learning will now be expressed as: *General Education enhances students' abilities in critical analysis and effective communication in Written, Oral, Visual, and Numerical form. General Education is WOVeN through the curriculum at Scottsdale Community College.*

Students learn these two outcomes across the curriculum, although using different forms depending on the specific discipline.

To take these differences into account, these two student outcomes will be analyzed in terms of four different formats: written, oral, visual, and numerical. While one single class may only focus on a few of the outcomes (e.g., ENG101 focuses primarily on Critical Analysis of Written forms and Effective Communication using Written forms), a student’s overall general education curriculum will address all of the possible outcomes.

The matrix below depicts the resulting eight areas which will be the focus of General Education assessment with some examples in each area.

	Written	Oral	Visual	Numerical
Critically Analyze	<ul style="list-style-type: none"> • Reading research articles • Reading literature • Reading magazine or newspaper articles 	<ul style="list-style-type: none"> • Listening to speeches • Listening to lectures or presentations 	<ul style="list-style-type: none"> • Exploring visual art • Examining graphs and figures • Examining physical specimens or objects • Exploring physical demonstrations 	<ul style="list-style-type: none"> • Working with numbers and formulas • Examining data and statistics • Exploring spreadsheets
Effectively Communicate	<ul style="list-style-type: none"> • Writing essays • Writing journals or reaction papers • Writing research reports 	<ul style="list-style-type: none"> • Presenting speeches • Debating topics • Explaining thoughts or positions 	<ul style="list-style-type: none"> • Creating visual art • Creating graphs and figures • Creating physical objects 	<ul style="list-style-type: none"> • Creating data • Creating spreadsheets • Creating statistics

Critical Analysis is most directly tied to what many refer to as “critical thinking.” It often involves the ability to understand, evaluate, analyze, synthesize, create, and apply information and ideas. In essence, it involves a student’s ability to take in new information and to understand that material in a meaningful or significant way. As the matrix depicts, successful students should be able to analyze many forms of information, including, written documents, oral presentations, visual material, and numerical data.

Effective communication focuses on a student's ability to communicate ideas to others. This usually involves the ability to organize the material, understand an audience, recognize the purpose of the communication, and communicate clearly. As the matrix depicts, successful students should be able to communicate in writing, orally, visually, and numerically.

In the past SCC assessed five General Education outcomes: Written Communication, Critical Thinking, Critical Reading, Information Literacy, and Cultural Awareness. It should be apparent that three of the five outcomes are addressed directly within the matrix. Written Communication is now located in the Effective Communication in Written form outcome. Critical Thinking is now located in all of the Critical Analysis outcomes. Critical Reading is now located in the Critical Analysis of Written form outcome. Information Literacy and Cultural Awareness, however, are explained separately in the following sections.

Information literacy is infused throughout most of the learning outcomes in the matrix. Essentially, Information Literacy can be defined as the ability to find, analyze, and utilize information. The ability to find and analyze information falls under Critical Analysis, while utilizing information falls under Effective Communication. Therefore, Information Literacy is a skill that can be assessed as an outcome itself (under Critical Analysis), or seen as a component that leads to successful communication.

Cultural Awareness topics are also infused throughout the learning outcomes. In fact, a more encompassing description of this issue would be intercultural competence. People are most effective interculturally when they are able to successfully understand the cultural context of information, ideas, situations, etc., and then communicate their ideas with a continued understanding of the contextual issues. When the relativistic and contextual issues are not fully understood, communication tends to break down. Students then need to understand how culture affects communication, and apply that understanding to their analyses of other people's communications, as well as to their own communications. Consequently, cultural issues are a vital component of successful Critical Analysis and Effective Communication and should be considered in most assessments, and not just seen as a separate assessment.

South Mountain Community College 2008-2009 Student Learning Outcomes

Submitted by: Stephen Hustedde

Executive Summary

The purpose of the Academic Program Review and Assessment of Student Learning (APRASL) (pronounced “*appraisal*”) committee is to assess the opportunities, challenges and learning outcomes of SMCC’s educational programs using multiple measures to gain a holistic perspective.

In April 2009, South Mountain underwent its accreditation review visit and received a ten year accreditation recommendation with no focus visits and no monitoring reports. We are grateful for this honor but recognize that we still have work to do to shore up our assessment practices. In February, we began a cohort program with eleven other institutions facilitated by the Higher Learning Commission through its “Academy for Assessment of Student Learning.” In that process, we embarked on a multifaceted four-year project to primarily impact our identification of general education outcomes and to assess the achievement of students in mastering those outcomes, while at the same time improving course level assessment of our highest enrolled courses, and address student satisfaction and engagement in learning.

We continued our traditional formative and summative evaluations at the course level during both fall and spring semesters. Our program review process was continued, but scheduled activities were delayed in some areas due to the attention that the HLC visit demanded. In addition to sending a team of five to the HLC’s Academy, one faculty member was sent to the 2007 Assessment Institute (October) in Indianapolis. Various faculty participated in the district’s Fall Assessment Forum, as well as several workshops focused on student learning outcomes, assessment practices, and student engagement in the classroom.

Our “Academy for Assessment of Student Learning” Project: General Education and the Top 10/10 Courses

The Higher Learning Academy Team will work cooperatively with the Academic Program Review and Assessment of Student Learning (APRASL) campus committee, the Teaching and Learning Center (TLC), and the areas encompassing Student Affairs to insure participation and support at all levels of campus employees – residential faculty, adjunct faculty, staff, and administration. APRASL oversees assessment at the course, program, and institutional levels and has laid the groundwork for the implementation of our project. The TLC will be the principle instrument through which faculty are trained in writing course-level outcomes and developing course-level assessments of our general education outcomes.

The Higher Learning Academy Team saw several issues needing attention in our assessment practices. 1) We have lacked defined general education outcomes specific to our college. In 2008, the APRASL committee suggested five general education outcomes and convened faculty subcommittees to further define each outcome. The result was semantic confusion, overlap between outcomes, and general animosity

toward the process and the results. 2) A longstanding process of formative and summative course review has focused on individual sections of courses, but true across-the-sections evaluation of courses has been lacking on our campus. 3) Our curriculum (decided at a district level with input from ten colleges) focuses on subject-matter competencies/objectives.

As a result of our participation in the Academy Roundtable (February 2009), we simplified the general education outcomes for SMCC as:

- Critical and Creative Thinking
- Quantitative Analysis
- Information Literacy
- Written and Oral Communication

These will be left as broad sweeping areas without further restrictive definition.

As defined at the district level, our curriculum is currently competency/objective driven. There is an increasing emphasis on student learning outcomes by the accrediting agencies and is the predominant focus at assessment seminars and conferences. Competencies and objectives seem to focus on what students will do in the classroom, but outcomes focus on what students can do, understand or be after they've completed their course, program or degree as a result of their experience with us.

To do this for all our course would be a huge undertaking. Our plan is to initially focus on the top ten FTSE generating college-level courses as well as our top ten enrolled developmental courses. The faculty teaching these courses will be convened for training in writing course outcomes. Faculty teaching each course will work cooperatively to write course outcomes that can be mapped to our general education outcomes, and then to develop, implement, and evaluate course-level assessments of student achievement with regards to these outcomes. The assessments for each course would be deployed across all sections (probably as summative activities, though some could be embedded projects), with the data collected being anonymous as to the section/instructor. It is believed that the process can be instrumental in bringing about a certain level of curriculum reform at SMCC, greater commitment to student learning and enhanced community of both adjunct and residential faculty within a department. This should trickle down to improved student experiences both institutionally and within specific programs. Institutionally, the data derived from the assessment of the core classes will be utilized in the budgeting process and as well as the allocation of campus resources to help insure that students are attaining success in our general education efforts. The process can then be expanded to other courses and programs as well.

A fifth general education outcome, which we have labeled "The SMCC Experience," will focus on student personal growth, student satisfaction and engagement in learning and personal development both in and outside the classroom. It will address empowering the learner, verifying readiness for the next step after graduation, global awareness, cultural sensitivity, ethical courses of action, civic responsibility and setting educational, personal and career goals.

Assessment instruments would likely include direct and indirect measures and will incorporate academic departments and divisions, as well as all areas of student affairs (registration, financial aid, advisement, facilities, etc.).

A capstone Humanities course will be developed which engages students in demonstrating that they have attained the general education outcomes and can apply the corporate learning gained in their studies at SMCC to a project that would serve as a summative assessment of our general education outcomes.

The project also aims to increase faculty dialog and awareness of student learning issues and assessment practices. These may be conducted at monthly Faculty Senate meetings, brown bag lunch discussions, department/division meetings, and special training workshops. A newsletter will be produced by the HLA team and APRASL to help create a focal point around Student Learning Outcomes. The first issue can be viewed online in PDF format at:
<http://about.southmountaincc.edu/About/AcademicAssessment/>.

Program Review

A tentative four year cycle for program review was identified by the APRASL team. In 2008-09, APRASL initiated the program review process for the following programs:

- Associate of General Studies
- Behavioral Health
- ESL program
- ACE (Achieving a College Level Education)
- Learning Assistance Center / Academic Excellence Center

Because of the demands of preparing for the Higher Learning Commission visit, several of the program reviews were given extensions to complete the review process into Fall 2010. Additional program that will complete the process this academic year are:

- Fine and Performing Arts (Art, Theater, Music)
- Storytelling
- Ahwatukee Foothills Center
- Informational Technology, excluding CISCO)
- Teacher Education (Montessori, Dynamic Learning, Early Childhood, and Para-educator)

Formative Evaluations

Each semester, both the residential and adjunct faculty participate in “Academic Assessment Week” held during the fifth week of each semester. Formative evaluations are conducted in the form of a written or online survey given in each course, asking the students to identify both supports and obstacles to their learning and success, and to provide constructive criticism and suggestions for improvement. The feedback is reviewed by the faculty who can then make improvements in the course to foster better learning and increase student satisfaction. Students greatly appreciate having their voices heard and being included in decisions about the course.

Summative Evaluations

Both residential and adjunct faculty members provide a summative evaluation of their classes at the conclusion of the semester. Each faculty member may choose the methodologies that best fits their class and their objectives and may utilize both direct and indirect measures of student learning and may focus on either quantitative and qualitative assessments or both. Instruments utilized include pretest and posttest comparisons, portfolio evaluations, performance critiques by peers, as well as by the instructor, assessments of critical inquiry skills, mock interviews and exit surveys. The gathered data is used to demonstrate student learning, but faculty are also asked to evaluate the data with a view towards improving the course for the next semester. A collective report of faculty observations and suggestions for improvement is generated and made available to the entire faculty.

Highlights

Assessment at the Course Level

Our greatest assessment focus in 2009-10 will be implementation of our “Academy for Assessment of Student Learning” project. The project promises both assessment and curriculum reform as we identify course-level outcomes for our highest enrolled courses and bring about a paradigm shift in our faculty from thinking about curriculum objectives and competencies to emphasizing course-level student learning outcomes.

We will continue our traditional practice of conducting a formative evaluation during the fifth week of each semester, as well as asking faculty to complete a summative evaluation for each course they teach with a view towards improving student learning and student satisfaction. As we further define our general education outcomes, faculty will be asked to report how the general education outcomes are incorporated in their classes and challenged how they might better do so.

Assessment at the Program Level

In 2009-10, we will continue with our program review, examining the following programs (as well as completing those started last year):

- Fine and Performing Arts (Art, Theater, Music)

- Storytelling

- Ahwatukee

- Informational Technology, excluding CISCO)

- Teacher Education (Montessori, Dynamic Learning, Early Childhood, and Para-educator)

Assessment at the Institutional Level

The implementation of our “Academy for Assessment of Student Learning” project will ultimately have its greatest impact on assessment at the institutional level as we further define South Mountain’s general education outcomes and prepare to assess them.

Chandler-Gilbert Community College Assessment Committees

Student Learning Outcome Assessment Committee

Chair: Dr. Roy A. Schiesser, Geology faculty

Dr. William Mulaney	Dean of Arts and Humanities
Paquita Garatea	Social and Behavioral Science faculty
Dr. Gregory Trone	Nursing faculty
Dr. Dee J Christian	Business and Computing faculty
Frank Wilson	Mathematics faculty
Dr. Heather Horn	Language and Humanities faculty
Dr. Kim Chuppa-Cornell	Language and Humanities/Library faculty
Dr. Rene Barrios	Counseling faculty
Robert Doherty	Communication faculty
Mary Day	Research/ Planning/Development
John Snelling	Research/ Planning/Development

Estrella Mountain Community College Assessment Committees

Student Academic Achievement Committee

Co-chair: Erik Huntsinger, Economics faculty

Co-chair: Michelle Breaux, Mathematics faculty

Nikol Price	Library faculty representative
Becky Baranowski	Math, Physics, Engineering Division chair
Dr. Roger Yohe	CTL faculty representative
Polly Miller	CTL faculty representative
Stephanie Fujii	Counseling faculty representative
Dr. Valerie Akuna	Instructional Computing Division chair
Bronwen Steele	Science Division chair
Dr. Fiona Lihs	Science faculty representative
Pearl Williams	Developmental Education faculty representative
Lyle Bartlett	Physical Education faculty representative
Dr. Bryan Tippet	Vice President of Academic Affairs
Dr. Sylvia Orr	Dean of Academic Affairs

GateWay Community College Assessment Committees

Student Academic Achievement and Assessment Committee

Co-chair: Dr. James Baugh, Mathematics faculty

Co-chair: Dr. Margi Schultz, Nursing faculty

Margaret Covington	Nursing faculty
Michael Cyll	Healthcare Adjunct faculty
Dr. Jackie Fergusson	General Education Assessment Coordinator
Dr. Jolyne Ghanatabadi	Vice President of Academic Affairs
Dr. Cathy Hernandez	Coordinator of Institutional Research and Grants Development
Dr. Sue Kater	Director of Planning, Research and Effectiveness
Dr. John Lampignano	Director for Center for Teaching and Learning
Kathy Lynch	Library faculty
Kelly McPhee	Director, Enrollment Services
Susan Mills	Liberal Arts faculty
Dean Stover	General Education Assessment Coordinator
Annette Torrey	Business faculty
Kerry Vrabel	Curriculum representative/ESL faculty
Susan Wallen	Peri-Operative Program faculty
Reece Weide	Science faculty
Yvonne Zeka	Mathematics faculty
Dr. Sharon Zygowicz	Counseling faculty
Two rotating student members	

Glendale Community College Assessment Committees

Assessment Coordinators and College-wide Academic Achievement Committee

Co-chair: Dr. Fernando Camou, Dean of Instruction

Co-chair: Chuck Jeffery, Dean of Institutional Planning

Jean Ann Abel	Vice President Academic Affairs
José Aguiñaga	Library faculty
Dr. Alka Arora-Singh	Director of Research, Planning and Development
Janet Brooks	Computer Information Systems faculty
Lynn Brysacz	Counseling faculty
Dr. Brandon Cleworth	Religious Studies faculty
Doug DeSanti	Public Safety Science faculty
Rachelle Hall	Computer Information Systems faculty
Betsy Hicks	Computer Information Systems faculty
William Humbert	Music faculty
Dr. Pam Joraanstad	Speech Communication faculty
Dr. Bill Lamkin	Economics/Political Science faculty
Rosie Mays	Communication faculty
Rashmi Menon	English faculty
Richard Merrill	Art History faculty
Pam Nelson	Geology faculty
Dr. Carlos Nuñez	Engineering/Electronics faculty
Dr. Susan Oliver	Psychology faculty
Randy Peterson	Nursing faculty
Dr. Jeffrey Pommerville	Biology faculty
Sasha Radisich	Economics faculty
Dr. David Raffaele	Physics faculty
David Rodriguez	Library faculty
Dr. Kimberly Smith	Chemistry faculty
Dr. Joseph Springer	Chemistry faculty
Olivia Templeton	Physical Education faculty
Andrea Williams	Communication faculty
Jim Waugh	Institutional Research Analyst

Mesa Community College Assessment Committees

Student Outcomes Committee

Chair: Dr. Derek Borman, Psychology faculty

Mark Gooding	English faculty
Peter Brown	Biology faculty
Tim Florschuetz	English faculty
Dave Harris	Computer Information Systems faculty
Dr. Craig Jacobson	English faculty
Dr. Sam Martinez	English faculty
Dr. Ly Tran-Nguyen	Psychology faculty
Janell Pierce	Library faculty
Dr. Naomi Story	Faculty Director Center for Teaching and Learning
Matt Ashcraft, ex-officio	Dean of Research and Planning

Paradise Valley Community College Assessment Committees

Academic Assessment Team

Co-chair: Christine Tabone, English faculty
Co-chair: Nancy Kolakoowsky, Mathematics faculty

Lori Anonsen	Health and Exercise faculty
Dr. Marilyn Cristiano	Communication/Humanities faculty
Jeanne Franco	Business/IT faculty
Kurt Hill	Social Science faculty
Dr. Mike Hamm	Mathematics faculty
Dr. Jeff Hoyt	Science faculty
Kandice Mickelsen	Library faculty
Dr. Jim Rubin	Counseling faculty
Dr. Chris Scinto	Fine/Performing Arts faculty
Dr. Catherin Snyder	Behavioral Science faculty
Sandy Zapp	English faculty
Dr. Denise Digianfilippo	Interim Dean of Academic Affairs
Ellen Hedlund	Out of Class Assessment coordinator
Dr. Mary Lou Mosley	Vice President of Academic Affairs

Out of Class Assessment Team

Chair: Ellen Hedlund, Out of Class Assessment coordinator

Dr. Jacalyn Askin	Vice President of Administrative Services
Paul Golisch	Dean of Information Technology
Dr. Shirley Green	Vice President of Academic Affairs
Christine Tabone	Academic Assessment Team chair
Norma Chandler	Manager of Career Services
Rick Cote	Manager of Technical Support
Bill Hart	Associate Dean of Student Affairs
Heather Kruse	Director of Student Affairs and Educational Services
Scott Meek	Director of College Safety
Laurel Smith	Manager of Employee Services

Phoenix College Assessment Committees

Assessment Steering Team

Chair: Pamela Rogers, English/ESL faculty

Critical Thinking

Co-chair: Deb Kappes, Dental Hygiene faculty

Co-chair: Robin Cotter, Biology faculty

Bev Jenkins

Business faculty

Kathleen Ellis

Nursing faculty

John Schampel

Biology faculty

Eddie Genna

Philosophy/Political Science

ESL

Chair: Pam Rogers, English/ESL faculty

Jeff Eldot

ESL faculty

Mary Lou Gomez

Program Advisor

Dr. Joseph Kimbuende

English/ESL faculty

Nancy Meyers

English/ESL faculty

Sara Rassas

ESL faculty

Dr. Cristie Roe

English/ESL faculty

Amalia Villegas

Counseling faculty

Information Literacy

Chair: Kelly Lambert, Library faculty

Micaela Agyare

Library faculty

Beverly Bruner

Reading faculty

Elizabeth Saliba

Library faculty

Andrea Villarreal

Nutrition faculty

Linn Dowd

English faculty

Phoenix College Assessment Committees - continued

Numeracy

Chair: Dmitri Logvinenko, Mathematics faculty

Diane Stark	Business/Computer Information Systems faculty
Sui-Lin Li	Mathematics faculty
Dr. Ana Marti-Subirana	Biology faculty

Oral Presentation

Chair: Liz O'Brien, Communication faculty

Gerry Burgess	Theatre faculty
Dianne Geddis	Physical Education faculty
Laura Galloway	Communication faculty
Dianne Miller	Reading faculty

Workforce Development

Chair: Helen Houser, Health Education faculty

Pamela Dewitt	Nursing faculty
Dr. Geof Eroo	Speech/Theatre faculty
Beverly Jenkins	Business faculty
Anna Lopez	Coordinator of Corporate and Government Programs
Brenda Maynard	General Business faculty
Alverta McKenzie	Child and Family Studies faculty
Rita Perry	Dental Assisting faculty
Julie Stiak	Healthcare Education faculty

Writing

Chair: Marsha Hopkins, Sociology faculty

Bret Little	Cultural/Applied Social Sciences faculty
Dr. David Pineda	English faculty
Dr. Cristie Roe	English/ESL faculty
Dr. Camilla Westenberg	English faculty

Rio Salado College Assessment Committees

Rio Salado College Student Learning Outcomes Team

Chair: Dr. Vernon Smith, Vice President of Teaching and Learning

Dr. Kirk Bowden	Chemical Dependency faculty
Melanie Abts	Counseling faculty
Dr. Pat Case	Sociology faculty
Dr. Janine Adkins	Humanities faculty
Shanna Corona	Biology faculty
Hazel Davis	Librarian faculty
Dr. Jennifer Freed	Biology faculty
Cynthia Maxson	English faculty
Jennifer Shantz	Faculty, Curriculum Development Facilitator
Christy Skeen	English faculty
Laura Helminski	Communication faculty
Genevieve Winters	Director of Research, Planning, and Development
Rick Kemp	Dean of Instruction
Kishia Brock	Dean of Student Services
Earnestine Harrison	Associate Dean of Instruction
Dana Reid	Dean of Instruction
Michael Cottam	Associate Dean of Instruction
Rachelle Clarke.	Associate Dean of Instruction
Dr. Jo Jorgenson	Dean of Community Development

Scottsdale Community College Assessment Committees

Assessment Sub-committees

Critical Thinking

Chair: Gera King, Interior Design faculty

Dr. Bonnie Gray	Psychology faculty
Chris Jensen	Motion Picture/Television faculty
Robert Mugford	English faculty
Linda Nance	Nursing faculty
Dr. Jeffry Ricker	Psychology faculty
Dr. Janet Robinson	Communication/Performing Arts faculty

Information Literacy

Chair: Julie Knapp, English/Journalism faculty

Dr. Rosanne Dlugosz	Early Childhood Education faculty
Marie France Goudard-Ryan	Foreign Language faculty
Steve Mutz	Physics/Astronomy faculty
Miriam Reyes	Nursing faculty
Kathy Ward	Nursing faculty
Dr. Laurie Cohen	Director of Research, Planning and Development

Written Communication

Chair: Karen Biglin, Library faculty

Frank Attanucci	Mathematics faculty
Janelle Hoffman	Hospitality faculty
Lisa Peace	Art/Photography faculty
Laura Ruiz-Scott	Language/Communication faculty

Scottsdale Community College Assessment Committees - continued

Cultural Awareness

Chair: Dr. Eric Haas, Psychology faculty

Tia Bruised-Head	Counseling faculty
Dr. Anneliese Harper	Communication/Performing Arts faculty
Roberto Ribas	Mathematics faculty
Suzette Schlapkohl	Reading faculty
Nikki Serafin	English faculty
Albert Shank	Foreign Language faculty
Jamie Moore	English faculty
Michael Little Crow	Mathematics faculty
Therese Tendick	Director of International Education Program
Ana Cuddington	Coordinator of American Indian Program

Critical Reading

Chair: Dr. Cameron MacElvee, English faculty

Assessment Steering

Chair: Dr. Patricia Medeiros, English faculty

Dr. Laurie Cohen	Director of Research, Planning and Development
Karen Biglin	Library faculty
Dr. Eric Haas	Psychology faculty
Gera King	Interior Design faculty
Julie Knapp	English/Journalism faculty
Dr. Cameron MacElvee	English faculty

South Mountain Community College Assessment Committees

Academic Program Review and Assessment of Student Learning Committee

Co-chair: Helen Smith, Vice President of Academic Affairs

Co-chair: Stephen Hustedde, Computer Information Systems faculty

Andrea Archer	Instructional Research Analyst
Dr. Matthew Cooper	Philosophy/Religious Studies
Amy MacPherson	Educational Support Teaching and Learning Center
Jennifer Mansfield	Instructional Specialist
Dr. Kay Martens	Vice President of Student Affairs
Cindy Odgers	Associate Dean
Dr. Teresa Leyba Ruiz	Mathematics faculty
Jim Smith	English faculty
Dr. Sue Starrfield	Director of Research, Planning and Development
Travis Steele	Mathematics faculty
Bonnie Welsh	Administrative Secretary II for Occupational Education