

AY21-22 Assessment and Program Review Manager Report

Introduction

Hello, I am Sarah Southwick, the current Assessment and Program Review Manager for Yavapai College. I started in August of 2021 after the previous manager left at the end of 2019-2020. There was a year gap without someone in the position which meant that the position duties were spread across the General Education Coordinator, the Student Learning Outcomes Assessment (SLOA) chair, and the Dean of the Office of Instructional Support. A shift from the previous manager to my role is that the previous manager was a faculty member with assessment duties and dual reporting to an academic dean and the Dean of the Office of Instructional Support while I am a full-time staff member concentrating on only student learning assessment and program review who reports only to the Office of Instruction.

My work this year mainly focused on two main activities. First, I wanted to introduce myself to the faculty, deans, staff, and administrators who had assessment and program review responsibilities. Second, I wanted to learn about the current assessment and program review process within the college.

In the fall, I met with several of the department chairs and program directors to discuss the program's current assessment practices and needs. In the spring, these meetings evolved into discussions about the program review data sets generated by the Institutional Effectiveness Research (IER) department and the program review forms.

As for the processes, my goal was to keep the forms and processes as similar as possible with a few exceptions. First, all of the deadlines for assessment and program review were shifted to the spring. This was partly due to my hiring date and partly in response to faculty concerns that there were too many deadlines at the beginning of the academic year. Second, the SLOA Chair was hired over the 2021 Summer to develop a Dynamic Forms process for faculty to submit 3-Year Assessment Plans. I worked with the SLOA Committee, and the OIS Business Analyst to refine this process; however, the overall information on the 3-Year Assessment Plan was the same from the previous paper form. Beyond these two changes, another large change was that assessment and program review documents were all submitted through the School Canvas SLOA Shells, no matter the format of the document – Word, Excel, PDF.

The rest of this report summarizes my work throughout the year.

STUDENT LEARNING OUTCOMES ASSESSMENT (SLOA)

Assessment Day

My first task was to organize an annual all-day training for faculty on assessment in September. I coordinated with the SLOA and General Education Committees and IER to create and approve the agenda. It was offered on Friday, September 17th by Zoom and a combination of 205 faculty and staff members attended. The morning sessions included updates from various faculty committees and an overview of the HLC Accreditation process from Dr. Amy Stein while the afternoon sessions focused on gathering feedback about the assessment and program review processes. Overall, the evaluations for

the day showed that most people found the sessions moderately to extremely useful except for one session which encountered some technological difficulties. A lot of excellent feedback was gathered including some good first steps to take to improve our processes (See attached Assessment_Program Review Concern Projects).

Revision of Canvas SLOA Shells

A large portion of work in the fall was to review the previous years assessment documents. This process assisted in developing my understanding of the assessment process in the college which consists of program/department assessment, General Education assessment, and co-curricular assessment. The college had recently approved institutional-level outcomes, but the process had not been defined yet.

Program/department assessment processes has three steps with a document for each step:

- Annual Assessment Reports (A-Report)
- Curriculum Maps (C-Map)
- 3-Year Assessment Plans (A-Plan)

One of the faculty concerns that came from A-Day feedback was that finding previously completed assessment (and program review) documents was difficult and time-consuming. There were also concerns about duplication of document submission from the faculty members and the deans, the rubrics used by the SLOA Committee were not widely available, and more resources, such as videos, were desired to clearly define the assessment process, forms, and expectations.

In order to address these particular concerns, I revised the School SLOA Canvas Shells:

- Home page: Each shell has a home page that lists the SLOA Committee representatives, each program/department, associated point person and dean, and the deadlines for the assessment and program review documents for that academic year.
- Modules: Each program/department has a dedicated module that includes all of the historical assessment and program review documents since 2018.
- Assignments: For every document in the assessment and program review process, there is a corresponding assignment that is assigned to the point person of the program. This means only that point person can turn in the documents for that program, removing the duplicate submissions. In addition, each assignment has the purpose of the form, a blank form, a video explaining the form and how to fill it out, written out directions on completing the form, and the SLOA Committee rubric.

Program/Department SLOA Processes

Using the School Canvas Shells, three forms were submitted by the point people from the programs/departments.

- Annual Assessment Reports (A-Report): All programs/departments (with a few exceptions) submitted A-Reports on February 11, 2022 in Word format and submitted through the Canvas Shell. These were reviewed by the SLOA Committee and I aggregated the results (See attached AY21-22 A-Report Infographic).
- Curriculum Maps (C-Map) and 3-Year Assessment Plans (A-Plan): These documents are submitted together as the program should be using the most up-to-date C-Map to create the

A-Plan from. More than half programs/departments (with a few exceptions) submitted C-Maps and A-Plans in the Spring. C-Maps in Word format while A-Plans were created using the Dynamic Forms process and put into PDF format. Both were submitted through the Canvas Shell. These were reviewed by the SLOA Committee (unless late than I reviewed them and provided feedback) and I aggregated the results (See attached AY21-22 C-Map and A-Plan Infographics).

General Education SLOA Processes

Over the 2021 Summer, the General Education Coordinator created a Dynamic Forms process in which to collect and evaluate student work products from courses that have Written Communication and Quantitative Literacy competencies. Much of the General Education process was handled by the GenEd Coordinator who conducted all of the communication and training with the faculty. Each faculty member was asked to submit student work products, participate on a rater team to evaluate the products, and, if desired, write a reflection based on the rater scores and feedback. I assisted on the front end to work with IER to develop a stratified student sample to use to gather student work products from faculty. The sample was developed by focusing on students who had completed at least 15 credit courses in General Education and was stratified across modalities and faculty. I also assisted the GenEd Coordinator to create review teams to evaluate the student work products in the spring. Then over the summer, I compiled the Written Communication and Quantitative Literacy data into infographics to be shared with the GenEd faculty in the fall of 2022 (See attached AY21-22 GE Written Communication Infographic and AY21-22 GE Quantitative Literacy Infographic).

Co-Curricular SLOA Processes

Co-curricular efforts began in AY 2017-2018 but have tapered off since then. In an effort to truly define co-curricular within the college and evaluate the previous created assessment processes, two co-curricular representatives attended a HLC workshop. It was under their recommendation that the college adopted the HLC definition of co-curricular:

Co-Curricular activities are “learning activities, programs and experiences that reinforce the institution’s mission and values and complement the formal curriculum. *Examples: Student-faculty research experiences, tutoring, academic advising, professional clubs and organizations, athletics, honor societies, library services, etc*” (HLC Criteria for Accreditation Revisions adopted Feb. 2019, effective Sept. 2020).

In addition, the team also recommended the continued use of the previous co-curricular assessment forms. I revised the forms by adding the institutional-level outcomes, a definitions page of commonly used assessment terms, and a department references addendum that allowed the co-curricular areas to link their assessments to their overall department goals.

In the fall, several co-curricular areas were identified and charged with creating assessment plans in the fall and collecting data in the spring. These reports are due in late summer:

- Library: English Library Instruction
- Library: Distinguished Guest Lecture Series
- Student Affairs-Learning Enrichment Center: Embedded tutoring
- Student Affairs-Strong Foundation: Financial Literacy
- Student Affairs-TRIO: Financial Education and Tutoring

- Student Affairs-Vet Services: Financial Education

Other SLOA Activities

In addition to assisting with the SLOA work above, I also have been working on two other SLOA related projects:

- Canvas Sub-Accounting (postponed) – Currently sub-accounting is not being used in Canvas. Sub-accounting would allow program faculty to share common rubrics and test banks to measure learning outcomes to gather student learning data through the LMS. The current Canvas organization only allows each individual faculty member to develop and use a rubric which requires this information to be collected and compiled in another system outside of Canvas.
- Update of SLOA Handbook (postponed) – I did review the SLOA Handbook and made several large additions including expanding narrative on the student learning assessment purposes and processes. However, in conjunction with the SLOA Chair, the decision was to postpone having the SLOA Committee review the changes as the membership of the committee changed quite a bit throughout the year due to changes in the shared governance processes and adoption of college-wide committees.

Challenges and Improvements to SLOA Processes

While much of the actual SLOA forms were kept the same, there was enough change to cause some challenges that will need to be addressed in the future. In addition, many improvements could also be made:

- Assessment Day
 - There were many faculty suggestions to include work time on assessment processes within the day. This will be changed for the 2022 A-Day.
- Canvas SLOA Shells
 - There was some confusion as to the difference between the modules and the assignments. This could be resolved by adding the assignments to the modules and limiting navigation to the “Assignment” area.
 - None of the communication features of Canvas were utilized during the AY21-22.
 - Some faculty did not like that the A-Plans were created in the Dynamic Form and then had to be uploaded into Canvas. Additionally, the A-Plans form is cumbersome and repetitive. It could be streamlined.
- Program/Department SLOA Processes
 - A-Reports were completed, but many of the faculty used course success rates instead of reporting actual student learning outcome data. This could be reflective of the form and the confusion between learning outcomes assessment and program review.
 - C-Maps are submitted to both Curriculum Committee and SLOA Committee. The SLOA Committee used the rubric to review the submitted C-Maps and found that there were areas on the rubric that were better suited for the Curriculum Committee to be reviewing for.
 - A-Plans are made for three years, but that timeframe does not account for a year to gather learning outcomes data during that first year.

- General Education SLOA Processes
 - This process was work intensive for the GenEd Coordinator.
 - Some faculty received more requests than other faculty to submit SWP (might be due to modality or courses or students with 15+ credits).
 - Some faculty did not appreciate the reflection portion of the form.
 - Adjunct faculty often did not participate in submitting SWPs or did not act as part of review teams.
- Co-Curricular SLOA Processes
 - The Canvas SLOA Shell needs to be revised for the co-curricular area to allow for easier submission of plans, reports, and feedback.

PROGRAM REVIEW PROCESS

The program review forms did not change, but the timelines were adjusted so that the documents would be due on May 13th instead of the previous October/November deadline. Additionally, the program review processes and forms were moved into the Canvas SLOA Shells just like the SLOA information.

I worked with the IER department to review the courses being used to pull the program review data packages. We created draft data packages for faculty to review through mid-October to the end of November. Any changes were made and requests for additional data were compiled. In January, all of the final data packages were uploaded into Canvas for faculty to be able to analyze in order to complete the program review forms.

From February through April, the IER Director and I scheduled 30-minute meetings with point people from programs going through a comprehensive program review. We did not meet with everyone, but we met with quite a few of the faculty. During this timeframe, the Program Review Committee was meeting regularly and developed a rubric to use to evaluate the program review documents.

The program review documents were due mid-May, but many were turned in late which delayed the Program Review Committee evaluations. As of the start of August, some of the committee members are still evaluating the program review forms. I hope to compile the rubric information and share it in a similar format to that of the other infographics I created for the SLOA processes.

Other Program Review Activities

In addition to assisting with the program review work above, I worked on the following projects:

- Program Review Workforce Data – One of the largest faculty complaints about the program review process revolves around the workforce data provided in the data packages. In an effort to improve the workforce data, I met with Tom Prendergast from North Central State College in Ohio and Jim Voska, YC CTE Career Coach. Both are generating good data and have example reports that could be included in program review processes moving forward.
- Update of Program Review Guidelines – I reviewed the Program Review Guidelines and made several changes to include HLC criteria, the differences between regional accreditation and

specialized accreditation, and more specificity around the program review processes and forms. The Program Review Committee approved this handbook in January for use through 2022.

- Faculty Program Review Presentations...
- Integration of program review requests into the college budget process - There is a misconception within the college that any request made through program review would just be funded automatically. This is not the case; however, it is unclear from the current process how these requests do become integrated. The Program Review Committee created a timeline in which to process these requests in a more transparent manner.

Challenges and Improvements to Program Review Processes

- More work needs to be done to integrate program review requests into the budget process.
- Workforce data needs to be improved. While there is a lot of workforce data that can be gathered, it is all indirect data. The college does not have a good process for gathering student wage, employment information in a way that could clearly tie their education to their jobs.
- Confusion between student learning outcomes data and program review is a constant battle. In order to combat this, the assessment processes and forms will occur in the fall while program review processes and forms will be due in the spring.
- Many documents were submitted late which pushed the evaluation and reporting timelines.

OTHER WORK

In addition to my work in learning outcomes assessment and program review, I did work in other areas inside and outside the college:

Accreditation

Due to the nature of my role and involvement in the learning outcomes assessment and program review process, I participated in the Accreditation Steering Committee throughout the year. I also contributed to the HCL Assurance Argument by writing the arguments and providing evidence for criterion 4.A.1 and all of 4.B.

PTK

At my previous college I was a PTK advisor and I had volunteered that institution as the place to host the Arizona PTK Regional Conference. When I took the position at YC, the YC PTK Advisor Denise Woolsey agreed to take on the conference and host it in Prescott. As a result, I assisted Denise and the YC PTK chapter in hosting the Arizona PTK Regional Conference. I also assist the YC chapter by helping recruit students into PTK and attend regular monthly chapter meetings. Due to this involvement, I was asked to chaperone some of the chapter members who attended the international PTK Conference Catalyst in April.

Association of General and Liberal Studies (AGLS)

In the fall, I participated in an AGLS conference. As a result of that participation, I was invited to be a at-large board member for the organization. I assisted in recruitment efforts and reviewing the

conference proceedings for the upcoming AGLS Fall Convening. In conjunction with another at-large member, I offered an AGLS Live Chat on the General Education Concerns of Community Colleges.

Emerging Dialogues

Emerging Dialogues is a volunteer committee of the Association for Assessment of Learning in Higher Education (AALHE). Over the past year, I participated as a general member and reviewed incoming articles to publish on the website. In April, I was elected to be the Associate Chair for AY22-23.

Curriculum Committee

I also regularly attended Curriculum Committee meetings and participated on the Technical Review Team. My role on the Technical Team was to provide faculty feedback on their outcomes prior to Curriculum Committee review.

PROFESSIONAL DEVELOPMENT

I attended several online and in-person conferences (See attached conference notes):

- September 2021: Association of General and Liberal Studies (AGLS)
- October 2021: Assessment Institute
- November 2021: New England (NEean)
- December 2021: Outward Mindset
- February 2022: Purdue Global Village Convening
- April 2022: Higher Learning Commission (HLC)
- May 2022: YC Summer Institute
- June 2022: Association for Assessment of Learning in Higher Education (AALHE)
- June 2022: YC Staff Professional Development Day

COMMITTEE WORK

SLOA Committee

- August 2021 – Introduced the new Assessment and Program Review Manager. Noted committee vacancies. Reviewed Dynamic Forms process for Assessment Plans and General Education assessment collection and scoring. Modified timeline for Assessment and Program Review documents with spring deadlines. Agreed to A-Day agenda. Bill Swenson took over as SLOA Committee Chair.
- September 2021 – General Education tested the Dynamic Forms process during A-Day and it will be used for the year. Reviewed the proposed timeline for assessment documents and recommended adjustments. Debriefed on A-Day and faculty perceived the day as too long.
- October 2021 – Approved the assessment document timelines for the year. Assessment plans will be completed through Dynamic Forms while C-Maps and Annual Reports will be completed on Word documents. Gen Ed Committee requested an institutional Bloom's Taxonomy model

to use. The committee reviewed co-curricular groups plans for the year. The committee agreed to use the current SLOA Handbook for the AY21-22. An accreditation overview was provided.

- November 2021 – The committee reviewed various Bloom’s Taxonomies and made a recommendation to the Gen Ed Committee. The revised SLOA shells were reviewed and approved for use. During the upcoming accreditation visit, the SLOA Committee will be responsible for answering questions like “Is the process working?” and “What have we learned?” Discussed revisions for A-Day and agreed it should be in-person and provide time to complete various forms.
- January 2022 – The Gen Ed Committee is beginning to work on scoring the collected student work products. Co-curricular areas will gather student learning data throughout the spring. Committee members report that the SLOA Shell are simple to understand. The committee walked through a review of an annual assessment report using the rubric and signed up for reports to review.
- February 2022 – Welcomed new members. General Education is finishing the assessment scoring for the year. The committee reviewed upcoming deadlines for upcoming evaluations of assessment documents. Checked in on assessment report reviews from the committee’s perspective: There has been confusion as to whether dean’s need to review and sign them before the documents are uploaded into Canvas. Discussion about moving assessment deadlines back to the fall and leaving the program review deadlines in the spring. Curriculum maps confusion as need to submit them to the Curriculum and SLOA Committees, additionally electives are not mapped. A-Day is set for September 9th, 2022.
- March 2022 – Checked-in on assessment document review deadlines and assigned teams to review assessment plans and curriculum maps. The committee walked through a review of a curriculum map and an assessment plan with the rubrics.
- April 2022 – Created potential agenda for Fall 2022 A-Day: create assessment reports, review the SLOA shell structure, Overview of the assessment cycle and revisions, GE Assessment overview, and Review assessment plan time. Discussed whether or not certificates should align with ILOs and whether short certificates should have the same assessment cycle. Reviewed and suggested revisions for the SLOA technical review rubrics.

General Education (as relates to assessment)

- August 2021 – Not present – Introduced the new Assessment Coordinator, reviewed the General Education competencies list to determine what, if anything, was missing, overview of the Dynamic Forms process for GE assessment, Reviewed Assessment Day agenda
- September 2021 – Not present – Need to update GE Assessment Plan to match current processes, Review Written Communication definition, Create definition for world languages
- October 2021 – Invited to be member – Continued discussion of 100 vs. 200 level courses and agreed to ask the SLOA Committee for a Bloom’s Taxonomy recommendation, and reviewed curriculum changes
- November 2021 – Not present – Issues with the Dynamic Forms process discussed: Have form have current year, ways to not upload/download every document, equalize load among faculty, email on how to handle dropped students. Additional concerns from Math Department regarding the applicability of the information for Math. Suggestion from the committee to have a team handle the more time-consuming pieces of the collection process.

- January 2022 – Brought suggestion to assess only highly-enrolled, frequently offered courses. Concern about the assessment of GE in midst of college-wide conversation to reduce the GE list. Assessment is not about assessing every course, it is about improving learning. Agreed to assist GE Coordinator to assign review teams for all the student work products gathered.
- February 2022 – Not present – Discussed world language definition revision.
- April 2022 -

Program Review Committee

- September 2021 – The committee reviewed the list of programs to conduct program review for AY21-22, established timelines, discussed concerns regarding program review process and alignment with budget
- October 2021 – Finalized deadlines for program review process, Reviewed proposal for program review presentations, Addressed feedback from A-Day, Prepared questions for HLC liaison
- November 2021 – Reviewed visit with HLC liaison, Data packets drafts to be sent out, Revisited proposal on program review presentations
- January 2022 – Agreed to gather feedback on program review presentations from Faculty Senate and College Council, Approved revised Program Review Guidelines, Deans will share deadlines with faculty, Reviewed alignment between Program Review and Budget Process graphic
- February 2022 – Deans will invite Sarah to next Division meetings to gather faculty feedback on program review presentation proposal, Sarah and Tom will reach out to program review point people and schedule data overview meetings, Proposed need to develop rubrics to review program review documents
- March 2022 – Approved proposal to institute program review presentations for the fall, approved program review document evaluation timelines, Began to review program review document rubric
- April 2022 – Awaiting ELT response to program review presentations and potential dates, Reviewed program review rubric and discussed reviewers' roles
- May 2022 – Finalized and approved program review rubric, Awaiting ELT response to suggested program review presentation dates, Discussed research into workforce data
- June 2022 – ELT will discuss dates at July meeting, Committee conducted review of sample program review using rubric

LOOKING TO THE FUTURE

The previous Assessment Director established excellent processes for learning outcomes assessment and program review. All are in align with best practices and the literature recommends. However, as noted in prior sections, there are still some challenges that exist and improvements that can be made.

In addition to the possible improvements already noted, there are some other areas that also could be addressed in the upcoming academic year:

- Work to establish ILOs – While institutional-learning outcomes were established, the process to gather and evaluate ILO data has not been created. Additionally, there is some work to be done to teach the college-wide community about ILOs and their purpose.
- Build assessment training – While I have videos and step-by-step instructions to complete the assessment and program review forms, it would be worthwhile to build an actual training program to develop SLOA Committee members and the college-wide community understanding of assessment and program review.



Assessment Day
Friday, September 17, 2021
10:00 am – 4:00 pm

ZOOM <https://yavapai.zoom.us/j/96035052533>

Agenda

10:00 am	Welcome & Introductions <i>Ms. Stacey Hilton, Dean, Instructional Support</i>
10:15 am	Committee Updates SLOA Committee: <i>Mr. Bill Swenson, Professor, Student Learning Outcomes Committee (SLOA) Chair</i> General Education Committee: <i>Dr. Karen Palmer, Professor, General Education Coordinator</i> Curriculum Committee: <i>Dr. Matt Percy, Professor, Curriculum Committee Chair</i>
10:30 am	Accreditation Process, Expectations, and Calendar <i>Dr. Amy Stein, Professor, Faculty Director of Accreditation Activities</i> <i>Dr. Tom Hughes, Institutional Effectiveness & Research</i>
11:00 am	ILOs and Co-Curricular Plans <i>Ms. Sarah Southwick, Assessment & Program Review</i>
11:15 am	Faculty Speed Dating Activity
12:00 pm	LUNCH BREAK (1 HOUR)
1:00 pm	Assessment Plan Review and Updates (Break-out Session): <ul style="list-style-type: none"> • Written Communication and Numerical Literacy GE Assessment <i>Dr. Karen Palmer, Professor, General Education Committee Chair</i> • Assessment Plan Program Breakouts
1:45 pm	BREAK
2:00 pm	Program Review (1 st Session) – Benchmarks and Data Packages <i>Dr. Tom Hughes, Institutional Effectiveness & Research</i>
3:00 pm	Program Review (2 nd Session) – Breakout Session: <ul style="list-style-type: none"> • Reflection on 3-Year Program Review Process: Group 1 Programs • Reflection on Program Review Process After First Annual Review: Group 2 Programs • Reflection on Program Review Process After Comprehensive Year: Group 3 Programs

Thank you for participating in Assessment Day

ASSESSMENT AND PROGRAM REVIEW CONCERNS

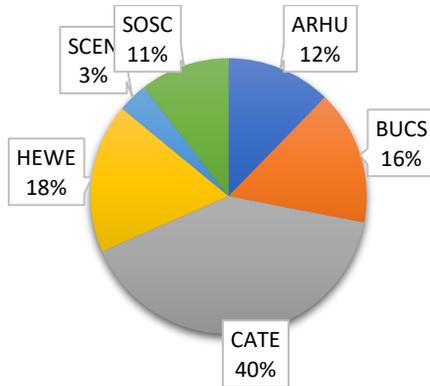
ACTION/TASK

#	Description	Originated From	Point Person / Committee	Date Raised	Suggestions	Updates	Status (Open, Closed, On Hold, Complete)
1	Duplicative program review document submissions	SLOA Chair - Liz Peters	PRC/Karen Vail	5/11/2021	<ul style="list-style-type: none"> Explore suggestion of using Dynamic Forms to route program review forms 	<ul style="list-style-type: none"> For AY21-22, use Canvas assignments to have just the point person submit the form and then use the peer review function for reviewers to provide feedback For AY22-23, explore Dynamic Form as process for program review 	OPEN
2	Occupational data only from county	SLOA Chair - Liz Peters	PRC/John Morgan and Tom Hughes	5/11/2021	<p>SUGGESTIONS</p> <ul style="list-style-type: none"> Expand data to include statewide, southwest region, and/or national data Allow programs to be able to share job titles that are applicable to their own programs 		
3	Allow for different benchmarks depending on the type of program	SLOA Chair - Liz Peters Assessment Day	PRC/Sarah Southwick	5/11/21 09/17/21	<p>SUGGESTIONS</p> <ul style="list-style-type: none"> Benchmark programs type/institution type to other programs type/institution type and not programs within the institution 		
4	Find ways to celebrate assessment and program review successes	Assessment Day		9/17/2021	<ul style="list-style-type: none"> Explore idea for Pro Gro Roundtable/Publication that celebrates faculty who contribute to field of study 		
5	Determine if Cost/SCH Benchmarks are valid since will always be "unhealthy"	SLOA Chair - Liz Peters	RESOLVED	5/11/2021		10/05/21 - While this information is provided, it is no longer part of the "healthy/unhealthy" score on program review.	CLOSED
6	Allow programs to define success on program review	SLOA Chair - Liz Peters Assessment Day		5/11/21 09/17/21			
7	Program review not tied to budget process	SLOA Chair - Liz Peters		5/11/2021	<p>SUGGESTIONS</p> <ul style="list-style-type: none"> Explore removing budget from the program review process if keeping original budget process 	<ul style="list-style-type: none"> FA21 Prog Review Comm voted to put forward a proposal (based on Gateway CC process) to incorporate presentations as part of Comprehensive Program Review beginning AY21-22 	OPEN
8	Share out committee rubrics for Assessment Plan and Program Review processes	Assessment Day	Sarah Southwick	9/17/2021		<ul style="list-style-type: none"> FA21 Added rubrics to Canvas assignments for assessment forms. SP22 - Need to add rubrics developed by Program Review Committee to Canvas assignment for PR forms 	OPEN
9	Collect student drop/withdrawal information	Assessment Day	Workgroup / Academic Standards Committee	9/17/2021			OPEN
10	Create videos to clearly define assessment and program review process expectations and forms	SLOA Chair - Liz Peters Assessment Day	Sarah Southwick	5/11/21 09/17/21		<ul style="list-style-type: none"> FA21 Added videos to the Canvas assignments for the assessment forms SP22 Need to add videos for the program review forms 	OPEN
11	Provide release time for program review/assessment processes	Assessment Day		9/17/2021			

12	Create college-wide representative committees	Assessment Day		9/17/2021		• FA21 The college has engaged in a larger conversation about shared governance. Awaiting the next steps from the college administration.	ON HOLD
13	Send reminders to faculty about when to collect data	Assessment Day	Sarah Southwick	9/17/2021		• FA21 Revisions of the Canvas SLOA shells may enable better reminders about data collection and communication through the Canvas Inbox, Annoucement functions of Canvas	OPEN
14	Create standard benchmarks for "college-level" writing, reading...	Assessment Day		9/17/2021			
15	Involve students in data collection	Assessment Day		9/17/2021			
16	Add graduates to benchmarks in program review	Assessment Day	RESOLVED	9/17/2021		10/05/21: This information is already included in the data packages.	CLOSED
17	Restructure Assessment Day	Assessment Day		9/17/2021			
18	Provide program leads/faculty with Authority to make changes within their realm of control	Assessment Day		9/17/2021			
19	Communicate	Assessment Day		9/17/2021		• Ongoing	
20	Reconsider Gen Ed areas for program review - allow students to elect concentration or redefine department/program review areas	Assessment Day		9/17/2021			
21	Make it a simpler process and make it attainable	Assessment Day		9/17/2021			

YAVAPAI COLLEGE ASSESSMENT REPORTS AY 21-22

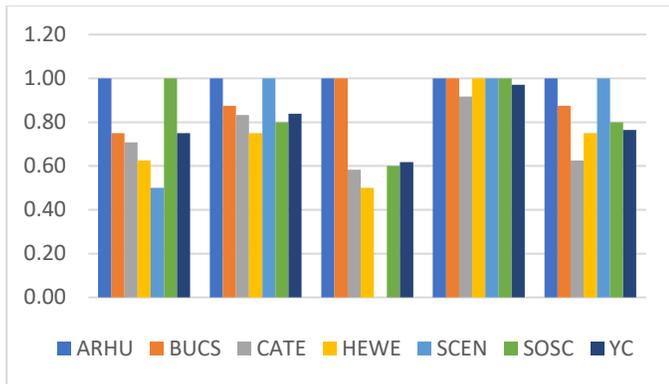
Assessment Reports (A-Reports) are turned in annually and are report the student learning data (Students that met, did not meet, and did not complete the criteria) measuring particular Program-level Learning Outcomes (PLO) and Course-level Learning Outcomes (CLO) as written in the 3-Year Assessment Plan (A-Plan).



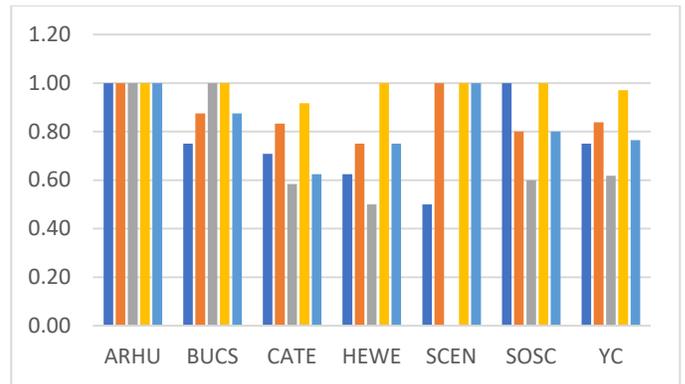
57 Assessment Reports

39 Completed
8 Did Not Complete
10 Postponed

17 On-Time
21 Late



School Performance by Rubric Criteria



Rubric Criteria Performance by School



All Outcomes Assessed	Use of Evidence	Modalities	Faculty/Staff Involved	Direct/Indirect Methods Used
0.75	0.84	0.62	0.97	0.76
<i>Rubric Criteria</i>	<i>Rubric Criteria</i>	<i>Rubric Criteria</i>	<i>Rubric Criteria</i>	<i>Rubric Criteria</i>
According to the 3-Year Assessment Plan: All PLOs and CLOs for the academic year were assessed	Student Performance Information data is provided per outcome AND Strengths and Area of Improvement were identified based on the data	Student Performance per modality is discussed	All Faculty are identified and engaged in discussions around the student learning data	PLOs were assessed with both direct and indirect measures AND CLOs were assessed with direct measures, at a minimum

YAVAPAI COLLEGE ASSESSMENT REPORTS AY 21-22

There are a number of reasons why a program would not complete an annual assessment report or postpone it altogether:

ARHU

- **English** completed a report; however, according to the 3-Year Assessment Plan and the subsequent annual assessment report, no student learning data was gathered for Year 3. This report does include data from the English Annual Assessment Report rubric.
- **Technical Theater** did not complete an annual assessment report as it is a new program in AY21-22. Instead, the program reviewed the curriculum map and created a three-year assessment plan to start in AY22-23.

BUCS

- **Cybersecurity** did not complete an individual report on its program data. Instead, the program's information was discussed in the Computer Networking Technology annual assessment report.
- **Video Game Development** postponed the annual assessment report. A key faculty member left mid-year and the department chair was unable to complete the report due to lack of access to the student learning data.
- **Business Administrative Professional** and **Computer Systems & Applications** postponed the annual assessment reports. After reviewing the assessment documents with the point faculty member, it was discovered that neither program had developed a three-year assessment plan and had not been collecting student learning data. Instead, the programs reviewed the curriculum maps and created three-year assessment plans to start in AY22-23.

CATE

- **3-D Printing and Manufacturing Technology** is a new program as of AY21-22. The program reviewed the curriculum map and created three-year assessment plan to start in AY22-23.
- **Advanced Manufacturing Technology** postponed the annual assessment report due to an unanticipated change in faculty mid-year.
- **Auto Body and Paint** completed a report; however, according to the 3-Year Assessment Plan and the subsequent annual assessment report, no student learning data was gathered for Year 3. This report does include data from the English Annual Assessment Report rubric.
- **Brewing** is a new program as of AY21-22. The program reviewed the curriculum map and created three-year assessment plan to start in AY22-23.
- **Commercial Driver Training** is a new program as of AY21-22. The program reviewed the curriculum map and created three-year assessment plan to start in AY22-23.
- **CNC Machining** information was included as part of the Pre-Engineering Program.
- **Diesel** program did not want to continue with the 3-Year Assessment Plan as it was written and chose instead to review the curriculum map and create a new 3-Year Assessment Plan.
- **HVAC** is a new program as of AY21-22. The program reviewed the curriculum map and created three-year assessment plan to start in AY22-23.
- **Residential Trades** is a new program as of AY21-22. The program reviewed the curriculum map and created three-year assessment plan to start in AY22-23.

HEWE/SCEN

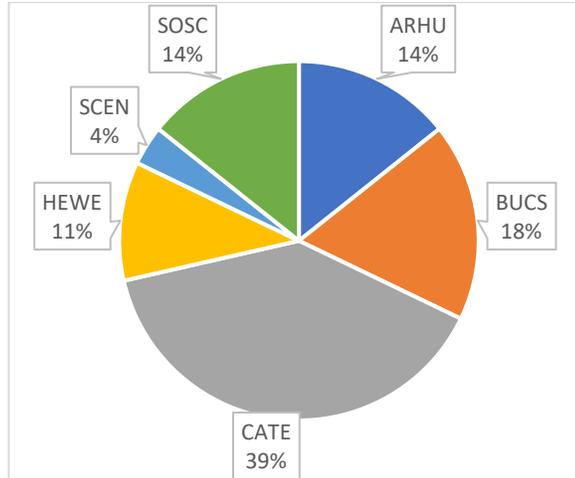
- **EMT/Paramedicine** postponed the annual assessment report. These two programs will review curriculum maps and create new 3-Year Assessment Plans to begin in AY23-24.

SOSC

- **Paralegal Studies** made numerous curriculum changes and elected to start afresh. The program reviewed the curriculum map and created three-year assessment plan to start in AY22-23.

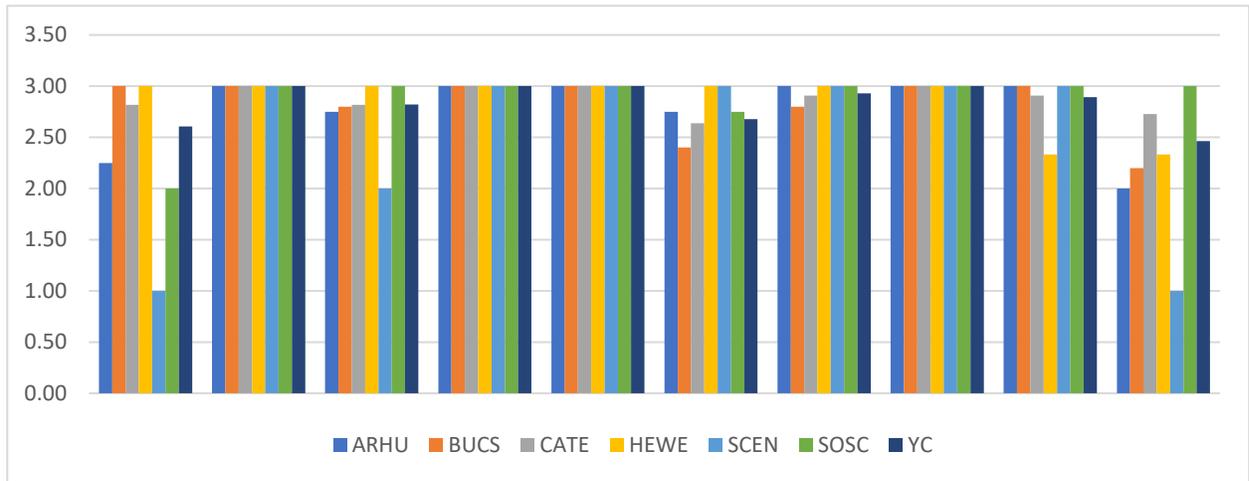
YAVAPAI COLLEGE CURRICULUM MAPS (C-MAP) AY 21-22

Curriculum Maps (C-Map) required twice. When a program makes a change to the program or starts a new program, C-Maps are turned into the Curriculum Committee. Then every three years, at the beginning of an assessment cycle to ensure the 3-Year Assessment Plan is create for accurate curriculum.

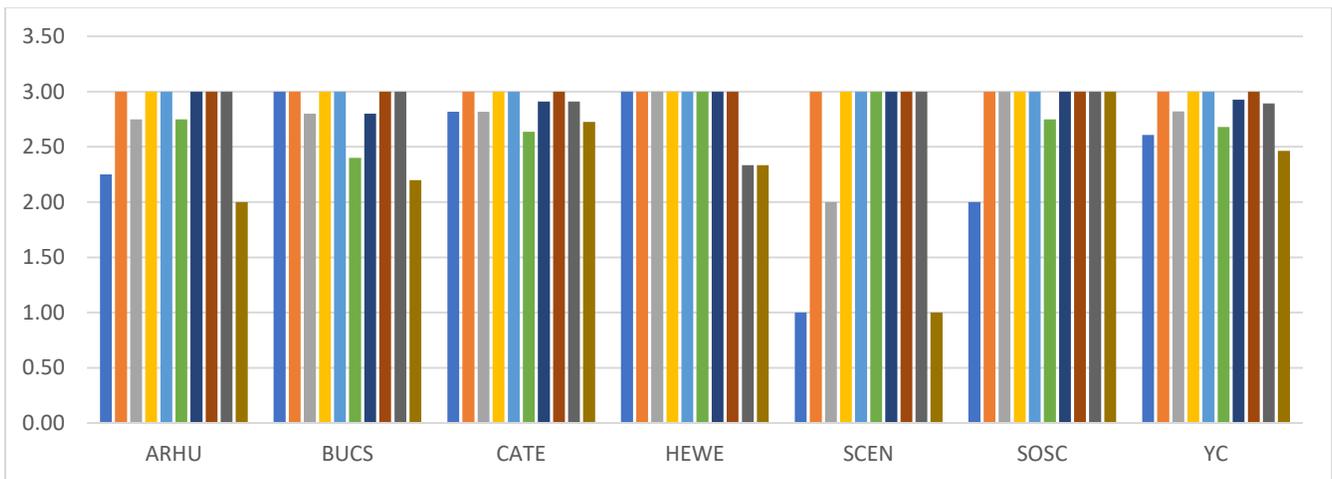


29 Curriculum Maps

20 On-Time
9 Late

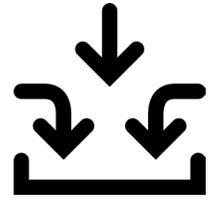


School Performance by Rubric Criteria

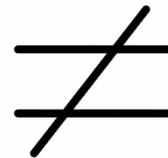
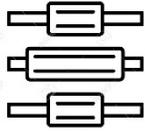


Rubric Criteria Performance by School

YAVAPAI COLLEGE CURRICULUM MAPS (C-MAP) AY 21-22



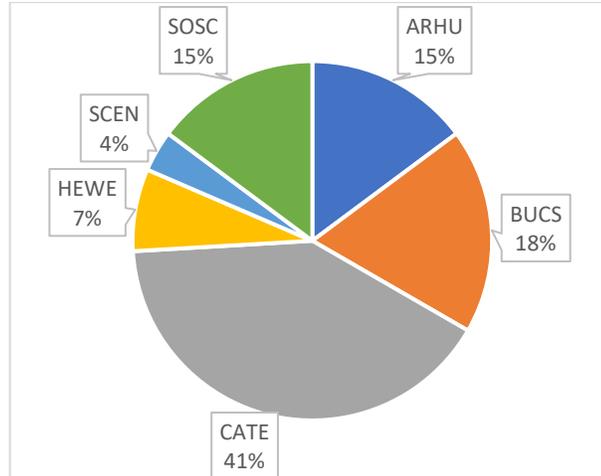
Mission Statement	PLOs Current in Field	PLOs General / Measurable	CLOs Specific / Measurable	One C-Map
2.61	3.0	2.82	3.0	3.0
<i>Rubric Criteria</i> Program has mission statement that aligns with program outcomes and YC's mission and goals	<i>Rubric Criteria</i> PLOs align with current industry and/or professional standards and/or similar programs at other colleges	<i>Rubric Criteria</i> PLOs reflect general competencies attained by students after taking a series of aligned courses	<i>Rubric Criteria</i> CLOs contain specific competencies that can be developed in a single course	<i>Rubric Criteria</i> One curriculum map is developed for all degrees/certificates or aligned department courses that share outcomes



CLOs Align with PLOs	PLOs in Multiple Courses	No "Overkill" of PLOs	No PLO in Only One Course	Aligned with ILOs
2.68	2.93	3.0	2.89	2.46
<i>Rubric Criteria</i> The map indicates alignment between specific CLOs with specific PLOs	<i>Rubric Criteria</i> PLOs are developed in multiple courses in the degree/certificate or aligned department courses	<i>Rubric Criteria</i> PLOs are not aligned to every CLOs in every course	<i>Rubric Criteria</i> PLOs do not occur in just one course	<i>Rubric Criteria</i> A minimum of one course, one PLO is aligned to one ILO

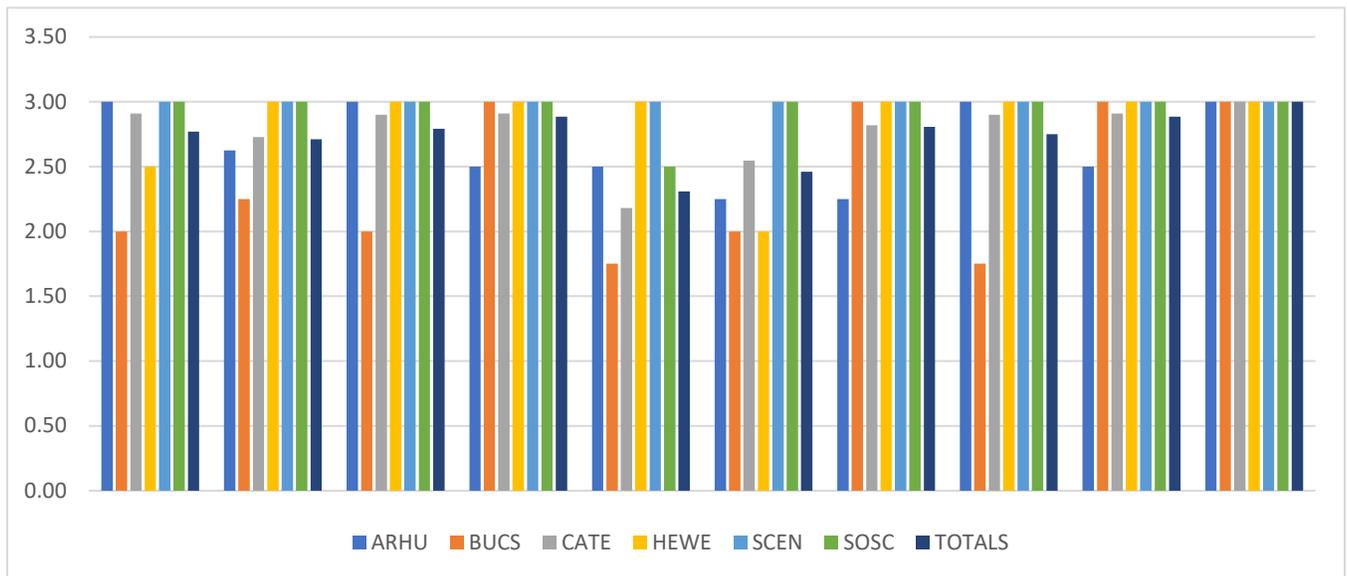
YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLAN) AY 21-22

3-Year Assessment Plans (A-Plan) are a program guide to gathering student learning assessment data. Using an updated C-Map, assessment plans identify courses, assignments, and faculty that will collect student learning data for three-years. These plans should be reviewed and, if needed, modified each year to ensure that student learning information is collected.

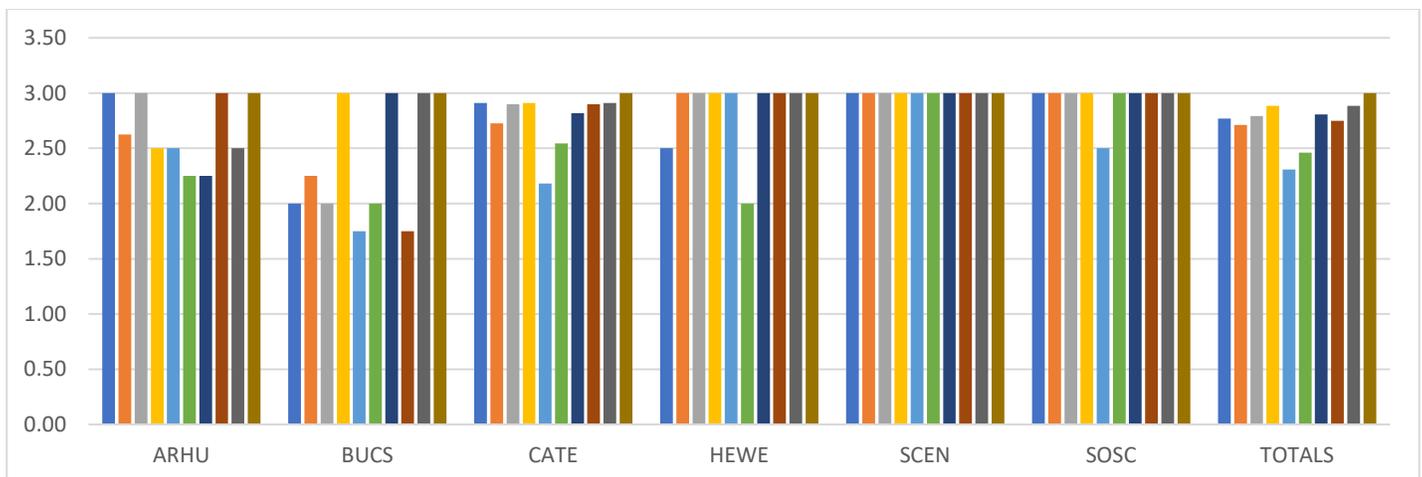


28 Curriculum Maps

**4 On-Time
24 Late**



School Performance by Rubric Criteria



Rubric Criteria Performance by School

YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLANS) AY 21-22

PROGRAM-LEVEL LEARNING OUTCOME PLANNING



All PLOs Assessed in Years 1 & 2	PLO Methods, Scoring, Targets Set	Plan for PLO Modalities	PLO Faculty/Staff Involved	Direct/Indirect Measures
2.77	2.71	2.79	2.88	2.31
<p><i>Rubric Criteria</i></p> <p>Plan includes assessment of all program/ department-level learning outcomes in the first two years</p>	<p><i>Rubric Criteria</i></p> <p>A brief, clear description at the program-level is provided for each type of assessment / assignment, scoring method / criteria, and performance target / benchmark</p>	<p><i>Rubric Criteria</i></p> <p>If program outcomes are taught in different modalities (online, face-to-face, dual or concurrent enrollment, hybrid, etc), plan includes description on how to compare student performance</p>	<p><i>Rubric Criteria</i></p> <p>All faculty and staff are involved in the collection of program-level learning assessment process are identified</p>	<p><i>Rubric Criteria</i></p> <p>Direct assessments measure student performance based on samples of their work (test, project, demonstration, etc). Indirect assessments gather information about opinions / thoughts about student knowledge, skills, attitudes (survey, focus groups, course evaluations, etc)</p>

YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLANS) AY 21-22

COURSE-LEVEL LEARNING OUTCOME PLANNING



CLOs Assessed in All Years	CLO Methods, Scoring, Targets Set	Plan for CLO Modalities	CLO Faculty/Staff Involved	Aligned with ILOs
2.46	2.81	2.75	2.88	3.0
<p><i>Rubric Criteria</i></p> <p>All core courses in the program are assessed in the three-year cycle, but not every course outcome is assessed AND Selected courses and outcomes are aligned with the PLOs in Years 1 and 2.</p>	<p><i>Rubric Criteria</i></p> <p>A brief, clear description at the course-level is provided for each type of assessment / assignment, scoring method / criteria, and performance target / benchmark</p>	<p><i>Rubric Criteria</i></p> <p>If course sections are taught in different modalities (online, face-to-face, dual or concurrent enrollment, hybrid, etc), plan includes description on how to compare student performance</p>	<p><i>Rubric Criteria</i></p> <p>All faculty and staff are involved in the collection of course-level learning assessment process are identified</p>	<p><i>Rubric Criteria</i></p> <p>Plan indicates alignment between a particular course and at least one ILO</p>

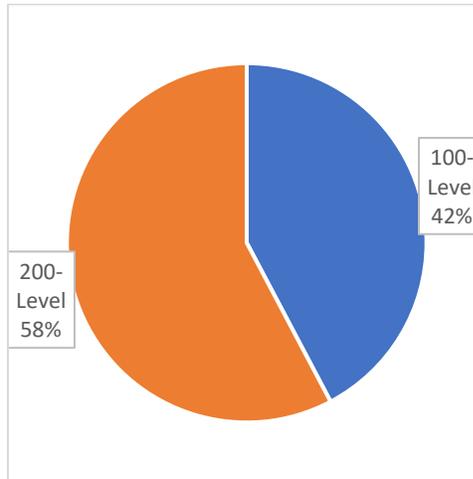
AY21-22 GENERAL EDUCATION WRITTEN COMMUNICATION COMPETENCY

Following a restructure of YC General Education, all student who participate in GE coursework should graduate with several essential skills that students are expected to develop over time. Those essential skills are as follows:

<p><u>COMMUNICATION</u> Written Communication</p>	<p><u>CRITICAL THINKING</u> Quantitative Literacy Scientific Literacy Critical Thinking</p>	<p><u>SOCIAL RESPONSIBILITY</u> Diversity Awareness</p>
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YC assessed Written Communication during the first year using shared rubrics; selected faculty were tasked with student work product selection and submission. The same faculty as reviewed and scored the SWPs.

Work products served as representative samples of Written Communication and were rated using a modified VALUE rubric: 1 = Limited/No Proficiency (1st-year college); 2 = Developing Proficiency (2nd-year college); 3 = Proficiency (completing gen ed-level); 4 = Advanced Proficiency (completing BA/BS level)



97 Student Work Products
Submitted by **26 Faculty**
from **17 Unique Courses**

All students with +15 credits
in General Education

Course Modality

18% Face-to-Face

76% Online

5% Hybrid

1% Dual Enrollment



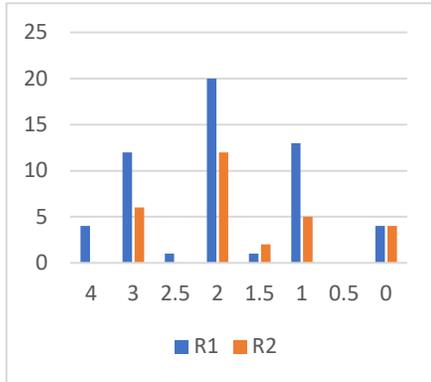
WRITTEN COMMUNICATION COMPETENCY

2.22

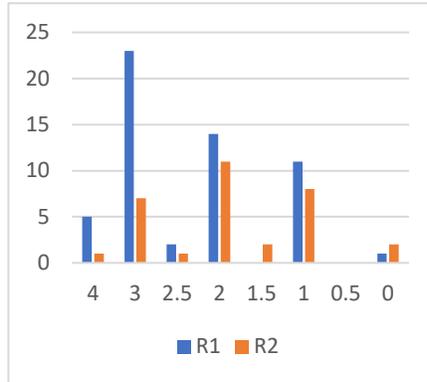
Apply Research Methods	Organized and Logical Writing	Standard written English
2.05	2.26	2.35
<p style="text-align: center;"><i>Rubric Criteria</i></p> <ul style="list-style-type: none"> Locates and evaluates effective sources Analyzes and interprets effectively <ul style="list-style-type: none"> Provides clean boundaries for sources Documents correctly 	<p style="text-align: center;"><i>Rubric Criteria</i></p> <ul style="list-style-type: none"> Thoughtful thesis Selects good content and appropriate details <ul style="list-style-type: none"> Clear organization Demonstrates good development strategies and knowledge about topic Adequately uses reasoning to persuade audience Writer's voice is effective for intended audience 	<p style="text-align: center;"><i>Rubric Criteria</i></p> <ul style="list-style-type: none"> Displays some variety in sentence structure Uses effective language Writing has very few minor errors

Inter-Rater Reliability

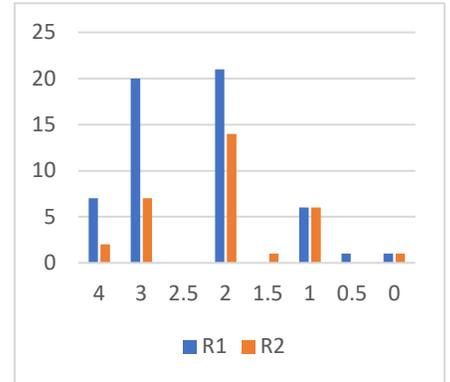
Apply Research Methods
26% Agreement



Organized and Logical Writing
16% Agreement



Standard written English
18% Agreement



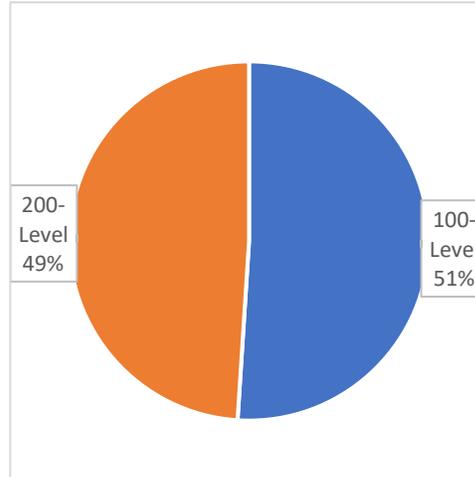
AY21-22 GENERAL EDUCATION QUANTITATIVE LITERACY COMPETENCY

Following a restructure of YC General Education, all student who participate in GE coursework should graduate with several essential skills that students are expected to develop over time. Those essential skills are as follows:

<p><u>COMMUNICATION</u> Written Communication</p>	<p><u>CRITICAL THINKING</u> Quantitative Literacy Scientific Literacy Critical Thinking</p>	<p><u>SOCIAL RESPONSIBILITY</u> Diversity Awareness</p>
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YC assessed Quantitative Literacy during the first year using shared rubrics; selected faculty were tasked with student work product selection and submission. The same faculty as reviewed and scored the SWPs.

Work products served as representative samples of Quantitative Literacy and were rated using a modified VALUE rubric: 1 = Limited/No Proficiency (1st-year college); 2 = Developing Proficiency (2nd-year college); 3 = Proficiency (completing gen ed-level); 4 = Advanced Proficiency (completing BA/BS level)



99 Student Work Products Submitted by **18 Faculty** from **11 Unique Courses**

All students with +15 credits in General Education

Course Modality
27% Face-to-Face
63% Online
8% Hybrid
2% Dual Enrollment



QUANTITATIVE LITERACY COMPETENCY

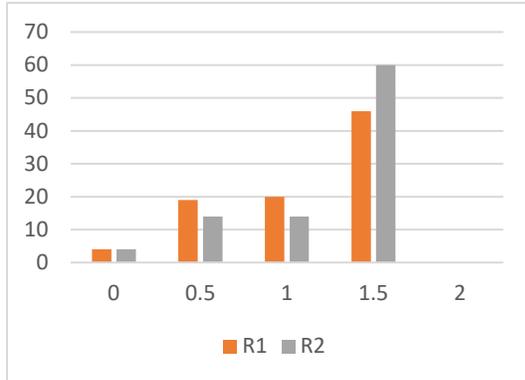
1.62

Math Language & Operations	Real-World Application	Interpret Representations of Data	Use Problem Solving Strategies
1.64	1.61	1.59	1.63
<p style="text-align: center;"><i>Rubric Criteria</i></p> <ul style="list-style-type: none"> Appropriate use of the language of mathematics Use of basic mathematical concepts and operations Contributes to discussions about basic mathematical concepts and operations 	<p style="text-align: center;"><i>Rubric Criteria</i></p> <ul style="list-style-type: none"> Recognize problem that can be solved quantitatively Choose appropriate quantitative methodology Articulate meaning of solution 	<p style="text-align: center;"><i>Rubric Criteria</i></p> <ul style="list-style-type: none"> Analyzes and interprets displays of data Create approximate representation of data <ul style="list-style-type: none"> Explains data in everyday language Relates data to appropriate content 	<p style="text-align: center;"><i>Rubric Criteria</i></p> <ul style="list-style-type: none"> Choose appropriate strategy to solve a problem Verifies solution and validity using multiple solutions strategy

Inter-Rater Reliability

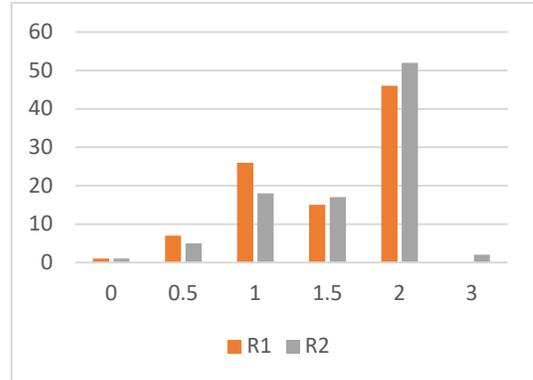
Math Language & Operations

74% Agreement



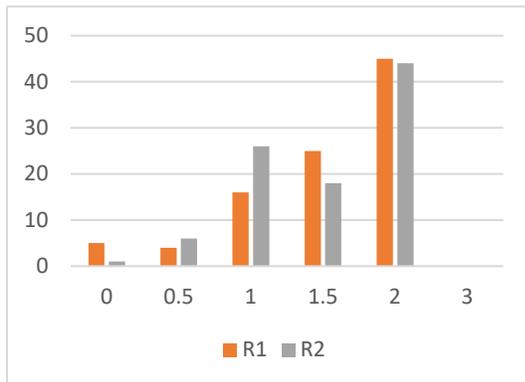
Real-World Application

74% Agreement



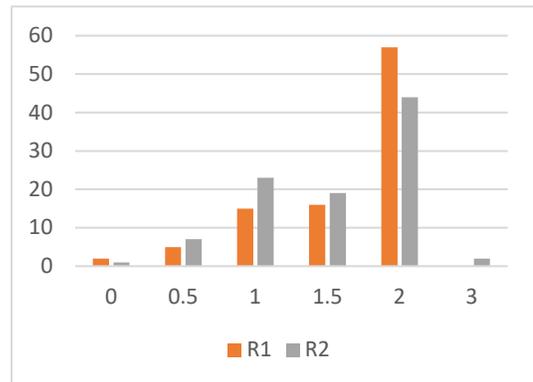
Interpret Representations of Data

71% Agreement



Use Problem Solving Strategies

38% Agreement



2021 AGLS Conference Take-Aways

SESSION	TAKE-AWAYS & ACTIONS
<p>Using the Concept of Boundary Spanning to Lead Change in General Education</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • GE Metaphor: Constellation <ul style="list-style-type: none"> ○ Stars/courses belong in own space and time ○ Viewers draw boundaries around the stars to create patterns whether the stars accept those boundaries as true or not (Not naturally aligned, but forced to) ○ Unify all humankind through stories, artifacts • Four Roles <ul style="list-style-type: none"> ○ Community-based problem solver – Interpersonal and tech skills ○ Technical expert – Procedural, clashes with people ○ Internal engagement advocate – Infrastructure, political savvy ○ Engagement champion – Community-focused, broad thinker • Building competencies <ul style="list-style-type: none"> ○ Cognitive: info processing, content expertise, analytical thinking ○ Social: communicative, conflict management, political savvy ○ Emotional: Empathy, self-efficacy, self-awareness <p>ACTIONS</p> <ul style="list-style-type: none"> • Consider my own role and how I apply it on committees and within my own work. <p>Poll Everywhere has a feature to just allow participants to click on a slide and record it so everyone can see the clicks.</p> <p>Resources:</p> <ul style="list-style-type: none"> • https://ascnhighered.org/index.html (STEM focused) - Workshops • https://acad.org/ • https://www.clevelandmediation.org/ • https://www.agls.org/resources/playbook/ • Van MeerKerk & Edelenbos • Weerts & Sandmann
<p>General and Liberal Education in a New Era</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Perceived top challenges <ul style="list-style-type: none"> ○ Financial constraints ○ Recognizing and overcoming inequalities ○ Capacity building for institutional change ○ Articulating the value of GE ○ Meeting external pressures/mandates • Need to move from reactive mode to strategic mode <ul style="list-style-type: none"> ○ Make time and space to have strategic conversations ○ Involve the student voice

	<ul style="list-style-type: none"> • Model civilized discourse <ul style="list-style-type: none"> ○ Part of civic engagement and developing students • Huge issues with transfer articulations between CC and Universities • Addressing equity issues and concerns about rigor <ul style="list-style-type: none"> ○ Ensure all students have opportunity to meet competencies and obtain outcomes ○ Requiring memorization and facts or application of concepts and knowledge ○ Can the material be applied in a way that is meaningful to the student ○ Are the materials being presented representative of all students, not focused on a certain gender/ethnic perspective <p>ACTIONS</p> <ul style="list-style-type: none"> • Review the Aspen Transfer Playbook • Consider about how I would have conversations about rigor and equity • Create a plan to ensure the entire YC community understands the importance of GE education <p>“It’s not about finding the silver bullet; it’s about finding the silver buckshot.”</p> <p>RESOURCES</p> <p>https://aacu.org/campus-challenges-and-strategic-priorities-time-change https://www.aspeninstitute.org/publications/transfer-playbook/ https://interstatepassport.wiche.edu/ https://www.theatlantic.com/ideas/archive/2021/09/young-men-college-decline-gender-gap-higher-education/620066/</p>
<p>First Time Here? Meet AGLS</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • AGLS is a group of administrators and faculty involved closely with GE curriculum in their institutions. • Issues in GE that AGLS tries to discuss: <ul style="list-style-type: none"> ○ Assessment of GE ○ GE Capstone ○ Faculty Involvement /Buy-in ○ Redesigning the GE/Core <p>ACTIONS</p> <ul style="list-style-type: none"> • Review AGLS website and resources to refer to faculty and enhance GE knowledge
<p>Looking for Ideas to Communicate Importance of Gen Ed to Students</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Create videos for students to understand how GE contributes to their degree, no matter the major • Have students attend 1st year seminar and 2nd year seminar • Scavenger hunt for GE learning outcomes throughout the institution

	<ul style="list-style-type: none"> • Student-created portfolio that explores how GE courses integrated with core/major coursework • Participate in Honors College student orientations – Focus on “why” not requirements • Have students groups grapple with a societal issue and using the catalog, examine how a set of classes would help them see that issue from different points of view • Require particular assignments in GE courses to collect student work and create portfolios <p>Ideas for faculty/advising</p> <ul style="list-style-type: none"> • Start with new faculty to build GE knowledge • Have first Fridays with GE topics for new faculty • Meet with advisors and explain why to take GE courses • Rephrase rhetoric around GE to have more positive impacts – not “that stuff we have to take” • Ask programs outside of GE why they require particular courses <p>ACTIONS</p> <ul style="list-style-type: none"> • Share ideas of GE for new faculty • Share GE emphasis ideas with Denise Woolsey for Honors/PTK <p>“Faculty need to be reminded to live the life of the mind, not the life of the grind”</p>
<p>Welcome to the Neighborhood: An AGLS Bootcamp for New Gen Ed Administrators</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • AACU Definition: The part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities. General education can take many forms.” • Some universities are working closely with the community colleges: Discussing GE requirements; creating curriculum together; sharing transfer agreements • GE is often the mission focus part of the curriculum • GE should be: shared experiences, complement majors, use varied tools and fields, present varied perspectives, expose students to passions and interests, and expand citizenry, democracy • GE Admins are in charge of GE process and reviewing curriculum; review waivers and substitutions; be in charge of assessment, rubrics, norming; communicating to stakeholders <p>ACTIONS</p> <ul style="list-style-type: none"> • Read playbook - https://www.agls.org/wp-content/uploads/2021/01/AGLSPlaybook_Ch1-WHYGENED.pdf • Think of ways to communicate to the different stakeholders of GE • Ask if GE has a budget • Read the AGLS blog

	<ul style="list-style-type: none"> • GET access to Judgements of Quality, Connecting the Dots, Revising General Education • Carve out 15 minutes in meetings to focus on teaching and learning
<p>Gen Ed Lightning! Great Ideas & Projects</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Redesigned course to focus on providing more formative feedback. Each class, students answer two questions and the faculty members responds to them. • Create class around solving a real-world problem within the Humanities field. • Take time to recognize a need for care within the class and of the students/faculty: timely feedback, building relationships, mentoring students, undergrad research • Challenges of or to ethic of care: Discernment, student development, burnout, equity of care-giving, equity of care-receiving, scaling <p>ACTIONS</p> <ul style="list-style-type: none"> • Read The Ethics of Care, Virginia Held • Who Cares?, Joan C Tronto • Review resource below and create next steps • “An invitation to struggle” • https://teacher-scholar-activist.org/2019/04/30/ethical-rhetoric-in-unethical-times-five-strategies-for-the-writing-classroom/ • https://teachinginhighered.com/podcast/relationship-rich-education/ • https://ccrc.tc.columbia.edu/easyblog/faculty-leadership-student-persistence-oakton-community-college.html
<p>Bridging the Academic and Student Affairs Divide</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • FSU – Require students to participate in one SIP (Scholarship in Practice) and one FE (Formative Experience) • Formed a taskforce to examine experiences throughout the institution that could be classified as FE • FE areas are creative/research, international experience, internship/career, leadership, service • If program of study already had FE built in (like Nursing) students did not have to take another one <p>ACTIONS</p> <ul style="list-style-type: none"> • Consider co-curricular taskforce to evaluate all opportunities across institution and see how to create process to formally recognize students for the participation
<p>Writing Across the Curriculum: Building Strong STEM and DEI Foundations</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Assist disciplines to explore assessment tools that work best for their field and have them incorporate them into their courses: not an academic essay but a technical report

	<ul style="list-style-type: none"> • Typical resources to support WAC include mid-level writing requirements; career perspective – if IT and can write, earn more • Have WAC consultant assist in creating writing assignments for STEM/Career majors <p>ACTIONS</p> <ul style="list-style-type: none"> • Scan the STEM Education Strategic Plan from USDOE 2021 • Review Brightspace from Purdue Global’s WAC
<p>In My Own Backyard: Using the Campus LMS for Gen Ed Training</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Faculty may be a revolving door, like adjuncts, and need consistent place to get information – Train, retrain, reiterate, keep everyone informed • Created online course to train and norm rubrics, also serves as orientation for new committee members • Repository for training and FAQs for processes – Like course submissions – include approval process timeline or walkthrough <p>ACTIONS</p> <ul style="list-style-type: none"> • Create Canvas course for SLOA committee to act as resource for assessment training and orientation • Explore option to create norming course with GE Committee
<p>Building an Assessment Collaboratory</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Place for faculty to see how other faculty teach/assess GE competencies • Can be sorted to see competency, course, class size, assessment type – also has short summary • Faculty paid small stipend - \$100 – to participate and can participate a second time to assess the original tool. <p>ACTIONS</p> <ul style="list-style-type: none"> • Explore if this would be a beneficial idea for YC
<p>Nurturing Engaged Citizens</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Teaching failure: Allowed students to fail in large capstone class; however, the research indicates failures should happen in formative classwork instead • Cleveland Rust Belt: Used grants to develop “wicked problem” type courses to encourage students to use coursework to engage with Cleveland’s Rust Belt issues – making changes in our surrounding communities • Had active embedded librarians • Created a lot of community connections and opportunities for students for internships/ jobs. <p>ACTIONS</p> <ul style="list-style-type: none"> • Help Library pilot an embedded library project

<p>How to Make Equity a Living Practice in General Education for Students with Disabilities</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Assisting instructors to create more inclusive classroom teaching environments • Approx 20% of Americans face challenges to thinking and learning differences • YA with disabilities do not attend 4-YR institutions, limiting their employment potential • Equity is not technology or e-learning and learning is not a one-size fits all. There are teaching strategies around equity and inclusion.
<p>Beyond They/Them: Teaching the Evolving English Language to Engage Learners in DEI</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Teach evolutions in social norms and practices to help students become citizens, professionals, and well-rounded individuals • Use inclusive language – they/them and person-centered language – Person with diabetes – Using passive voice • Need more reflective teaching: focus on establishing a tone for equity, model appropriate vocab, explain why language is changing/evolving <p>ACTIONS</p> <ul style="list-style-type: none"> • Look into Better Common Names Project
<p>Inclusive Teaching and Anti-Racism: Reports from General Education and the Major</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Inclusive Teaching Framework: Choice, Transparency, Valuing Student Experience, Scaffolding and Support, Equity and Access, and Belonging • Framework used as a guide when making decisions about courses, programs, curriculum • Asks, “How do I make my course or curriculum accessible, engaging, and equitable for all of my students?” and “What structures exist within my course or curriculum that uphold inequity and white supremacy, and how do I dismantle them?” <ul style="list-style-type: none"> ○ Common structures include outcomes, syllabi assessments, course policies • Created keystone course to be integrative, problem-based, collaborative, real-world, and inclusive <p>ACTIONS</p> <ul style="list-style-type: none"> • Review the Inclusive Pedagogy Guide - https://cdn.filestackcontent.com/dRMINNWWQQiwVxgO1jmkb • Adapt the Inclusive Pedagogy Guide to become an Assessment Program Review Guide • Read “The Weight of Whiteness”
<p>Gen Ed Models, Structures, and Reporting Centers</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Features of GE: Distribution of requirements, competency based req, core curriculum, GE capstone, GE minors, pathways, experiential learning, study abroad, student learning communities, first year seminars, integration into major capstones

	<ul style="list-style-type: none">• Requirements of GE: Humanities, Social Sciences, Natural Sciences, Diversity, Global Awareness, Math/QL, Writing, Oral Comm, Collaboration, Problem Solving, Leadership, Critical Thinking, Ethical Reasoning, Integrated/Intdsc Reasoning, Civic Engagement, Wellness, Info Literacy• What would be the ideal set of features/requirements? <p>ACTIONS</p> <ul style="list-style-type: none">• Read Paul Hanstedt: Creating Wicked Students

2021 Assessment Institute Conference Take-Aways

SESSION	TAKE-AWAYS & ACTIONS
<p>Skilling It! Assessing UNM’s General Education by Essential Skill</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • UNM moved from content area GE to skills-based one. Partially due to mandate by State of New Mexico. <ul style="list-style-type: none"> ○ Previously had 7 content areas, now have 5 essential skills: Communication, Critical Thinking, Information & Digital Literacy, Person & Social Responsibility, and Quantitative Reasoning • UNM has three-year assessment cycle <ul style="list-style-type: none"> ○ All 7 content areas mapped to three essential skills ○ 1 YR and 3 YR – assessment 1 skill mapped to content area ○ 2 YR – all assess critical thinking • Collect student work in Assessment Office and work evaluated by paid GAs during summer using faculty developed rubrics <ul style="list-style-type: none"> ○ Hired for 20 hours per week for 4 weeks ○ Evaluate 900 artifacts • Offer training <ul style="list-style-type: none"> ○ Assessment Committee: Annual training, review GE assessment expectations ○ College/School/Branch: Assessment leaders, GE faculty ○ Rubric Rater/Norming: Rating teams <p>ACTIONS</p> <ul style="list-style-type: none"> • Share GE website with Karen and send notes to her for review • Ask Karen if GE would like to summarize feedback like UNM infographic • Explore idea of hiring Adjunct faculty to review SWP during summer <p>https://assessment.unm.edu/assessment-types/gened-assessment/index.html</p>
<p>Assessment Integration: It’s Delightful, It’s Delicious, It’s De- Silo’d</p>	<p>TAKE-AWAYS</p> <p>ACTIONS</p>

2022 HLC Conference Take-Aways

SESSION	TAKE-AWAYS & ACTIONS
<p>04/02/22 5:30-6:30 Welcome Address</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Arrived late (plane delay) • Registered and watched a few minutes of the Welcome Address <p>ACTIONS</p> <ul style="list-style-type: none"> • Read more thoroughly through the 2022 Trends and share with the Office of Instruction Team • Link 2022 Trends to YC Strategic Plan and integrate in program review data and discussions <p>RESOURCES</p> <ul style="list-style-type: none"> • 2022 Trends • EVOLVING: Accreditation and the Credential Landscape • 2022 Resource Guide
<p>04/03/22 9:00-10:00 Keynote: Equality or Equity</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Dr. Jeff Duncan-Andrade • If have an “officer” of something, doing it wrong, especially if it should be included in everyone’s job: equity officer, assessment person. • As an institution, we must acknowledge our most vulnerable populations. Not just those within our institution but those within the communities we serve. We need to be “humble, hush up, and listen” to what our communities need. • How as an institution do we treat our most vulnerable populations? How we treat our black and indigenous students? If we improve our institution for those populations, we improve it for all. It is not a “zero sum” game. • Equality vs. Equity: twin example. • Maslow’s hierarchy built with indigenous philosophy with the idea that “your wellness is connected to other’s wellness” • Teach students if someone in class fails, everyone fails. Different view on cheating. • Consider “willed not learning” • Consider professional distance and connection. Connection creates a safe place. Safe to connect, safe to be vulnerable. This is effected by the Pygmalion Effect, I am whatever you say I am. • Who do I teach? Students, not a subject. “Use education to tell the truth” It isn’t to achieve just a degree, get a job. It is a place to heal. <p>ACTIONS</p>

	<ul style="list-style-type: none"> • Read through HLC White Paper on 4B and peer reviewer guidance • Read more in education field in general. • Determine if can use community data to reflect the student data. • Work with Student Services to determine if we currently have any information on our vulnerable populations: how we define them, how we connect with them, data that surrounds them. • Take idea of education as “healing” and “your wellness is my wellness” to PTK students. <p>RESOURCES</p> <ul style="list-style-type: none"> • ACGR: Adjusted Cohort Graduation Rates • Global Peace Index • Bryan Stevenson (lawyer) • Why Zebras Don’t Get Ulcers – Robert Sapolsky • The Sum of Us • Daring Greatly – Brene Brown • Harvard Unconscious Bias • The Boy Who Was Raised As a Dog – Bruce Perry • Bowling Alone – Robert D Putnam
<p>04/03/22 10:30-12:15 Colleague from Barton CC</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Jo Harrington from Barton CC in Kansas. • Probation for 4B (Not Barton) <ul style="list-style-type: none"> ○ Kansas has many CC being put on probation for citations on 4B. Colleges having to post that their credit may not be accepted at other universities/colleges due to probation. Spoke to a few of them at the conference and many cited a transition in leadership to be a source of disruption in the assessment culture. • Assessment Institute <ul style="list-style-type: none"> ○ Started an Assessment Institute (has run for 4 years now) ○ 6-7 people in a cohort, relatively new faculty comes in as recommendations from deans ○ 3 Year process: <ul style="list-style-type: none"> ▪ Year 1: Attend Assessment Institute ▪ Year 2: Act on Assessment Sub-Committee ▪ Year 3: Act as chair of Sub-Committee and as member of overall Assessment Committee ○ Assessment Committees <ul style="list-style-type: none"> ▪ Overall Assessment Committee – Jo as Assessment Coordinator, Chairs of subcommittees, Professional Development representative, VP of AA ▪ Subcommittees: Classroom/Course, Program, Co-Curricular, Institutional (Foundational)/GE ○ Reporting/Training

- Each subcommittees reviews assessment data at their own level and conducts professional development.
 - Each chair writes an annual report and then the Assessment Coordinator writes and overall report and presents to DGB.
- Assessment Processes
 - Classroom Assessment – Every faculty report on one CAT for one class each semester (formative)
 - Course Assessment – Each faculty member contributes to a “competency” assessment at the end of each semester (summative)
 - Program Assessment – Crosswalked from Course Assessment
 - Foundational Assessment – Crosswalked from Program Assessment
- Data Collection
 - No longer uses Access database (IT security issues). Uses Excel spreadsheet instead.
 - Uses different collection tools for different assessment types to help avoid confusion:
 - Word, Excel, Canvas...and so on
- Marketing
 - The Three “T”s
 - Today: For today’s students/Me (for Classroom Assessment)
 - Tomorrow: For next students/We (for Course Assessment)
 - Together (For Program/Foundational Assessment)
- Dual Enrollment Assessment
 - Present DE instructors with a “Class binder” – Syllabus Template, examples of exams and assignments. Also explains level of community college, compares different levels.

ACTIONS

- Review Kansas CC’s on probation for 4B, review interim reports is available on HLC website
- Consider what materials would put together for an Assessment Institute – build into a walk-through Canvas course?
- Propose subcommittees to Assessment Committee
- Consider using different collection types for various levels of assessment data
- Touch base with Dean and see if have something similar to a “class binder” for DE faculty. See if desired.

RESOURCES

	<ul style="list-style-type: none"> • Barton CC's Assessment Spotlight Videos • Barton's Assessment Summit Information and PowerPoints • Barton CC's Yearly Assessment Reports
<p>04/03/22 1:15-200 Supporting Faculty Engagement in Assessing Student Learning</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Roundtable Discussion – Three colleges that just finished the Assessment Academy: South Dakota State University, Washtenaw Community College, St. Paul College • Allow for “time on task” <ul style="list-style-type: none"> ○ Held assessment day/workshops, but found needed to really allow for time for faculty to hold those discussions and complete the work. Need to have a tangible work product at end of day/workshop. • Education on Assessment <ul style="list-style-type: none"> ○ Held info session every Friday from 9-11. Curriculum and Assessment Chairs. ○ Faculty were required to attend one throughout the semester/year. ○ Handouts: Example of reports, an assignment, resources ○ Lightning Talks – Short 30-minute talks on Hot Topics in assessment ○ Did away with newsletters ○ Had different topic each month: <ul style="list-style-type: none"> ▪ How to write SLO, Curriculum maps, Assessment Methods • Reporting <ul style="list-style-type: none"> ○ Allowed areas to format their own assessment reports: narrative, Excel sheet... • Difficulties <ul style="list-style-type: none"> ○ Haunted for “Ghosts of Assessments Past” ○ Had to prove over and over assessment will not be punitive ○ Culture of fear/distrust <ul style="list-style-type: none"> ▪ Figure out where are pockets of fear, undercover source of fear/distrust – Don't dwell there ○ Don't have artificial deadlines ○ Not having a central place for assessment documentation. Inability to access it causes anxiety. • Utilized Leadership <ul style="list-style-type: none"> ○ Assessment/data talked about in every meeting ○ Underlined importance of assessment ○ Gathered feedback continually about assessment procedures/processes ○ Cheerlead • Inclusion of Adjuncts <ul style="list-style-type: none"> ○ No stipends, part of service. <p>ACTIONS</p>

	<ul style="list-style-type: none"> • Determine if can still assess Assessment Academy information • Included “time on task” for Assessment Day • Formulate monthly assessment trainings. See if Assessment Committee interested. • Create and hold a leadership info session on assessment and ways to include it in day-to-day work.
<p>04/03/22 2:15-3:00 Institutional Improvement and Culture Change: An Assessment Journey</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Report <ul style="list-style-type: none"> ○ Focused on course-level assessment report, not program-level ○ Report includes a request for support/assistance along with budget ○ One page report – developed with faculty input, available on intranet ○ Administration reviews each report and provides feedback. • Process <ul style="list-style-type: none"> ○ Program writes up an OAP – Outcomes Assessment Plan and is allowed to create it however they want ○ Reviewed with three statuses: Good to Go, Intervention, Re-evaluate <p>ACTIONS</p> <ul style="list-style-type: none"> • Propose including a “support/assistance” area on the current forms to the Assessment and Program Review Committees.
<p>04/03/22 3:15-4:00 Assessing the Student Experience: A Qualitative, Longitudinal Study</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Film school in Chicago. Strengths are based on in-person interactions between students and faculty. • Study <ul style="list-style-type: none"> ○ Conducted internal study of 1st Year Students to challenge/affirm myths surrounding students. ○ Presented from two perspectives within college: Academic Assoc Provost and Assoc Provost of CTL ○ Original question revolved around whether pronoun usage was important to students. Gained additional results: <ul style="list-style-type: none"> ▪ Intrinsically motivated ▪ Classroom not place where all learning was happening ▪ High levels of anxiety and depression ▪ Not moderate people, more on fringes ▪ Include all ranges of politics ○ Reviewed grad survey and found out that ½ were very happy and ½ were angry. Part of survey was to discover what happened in student college experience to make them “angry”. • Student Involvement

- \$500 stipend
- 1 interview per semester for 1 hour for as many years at college.
- Ensured students were representative in terms of ethnicity, age, majors
 - Also tried to ensure equal in terms of college preparedness but difficult
- All students were selected by Enrollment Services
- 53 accepted, 42 participated
- 1st Semester
 - Why this college?
 - Research on internet
 - Liked dorms and hands-on experience/campus tour
 - Scholarships were competitive
 - Academic Experience
 - 8-10 students commuting experience varied greatly from residential experience
 - Very hands on
- 2nd Semester
 - “Value” of Education
 - Satisfied – 8 or 9; Challenge – 6 or 7
 - Fin Aid Value
 - Start of COVID – canceled residence halls abruptly, faculty cancelled many classes
 - Misc
 - Too many messages from campus – Student had a hard time processing them all
- 3rd Semester – Fall 2021
 - Told would lose scholarships – In reality, told MAY lose scholarships due to budget constraints but would do everything could to keep them in place
 - Registered for F2F, Hybrid courses
 - Disappointed as everything remained online
 - Academic Experience
 - Uneven, individual courses canceled
 - No studios/hands-on
 - LMS Usage
 - Few faculty used it
 - Student despise online – Able to show faculty student perceptions , although faculty perceived online to be best thing
- Share Out
 - Faculty disputed information – Too small of a sample. However, the results were consistent and authentic.
- Qualitative Interviews
 - Very labor/time intensive
 - Transcribed all interviews

	<ul style="list-style-type: none"> • Use in conjunction with NSSE and 1st Year College results <p>ACTIONS</p> <ul style="list-style-type: none"> • Might be a possibility to offer to programs if interested. Would need additional support for transcriptions. • Need to determine what questions would faculty/admin want for their particular program students/overall students
<p>04/04/22 9:00-10:00 Keynote: The Coming Transformation of American Higher Education: A Time for Leadership</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Arthur Levine • Knowledge centers (film, movies, newspapers) have all shifted and adapted, but HE has not. • Coursera moved from \$53 million to \$73 during COVID. Offering quality courses, whenever students want them. This “just in time” offering will need to be the future of HE. • It will be a question of “quality”, what will HE mean by “quality”? • Libraries are no longer central to universities. They are being replaced by labs for new ideas • Division in HE: Students with resources and time attend 4-Years, Students who are poor and vulnerable get 24/7 education to get a job. • Common learning/General education is becoming lost. Historically taught because institutions grooming leaders. What is the purpose now? • Cannot be tied to FinAid and other governing structures. “Not time to wait and react; we need to act” • With 24/7 education, credit hour/load hour become meaningless. • Assessment will be the GPS, but agnostic about where someone learned something – Shift of focus to competency-based education. “Student outcomes are what matter.” • Faculty need presidents who will tell them the truth about changes in jobs, the institutions. The presidents need to make change eminent, inescapable. Then the presidents need to invite faculty to join to change the shape of the field/institution. • Students are digital natives. Older generations are digital immigrants. Our institutions are analog. <p>ACTIONS</p> <ul style="list-style-type: none"> • AGLS – Consideration – What common learning do all learners need? What do our future leaders need? <p>RESOURCES</p> <ul style="list-style-type: none"> • The Great Upheaval
<p>04/04/22 10:30-11:15 Meeting for AGLS</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Create presentation on General Education/Liberal Studies in community colleges.

	<p>ACTIONS</p> <ul style="list-style-type: none"> • Create Google Slides with notes
<p>04/04/22 11:30-12:15 Transforming Core Curriculum and Assessment Through Cross-campus Collaboration</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Religious based university, sharing campus with Franciscan sisters. • Developed a FYE/SYE <ul style="list-style-type: none"> ○ 3, 1-credit with career component ○ Partner with Future Plans ○ Faculty teach special topic courses ○ Future: Add an internship experience • Previous revision to GE was contentious • Revised with a lot of faculty input. <ul style="list-style-type: none"> ○ Comp I & II, now COMP + Writing Intensive ○ Changed capstones from discipline prefix to ENQ to make interdisciplinary ○ Held open forums to gather feedback on ULOs/GE Core <ul style="list-style-type: none"> ▪ Used as opportunity to revise all courses, focusing on starting with course outcomes ▪ Also opportunity to introduce ULOs as a concept • Revisions to assessment processes <ul style="list-style-type: none"> ○ Paired programs with person on Assessment Committee ○ Held Assessment Fest <ul style="list-style-type: none"> ▪ Week after graduation ▪ Disseminated information ▪ Had food ▪ Future: Will invite Program Review Committee and Budget/Finance ▪ Information about Assessment Fest <ul style="list-style-type: none"> • Sent a week beforehand with examples • Required something to be submitted that day ▪ Had interdisciplinary mix: NUR with BUS <p>ACTIONS</p> <ul style="list-style-type: none"> • Ensure ADay has required project that needs to be turned in
<p>04/04/22 1:15-2:00 Improving Through Empowerment: Integrating Metrics and Learning Assessment</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • If assessment is dictated top-down, will results in “Pit of Despair”. Needs to be more “Horton Hears a Who” in which everyone matters. • Program Review helps connect the dots between learning and indirect measures. There is a balance between sustained improvement and expediency. • Previous Process <ul style="list-style-type: none"> ○ 200 page self-study, lots of stakeholder meetings ○ Faculty couldn’t access data as it was “locked up”

	<ul style="list-style-type: none"> ● New Process <ul style="list-style-type: none"> ○ Faculty understand course outcomes and assessment. Needed to start with what they knew. Then can move to understanding graduation and DFW rates ○ Faculty granted access to data. Those who engaged received professional development, enhanced data literacy ○ Use external data: Job EQ, IPED (ours and comparisons), NSSE for student engagement, and Stepping Blocks (alumni) ○ Focus was to connect process, become desiloed ● Results <ul style="list-style-type: none"> ○ Requires more communication from Provost side ○ Data quality has increased ○ Will expand professional development ○ Offer a curriculum grant based on assessment and program review ○ Need to have open conversations about budget ● Took 6 years to develop trust ● Now being used as part of tenure consideration <p>ACTIONS</p> <ul style="list-style-type: none"> ● Work with IR to develop dashboards for faculty and program data ● Explore what YC's alumni software is and what it is doing currently ● Find last CSSE results and see how used/distributed
<p>04/04/22 2:15-3:00 Factors That Influence Student Success: Data and Initiatives</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● Round table of colleges that have participated in Student Success Academy. ● Develop infographic for new FT faculty – Who is YOUR student ● Need to increase data literacy and awareness. “If you want to go fast, go alone. If you want to go far, go together.” ● Evaluate initiatives related to student success across the campus <ul style="list-style-type: none"> ○ Review for engagement, challenges, and tangibles ○ Determine is providing equality and equity – targeted, on-demand ○ Determine faculty involvement – Often involved on micro level, but not at macro level ○ Use a High Impact/High Energy Matrix to evaluate ● “If you desire eternal life, become an institutional initiative” ● Say no to shiny things! <p>ACTIONS</p> <ul style="list-style-type: none"> ● Determine feasibility of creating an infographic for YOUR student for programs using program data packets.
<p>04/04/22 3:15-4:00</p>	<p>TAKE-AWAYS</p>

<p>Co-Curricular Assessment: Establishing a Foundation of Sustainability and Success</p>	<ul style="list-style-type: none"> • Developed clear definition of co-curricular based on mission, curriculum and enhanced student experience (similar to HLC definition) • Never say “accreditation” or “HLC”, if complete quality work, accreditation will follow. Create “positive restlessness” • Don’t use assessment. Use “culture of student learning” • Developed a form <ul style="list-style-type: none"> ○ KPI – should lead to action and are non-negotiable • Created ILOs <ul style="list-style-type: none"> ○ Had GE/Liberal Studies ○ Created with direct language and understanding ○ Help students make connections <ul style="list-style-type: none"> ▪ “Hope is not a good plan” • Created Rubric – 4 “C”s <ul style="list-style-type: none"> ○ Communication, Collaboration, Character, Citizenship ○ All areas adapted each “C” to fit with own program and activities – What does the ILO mean in YOUR unit • Co-Curricular areas created curriculum maps <ul style="list-style-type: none"> ○ Mapped activities, not courses ○ Not every activity, not every outcome ○ If it is an activity that doesn’t align and is important to program, keep doing it. • Developed Canvas Shell <ul style="list-style-type: none"> ○ Each co-curricular area has their own Canvas shell ○ Can use it to gather student information, like reflections or quizzes <p>ACTIONS</p> <ul style="list-style-type: none"> • Revise the current Co-Curricular Shell • Propose the idea of curriculum mapping for co-curricular areas • Have the co-curricular areas redefine the ILOs to fit in their area/unity • Discuss having a single rubric <p>RESOURCES</p> <ul style="list-style-type: none"> • Need to dig through previous co-curricular sessions and handbooks and resources
<p>04/05/22 9:00-9:45 Strategic Plan Evolution: Meaningful Change Through Process Integration</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • New president at college asked: <ul style="list-style-type: none"> ○ Tell me about yourself ○ Strategic plan of college – how do you see your work fitting in ○ Gaps in college ○ As a president, what should I know? • No one knew what was in the strategic plan. Wanted strategic plan to be Inclusive, Relevant, and Widely Understood.

	<ul style="list-style-type: none"> • Budget needed to be linked to program review actions which should be based on strategic plan. • Began “tweak” of plan <ul style="list-style-type: none"> ○ Did scan to see if trends in region/nation were represented ○ Surveyed staff, faculty and students ○ Created SWOT based on results ○ Researched consensus building tools ○ Held webinars to share findings – SWOT, Survey, Themes • Created Document <ul style="list-style-type: none"> ○ Had pillars – K-12, Workforce, Continuing Education and core values, but didn’t work as visual ○ Created a circle <ul style="list-style-type: none"> ▪ Most inner circle: Student ▪ Core Values – I-CARE ▪ 4 Campuses ▪ Colors for pillars and goals ▪ Last ring – KPIs: Organization Effectiveness, Student Success, Organizational Health • Monthly Updates <ul style="list-style-type: none"> ○ What are we working on? What are the ID’d barriers? ○ Review timelines ○ Recognize successes <p>ACTIONS</p> <ul style="list-style-type: none"> • Consider similar marketing strategy for assessment and program review.
<p>04/05/22 10:00-10:30 Closing Remarks: Reflection on the Conference and Next Steps</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Example of Chicago Outlet Mall sign – What are we telling our students? Is that what they experience? Are we making promises we do not keep?
<p>04/05/22 10:30-11:30 Keynote: Higher Education and Moral Imagination in a Challenging World</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Commencing Character (@ Wakefield) <ul style="list-style-type: none"> ○ Development of what good character is ○ Select a virtue to study, analyze, and cultivate ○ Identify an exemplar • Office of Civil Engagement <ul style="list-style-type: none"> ○ Move from office directive to institutional directive ○ “Trust deficit” – examine the power dynamics and see if it is effecting the trust dynamics • Higher Ground <ul style="list-style-type: none"> ○ Monthly book/music/film clubs ○ Conversation around “What did you learn?” <p>ACTIONS</p>

	<ul style="list-style-type: none">• Think on how to move assessment from an office directive to an institutional directive.• Consider the “trust deficits” within the institution
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