

August 2005

Special points of interest:

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Research & Assessment Notes, a Publication of the IRC (Institutional Review) and SLOA (Student Learning Outcomes Assessment) Committees

Outcomes Assessment Planning Results and Recommendations/Highlights from Year-end Reports

The summary report of 2003-2004 academic program assessment was submitted by the Student Learning Outcomes Assessment Committee to the Office of Instruction, College President and Faculty Senate, following input and review from several committees and division assistant/associate deans and supervisors. Four recommendations were made based on general trends across year-end assessment reports and feedback from divisions:

- (1) Reconfigure program areas for outcomes assessment rather than using the original units of analysis derived from program review.

Actions: In fall 2004, changes were made based on discussions with Office of Instruction, Instructional Council, SLOA and Curriculum Committees with the purpose of simplifying the assessment process, creating more meaningful units of measurement for assessment, and reinforcing the mission and purposes of the College. Courses and disciplines are now grouped under general education, developmental education, degrees and certificates, and "other" for courses not fitting into a particular category (e.g. art core, communications classes).

- (2) Review program-level learning outcomes to ensure consistency and alignment with course, program and general education outcomes that have already been established through the official curriculum review process.

Actions: In fall 2004, the academic divisions reviewed all program-level outcomes and made appropriate revisions based on measurability, currency with professional standards, alignment

with the institutional and program missions and correlation with course outcomes. Modifications were submitted to the Curriculum Committee and updated program-level learning outcomes are available on the College website.

- (3) Reinforce district-wide participation and coordination in outcomes assessment.

Actions: In 2004-2005, greater emphasis was placed on the leadership role of the assistant/associate deans and academic supervisors in the assessment cycle and the importance of accountability, coordination and communication among the deans as well as within their divisions. Year-end division assessment reports include descriptions of activities and recommendations related to this issue.

- (4) Mentor faculty in use of quantitative assessment tools, multiple measures, and documentation measures.

Actions: Follow-through in this recommendation included faculty workshops, development by the Adjunct Faculty Liaison of a module on outcomes assessment, articles in the IRC/SLOA Committees newsletter, individual research by members of the SLOA Committee, review and updating of outcomes assessment portions of the College website for fall 2005, and institutional budgetary support for professional development at conferences, etc.

Highlights from 2004-2005 year-end reports that relate to the above four recommendations:

Strategic Planning Update

The Institutional Review Committee (IRC), with input from the College community, has made great progress in the area of strategic planning. This year's efforts are documented in the College's strategic planning year-end report, which is available on the IRC strategic planning website (see the strategic planning quick link on the YC homepage or <http://www2.yc.edu/content/groups/strategicplanning/>).

2004-2005 Selected Highlights:

- * Strategic Plan 2005/06–2009/10 was developed (on website)
- * Strengths, Weaknesses, Opportunities, Threats (SWOT) input from College community (on website)
- * Environmental Scanning Report 2005 was produced (on website)
- * Budgeting process linked to strategic planning
- * Strategic planning website launched

Focused Visit Update:

As required by the Higher Learning Commission, the College has produced the Yavapai College Self-Study Focused Visit Report that will be made available the first week of September. The focused visit report addresses concerns made by the 2003 visiting team, and documents the progress that Yavapai College has made over the past two years. The focused visit will occur on October 31 and November 1, 2005, and will address outcomes assessment and strategic planning. Additional information concerning the focused visit will be communicated through NewsFlash messages and the strategic planning website. Questions regarding planning or the focused visit should be referred to Tom Hughes in the Office of Institutional Planning, Research and Assessment.

Strategic Planning Cycle

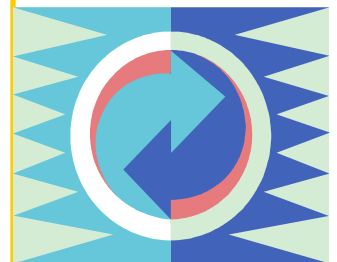
As part of an effort to create a sustainable strategic planning process at Yavapai College, it is important to have a regular and consistent planning cycle. Due to major restructuring of the College's planning model and a turnover of executive senior leadership, the planning process has struggled to fit a regular calendar over the past two cycles. However, with maturity of the process and a strategic plan in place, it is expected that the College will now follow a regular planning cycle. Presented below is the College's 2005-2006 planning calendar:

August–November:

Presentation of previous year's planning outcomes and IRC/SLOA newsletter disseminated at Employee Development Day. During this cycle, the environmental scanning activities include the incorporation of data/information from: academic and service program reviews; findings extracted from annual assessment reports from academic divisions, general education, developmental education and assessment of student learning reports. Survey conducted to measure the College's understanding and satisfaction with the strategic planning process. SWOT analysis conducted to feed input into the budgeting process. Base budgets are sent out in December and initial planning and budgeting begins at the department level.

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Outcomes Assessment Planning Results & Recommendations/Highlights from Year-end Reports (cont. from page 1)

- ✱ Agricultural Sciences Division submitted over a dozen course modifications with more planned in the future, including revisions of outcomes based on results of outcomes assessment.
- ✱ Administration of Justice Program reported use of quantitative evidence using multiple measures for each of its outcomes in AJS101, 109, 230 and 240.
- ✱ The Emergency Medical Services Program noted increased evidence placed on outcomes and grading aligned to those outcomes as well as national and state testing results.
- ✱ In the Business and Computer Science Division, Accounting faculty used rubrics to evaluate such assessments as the final written project for ACC217 and the comprehensive tax return for ACC116.
- ✱ The CISCO summary report included a graphic display of student achievement of proficiency in 11 program learning outcomes based on a definition of proficiency as 80% or higher. The range of percentages of proficiency were from 74%-100%. The assessment team is recommending a close review where proficiency levels were abnormally low or abnormally high.
- ✱ Speech Communications faculty implemented a program-level assessment wherein three instructors evaluated before and after speeches from students in four different courses. They developed a rubric to evaluate 14 different speech characteristics related to credibility, delivery and content. The results of the comparative analysis using the rubric indicated that the average improvement between speeches on a 140 point scale was 66 points, with the largest improvement in delivery.

More highlights from the year-end reports will be presented in the next issue of this newsletter.

Outcomes Assessment Current Reporting and Feedback Cycle

September–December:

Review findings and recommendations from previous academic year's assessment reports: deans of instruction, Outcomes Assessment Coordinator, Director of Educational Data Analysis, division assistant/associate deans and other academic supervisors as appropriate (Director of Developmental Education, General Education Coordinator).

Disseminate results: share recommendations; review, revise and/or develop annual program-level assessment plans through division meetings, Instructional Council, SLOA Committee, website and IRC/SLOA newsletter.

Write institutional assessment summary report: Outcomes Assessment Coordinator collates data and findings for final review by Instructional Council and SLOA Committee for submission to the IRC, Office of Instruction and Faculty Senate. SLOA Committee participates in SWOT analysis.

Data collection occurs throughout the academic year.

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Your community. Your college.

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This publication is a combined effort of two committees: IRC (Institutional Review/Strategic Planning) and SLOA (Student Learning Outcomes Assessment). For additional copies of this newsletter, please contact:

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- * IRC/Strategic Planning website: <http://www2.yc.edu/content/groups/strategicplanning/>
- * SLOA Blackboard Site (SLOA website forthcoming)

Outcomes Assessment Current Reporting and Feedback Cycle (Cont. from p. 3)

January–April:

Progress reports: division assistant/associate deans meet with deans of instruction to review progress in implementing program-level assessments. Recommendations from institutional assessment summary reports that impact budget and planning are carried to the IRC as part of the environmental scanning process.

May–June:

Year-end reports submitted: program-level assessment teams and academic divisions complete data analysis and submit findings, recommendations and actions to the Office of Instruction.

Strategic Planning Cycle (Cont. from page 2)

December–March:

During this period, the IRC compiles and analyzes SWOT data and updates initiatives as needed. Environmental scanning during this period includes the incorporation of SWOT data and data from external sources. Strategies and action plans updated. Requests for new resources solicited from the College community. A planning update and IRC/SLOA newsletter are presented at Employee Development Day. Annual strategic planning retreat is conducted.

April–July:

This portion of the cycle includes the creation of three year-end IRC reports: Strategic Initiatives, Environmental Scanning and Strategic Planning Year-end Report. Academic and Service Area Program Reviews are completed. Requests for new resources are reviewed and approved (or rejected) by the budget committee. Budgetary decisions are data driven and must support the strategic initiative(s) and tie to the College's mission. Adoption of the budget by the District Governing Board occurs in June. IRC conducts assessment of the previous year's planning process and makes adjustments as necessary. Departmental and individual goals are aligned with updated strategic initiatives.

