

Introduction:

This year has been another exciting year for assessment with the successful implementation of a comprehensive program review process that incorporated learning outcomes assessment within program review and was used to help programs make improvements and data-based budget requests. The following report provides a summary of assessment activities regarding Program Review, General Education Assessment, Co-Curricular Assessment, and other activities.

Program Review:

Fall 2018/Spring 2019: The new comprehensive program review process was implemented this year and includes the following components:

- a plan for communicating and completing the review
- a 3-year outcomes assessment plan for courses and programs
- a data package from Institutional Effectiveness and Research (IER) that contains benchmarks and ratings (healthy, cautionary, unhealthy) in the areas of demand, employability or transferability, completion, and efficient use of resources.

All of the programs in Group 1 completed their comprehensive reviews and submitted their analysis of their programs including current initiatives, proposed initiatives to improve the program, and budget requests to support improvements. The completed reviews were sent to the Vice President of Instruction and Student Support for budget considerations and were also posted in the SLOA Canvas Shells for each School for internal transparency.

There was positive feedback from Group 1 programs about the new process but also a few suggestions for improvement. The positive comments focused on the process of getting the members of the program/department together to take an in-depth look at curriculum, how to assess students' learning, learning how to interpret IER data and use it to make improvements within the program.

The two most common suggestions for improvement were the time line for completion and the benchmarks set by IER for scoring in each area. The time line was addressed by starting the review process with curriculum and assessment a year before the comprehensive review. This year, Group 2 programs submitted curriculum changes in the Fall and completed their 3-Year Assessment Plans in the Spring. Assessment Day in Fall 2019 will be held three weeks earlier at the beginning of September to provide more time to complete the comprehensive reviews before the end of October deadline.

The Program Review Committee addressed the benchmark concern by meeting with the academic Deans to discuss the data reports and benchmarks used. During two meetings in the Spring 2019 semester, benchmarks for Occupational and Transfer programs were agreed upon by the committee with direction from the Deans. The new benchmarks will be included in the Comprehensive Program Review guidelines document for the 2019/20 year.

Program Review Schedule (3-Year Cycle)							
Group	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Group 1:	Planning Year: (Fall) Review Mission, Outcomes, Curriculum Map and Submit Changes to Curriculum. (Spring) Create 3-year outcomes assessment plan and submit to SLOA.	Year 1: IER Comprehensive Review Data; Goals and Budget Request, Collect Year 1 Outcomes Assessment Data	Year 2: IER Annual Review Data; Progress towards Goals; Report Year 1 and Collect Year 2 Outcomes Assessment Data	Year 3: IER Annual Review Data; Progress Towards Goals; Report Year 2 and Collect Year 3 Outcomes Assessment Data; Submit Curriculum Changes	Repeat Cycle Starting From Year 1: Comprehensive Review		
Group 2:		Planning Year: (Fall) Review Mission, Outcomes, Curriculum Map and Submit Changes to Curriculum. (Spring) Create 3-year outcomes assessment plan and submit to SLOA.	Year 1: IER Comprehensive Review Data; Goals and Budget Request, Collect Year 1 Outcomes Assessment Data	Year 2: IER Annual Review Data; Progress towards Goals; Report Year 1 and Collect Year 2 Outcomes Assessment Data	Year 3: IER Annual Review Data; Progress Towards Goals; Report Year 2 and Collect Year 3 Outcomes Assessment Data; Submit Curriculum Changes	Repeat Cycle Starting From Year 1: Comprehensive Review	
Group 3:			Planning Year: (Fall) Review Mission, Outcomes, Curriculum Map and Submit Changes to Curriculum. (Spring) Create 3-year outcomes assessment plan and submit to SLOA.	Year 1: IER Comprehensive Review Data; Goals and Budget Request, Collect Year 1 Outcomes Assessment Data	Year 2: IER Annual Review Data; Progress towards Goals; Report Year 1 and Collect Year 2 Outcomes Assessment Data	Year 3: IER Annual Review Data; Progress Towards Goals; Report Year 2 and Collect Year 3 Outcomes Assessment Data; Submit Curriculum Changes	Repeat Cycle Starting From Year 1: Comprehensive Review
Schools							
	Group 1:	Group 2:		Group 3:			
Arts & Humanities	AA Fine Arts - Art Concentration AA Fine Arts - Music Concentration English Department	Graphic Design Photography Art Department Humanities Department		Associate of Arts AA Fine Arts - Performing Arts			
Business & Computer Systems	AAS/Cert Management AAS/Cert Video Game Developer	Associate of Business AAS/Cert Administrative Professional AAS/Cert Computer Systems and Applications NEW 2018/19: Cert Programming		AAS/Cert Accounting AAS/Cert Computer Networking Technology NEW 2018/19 Cert: Cyber Security			
Social Science	Associate of Elementary Education AAS/Cert Early Childhood Education Communication Department	AAS Social and Human Services		AAS/Cert Administration of Justice AAS/Cert Paralegal Studies Social Science Behavioral Science			
Career and Technical Education	Cert Auto Body Paint and Collision AAS/Cert Electrical and Instrumentation Technology Cert Welding AAS/Cert Agriculture Technology Management AAS/Cert Viticulture and Enology	AAS/Cert Automotive Technology AAS/Cert Diesel Technician AAS Applied Pre-Engineering AAS/Cert Industrial Machine Mechanic Cert Equine Care and Management		AAS/Cert Aviation Technology AAS/Cert Gunsmithing AAS/Cert Fire Science Cert Canine Care, Service Dog, Team Skills Certs Culinary Arts and Hospitality Certs Animation, Production and Screenwriting			
Health & Wellness	AAS/Cert Health Information Technology Cert Pharmacy Technician Athletic Coaching Fitness Trainer/Instructor	AAS/Cert Paramedicine and Cert EMT AAS/Cert Medical and Med Office Assistant Cert Phlebotomy HPER Activity Courses		AAS Nursing Cert Nursing Assistant AAS/Cert Radiologic Technology			
Science and Engineering	Mathematics Department	Associate of Science Science Department					

June 2018 Updated

Program Review Goals for 2019/20

Summer 2019: Revise the Student Learning Outcomes Assessment handbook and Comprehensive Program Review Guidelines. Create Year 2 forms for reporting progress for Group 1 and create Year 1 forms for the comprehensive review for Group 2. Review curriculum for Group 3 and provide feedback on Assessment Day (Fall 2019) so programs/departments can review curriculum and submit changes before the Oct 31 deadline. Prepare materials for professional development sessions held with each department/program in Groups 1, 2 and 3 during Assessment Day (Sept 6, 2019)

Fall 2019/Spring 2020: Assessment Day will include sessions to assist Group 1 in completing their progress report, Group 2 in completing their Comprehensive review, and Group 3 to review their curriculum. Group 3 will be submitting any curriculum changes in the Fall and creating a 3-Year assessment plan in the Spring.

General Education Assessment

This year data reports were created for Diversity Awareness and Civic Engagement. Faculty analyzed the reports on Assessment Day and information was summarized and posted on the SLOA website. Data were collected this year about Information Literacy, Digital Literacy and Social Science. These are the last categories in the cycle. Data reports will be generated Summer 2019 for faculty analysis Fall 2019. This will be the end of the data collection cycle for the GECCO/AGEC process (2013/14- 2019/20)

Review of current AGECE/GECCO process:

The General Education Core Curriculum Outcomes (GECCO) process was reviewed during the 2018/19 year.

Strengths:

- Outcomes and rubrics have been written for every AGECE and GECCO category defining competencies and levels of attainment for faculty and students.
- Some academic departments have adopted the AGECE or GECCO outcomes as department outcomes

Areas in need of improvement:

- Outcomes are only assessed in the AGECE and AAS programs – not certificate and not co-curricular
- AAS programs are assessing 10 Gen Ed outcomes in addition to their program and course outcomes (4 per semester)
- The AGECE categories had outcomes specific to each category which narrowly defined the categories as discipline-specific.
- Cumbersome process to collect/distribute data in a meaningful way – overlap each year of six categories being assessed with return the third year.

New Process: Institutional Learning Outcomes.

The institution creates broader learning outcomes that align with the mission, vision and strategic initiatives for all areas of the college and are assessed throughout the student college experience. These can also be used as General Education Outcomes for the institution.

**YC Mission and Vision, YC Goals,
YC Strategic Initiatives**

YC Institutional Learning Outcomes: (3 to 5
outcomes that are embedded in the student's college
experience)

Transfer Degrees
and co-curricular
activities

Occupational
Degrees and co-
curricular
activities

Student
Development co-
curricular activities

Community
Education and
OLLI events

Assessment Day Sessions (September 28, 2018):

During Session One, faculty analyzed the data reports for Diversity Awareness and Civic Engagement. Each table submitted a summary of their responses to the analysis questions and these were then compiled and trends identified for the summary report posted on the SLOA website.

In the second session, the institutional outcome model was presented along with an activity to determine the general categories for the new institutional outcome model. During Spring 2018, each department/school was asked "What is an educated person?". The General Education Coordinator led an activity with the entire faculty/staff in attendance on Assessment Day that sorted phrases collected from each of the divisions into categories. Data were collected from 11 table groups and the categories that emerged were: Communication (Oral, Written and Visual), Critical Thinking (Quantitative/Scientific), and Social Responsibility (Civic Responsibility and Cultural Awareness).

In the afternoon, each department/program met and worked on their assessment/program review activities.

- General Education Departments (Art, Humanities, English, Social Science, Behavioral Science) determine criteria for special awareness areas (IWR, GIH, ERG) – then meet within departments
- Arts and Humanities – complete GECCO report – analysis of ARHU data
- Group 1 Programs: Complete and Submit Comprehensive Program Review and work on Year 1 Assessment activities
- Group 2 Programs: Work on curriculum changes and curriculum map – submit to curriculum committee through Curriculog by October 31st. Work on 3-Year Assessment Plans (due to SLOA Committee before Spring Break).
- Group 3 Programs: Work on Curriculum – preparation for next year- submit to Curriculum Committee by October 31st.

Other General Education Activities

All General Education academic departments are included in the Comprehensive Academic Program Review cycle and will receive data from the Arizona Transfer website about the transferability of their courses as well as an IER data package for each of the Associate's degrees.

As part of the Pathways initiative, the AGECE-A, AGECE-B, and AGECE-C certificate requirements were revisited and revisions submitted to the Curriculum Committee to take effect Fall 2019. The General Education component of the AAS programs was reviewed and changes will take effect Fall 2019.

General Education Assessment Goals 2019/20

The goal next year is to define each of the categories selected during the 2018/19, create outcomes for each category and begin the process of creating rubrics to assess them. The process will involve input from all areas of the college and will be part of Assessment Day Fall 2019 activities.

Co-Curricular Program Assessment (Student Development and Student Support)

This year all departments within Student Development and Student Support assessed the General Education outcome Information Literacy within their areas. Data were collected and the majority of assessment reports are completed and posted in their SLOA Assessment Canvas course. The

results from each of these reports will be included in the institutional report on Information Literacy (Fall 2019).

Each department within Student Development created a mission statement and started researching information about creating and assessing learning outcomes. Student Development reorganized their departmental structure in Spring 2018 to align with new initiatives supporting the Pathways project. Creating learning outcomes for the departments will resume in Fall 2019.

Goals for Summer/Fall 2019/Spring 2020: Student Development will be involved in defining the institutional learning outcomes and start planning on how to incorporate the outcomes and assessments into the co-curricular learning activities.

Other Assessment Activities in 2018/19

Committee Re-Structure Work Group

Several issues were identified with the current Curriculum and Student Learning Outcomes Assessment Committee structure and a work group was formed to address concerns about duties of committee members, membership not representative of the YC academic structure, attendance, communication, oversight, etc.

The work group researched Curriculum, SLOA, Program Review, and General Education committees at other community colleges. Their task was to recommend a committee structure for Yavapai College that is representative of the entities responsible for curriculum and assessment/program review. The recommended design included plans for an organizational structure that shares pertinent information for decision-making, communicates within and among entities affected by curriculum and assessment/program review decisions, and works towards achieving college goals and initiatives.

The committee structure discussion will continue Fall 2019 and hopefully will be implemented next year.

Goals for Summer 2019 – work to be done before Fall 2019:

1. Update the Student Learning Outcomes Assessment handbook to reflect changes in committee structure and duties – including institutional outcomes assessment.
2. Work with the Curriculum Coordinator on a Curriculum handbook – incorporating program review components for curriculum.
3. Update the Comprehensive Program Review handbook to include benchmarks for occupational programs and transfer departments.
4. Update SLOA website with reports/new handbooks.
5. Create program review form templates for Groups 1, 2, and 3.
6. Create professional development activities and gather resources for assessment planning and program review.
7. Update SLOA Canvas shells for each school – post all form templates (curriculum maps, assessment plans, program review), IER data packages, and other data for program review.
8. Plan and coordinate all Assessment Day activities.
9. Work with IER on data packages and other data sources for all programs/departments.
10. Provide information updates to the deans, department chairs/program directors.