# Annual Assessment Report 2019/2020

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## Introduction:

This will be my last Assessment Director report.  After serving in this capacity for four years (in addition to mathematics faculty and dual enrollment liaison) and completing the task of creating a Program Review and Learning Outcomes Assessment process for the institution, I have decided to resume teaching full time starting Fall 2020.  I have enjoyed the challenge of working with many different entities to create and implement a Program Review and Outcomes Assessment process that satisfied the Higher Learning Commission recommendations regarding assessment for Yavapai College's 5-year report.  The HLC approved the new process and stated in the report that assessment and program review revision and the ability to sustain the process will be a focus of our review in 2022.

There have been several obstacles to sustaining the position and process which have resulted in my decision to return to teaching full time. The college decided not to replace this position for the 2020-21 academic year.  Although program review and assessment were strategic initiatives in the 2017-18 academic year, they are not at this time a college priority.  I hope that when program review and assessment are revisited in the future, the following identified issues are taken into consideration.

- The positon was created seven years ago and was filled by a staff member part time before I started and has been a full time faculty member with variable release time.  The allocated time is not enough to perform all of the duties of the position (Program Review, Outcomes Assessment, Curriculum Alignment, General Education Assessment, Co-Curricular and Institutional Assessment) unless the job duties are significantly lessened and the responsibility of assessment becomes institution-wide instead of the responsibility of an individual. It would be reasonable to have a part time position if it were course/program student learning outcomes assessment only.

- The academic organizational and accountability structures within the college have been a challenge to navigate.  The Assessment Director works in the Office of Instructional Support (OIS), but reports to their academic Dean.  The Curriculum Coordinator works in the OIS and reports to the Dean of OIS.  The Curriculum, Assessment and General Education Committees are housed in Faculty Senate (only full time faculty can vote and chair which excludes the student development, academic leadership stakeholders) with chairs of these committees reporting to their academic deans. The General Education Coordinator is selected by Faculty Senate and reports to their academic dean.

- There is a high turnover rate in membership and chairs in SLOA, Curriculum and General Education resulting in a lack of continuity.  In the last four years, there have been four curriculum committee chairs, three assessment committee chairs, two General Education coordinators and high turnover within committee membership.  Recommend a committee structure that includes all of the stakeholders as institutional level committees with defined roles for each stakeholder and an accountability structure.  A cross-functional work group (membership approved by the Vice President and Faculty Senate) presented an alternative structure that "housed" the committees in the Office of Instructional Support to provide organization, communication and leadership in Spring 2019 that was not adopted.

- The program review planning committee was an institutional committee that was tasked with creating a program review process.  The process is complete, but not fully implemented.  There is still work to be done.  There are no clear guidelines for onboarding, sunsetting, or evaluating the effectiveness of existing programs. The Program Review Committee is an institutional committee, but has not had executive level participation.  Recommend executive level participation on the Program Review committee to provide leadership and accountability.

**Program Review:**

**Fall 2019/Spring 2020:**  The new comprehensive program review process continued this year with Group 2 and included the following components:
- a plan for communicating and completing the review
- a 3-year outcomes assessment plan for courses and programs
- a data package from Institutional Effectiveness and Research (IER) that contains benchmarks and ratings (healthy, cautionary, unhealthy) in the areas of demand, employability or transferability, completion, and efficient use of resources.

Changes made to the program review process included a revision of benchmarks for IER data based on the Academic Dean's suggestions.  Assessment Day was held 3 weeks earlier and focused on Program Review activities so the programs/departments had sufficient time to complete them before the deadline.

All except one of the programs in Group 2 completed their comprehensive reviews and all programs in Group 1 completed their Year 2 assessment results and follow-up annual program review.  The completed reviews were sent to the Vice President of Instruction and Student Support, the Academic Deans, and the Executive Leadership Team for budget considerations and were also posted in the SLOA Canvas Shells for each School for internal transparency.

Group 3 was in the planning year of the cycle which includes reviewing curriculum and creating a curriculum map and 3-Year Assessment Plan.  One program has not completed their curriculum review and eight programs have not completed their 3- Year assessment plans.  The programs will receive "Unhealthy" as a score in these areas will be expected to complete them next year along with their comprehensive review.

**Report of Progress of Program Review Goals for 2019/20**
**Summer 2019:**  Revise the Student Learning Outcomes Assessment handbook and Comprehensive Program Review Guidelines.  Create Year 2 forms for reporting progress for Group 1 and create Year 1 forms for the comprehensive review for Group 2.  Review curriculum for Group 3 and provide feedback on Assessment Day (Fall 2019) so programs/departments can review curriculum and submit changes before the Oct 31 deadline.  Prepare materials for professional development sessions held with each department/program in Groups 1, 2 and 3 during Assessment Day (Sept 6, 2019).  All of the handbooks, forms and program review professional development materials were completed and ready for the programs/departments in their SLOA shells for Assessment Day.  The curriculum for Group 3 was not reviewed before Assessment Day.  The curriculum committee chair resigned in Spring 2019 and a new chair started the Fall 2019 semester.

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

## General Education Assessment

This year data reports were created for Digital Literacy and Information Literacy.  The General Education Committee analyzed the reports at a meeting in February 2020.  Social Science data were reported, but there was not a rubric posted on the General Education website in Fall 2017.  The data were not valid – so there was not an analysis report completed for Social Science.

**Final Summary Report (Fall 2012 through Fall 2018 data collection, analysis and overall findings).**

Actions Based on Identified Strengths and Areas in Need of Improvement from 2018/2019

1. **The AGEC category outcomes were discipline/department specific instead of general outcomes students would attain as a result of completing an AGEC**.  Program Review design (approved by Faculty Senate and Academic Leadership Spring 2017) includes academic departments/disciplines along with occupational programs.  Each department/discipline and occupational program are required to have program-level learning outcomes along with a curriculum map showing alignment of program-level and course-level outcomes.

- **Action:**  Each department/discipline (Communication, English, Mathematics, Science, Art, Humanities, Social and Behavioral Science) was incorporated into the program review process and have modified learning outcomes based on assessment data that align with all courses in the department/discipline (whether they are on the Gen Ed list or not).  The department/discipline outcomes serve as program outcomes for the major and elective studies in the Associate of Arts and Associate of Science degrees.  (NOTE:  The Associate of Business, Associate of Elementary Education, Associate of Fine Arts have their own program outcomes).

2. **Many courses within the areas of Art & Humanities, Critical Thinking and Social Science selected "Not Applicable" for the AGEC learning outcomes.**

    ENG prefix – all outcomes were scored for all courses
    HUM prefix – over 25% of instructors selected Not Applicable for all outcomes
    MUS prefix - over 10% of instructors selected Not Applicable for all outcomes
    PHI prefix - over 50% of instructors selected Not Applicable for all outcomes
    REL prefix – over 25% of instructors selected Not Applicable for all outcomes
    Critical Thinking – over 25% of instructors in Gen Ed and AAS degrees selected Not Applicable for all outcomes

- **Action:**  The Art department, Humanities department, and Social and Behavioral Science departments revised their outcomes and submitted as department outcomes instead of General Education outcomes.

- **Action:** Critical Thinking is no longer an AGEC requirement, but has been identified as a General Education/Institutional outcome to be defined during 2020/2021 academic year. Research is being done regarding AACU value rubrics – problem solving model of Critical Thinking.

- **Action:** The Social Science rubric was not posted on the General Education website in Fall 2015. The selection of NA for a majority of the outcomes is attributed to the process, not the outcomes.

3. **The General Education Outcome model had too many categories and outcomes (14 separate AGEC and GECCO categories and over 50 outcomes).**

- **Action:** The SLOA committee approved an institutional model Spring 2018, the General Education Coordinator led an activity with all attending faculty and staff on Assessment Day Fall 2018 to identify 4 to 6 outcomes for the AGEC certificate that will also be used as institutional outcomes: Communication, Critical Thinking, Social Responsibility (Cultural/Diversity Awareness and Civic Responsibility). The academic year 2019/20 was targeted to identify and define each of the outcomes. The progress was interrupted by two events. The General Education coordinator resigned in Spring 2019 and a new coordinator started during Fall 2019. The Faculty Senate assigned the process to the Teaching and Learning Committee instead of the General Education or SLOA committees. There was no forward movement in the process so was then re-assigned to the SLOA committee by Faculty Senate at the end of Spring 2020. The General Education committee was revisiting the results from Fall 2018 during Spring 2020.

**Proposed Institutional Outcome Model as AGEC Certificate Outcomes**
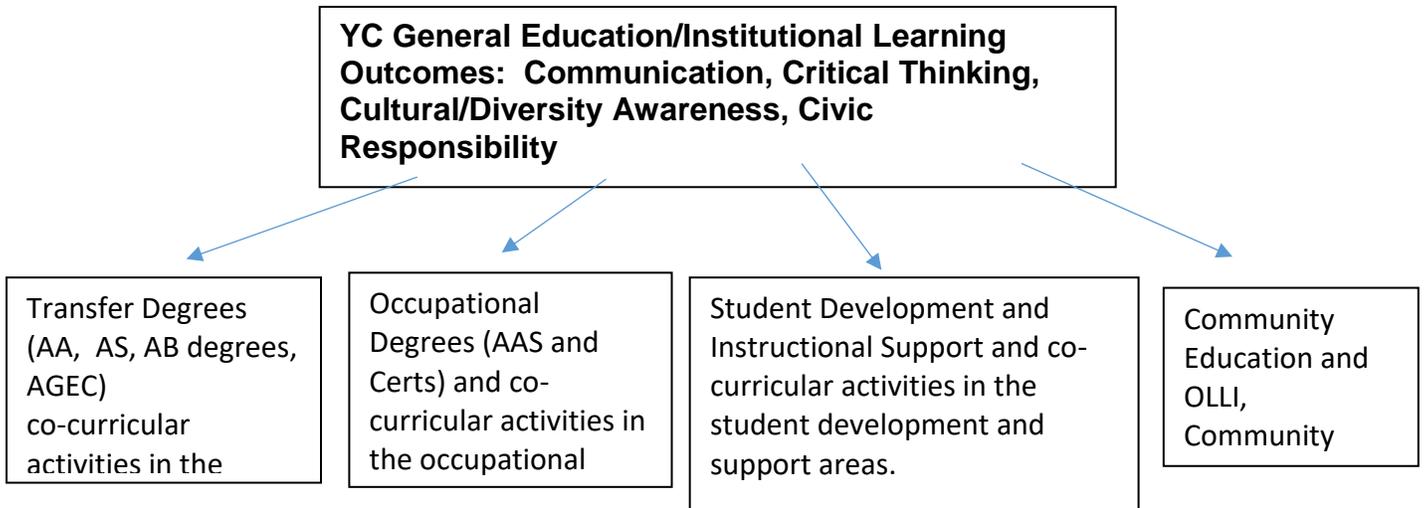
**Yavapai COLLEGE**

**Department/Course Outcomes Mapped to General Education/Institutional Outcomes**
Sample of Possible Mapping for the AGEC Categories where each category can include multiple outcomes
Outcome Model Approved by SLOA committee Feb 2018
Outcomes Drafted on Assessment Day F2018 (over 120 faculty/staff)

*SLOA Committee*

| YC Draft with suggested Gen ED/ILO | AGEC Categories | | | | | |
|---|---|---|---|---|---|---|
| **General Education/Institutional Student Learning Outcome** | First Year Composition | Mathematics | Physical and Biological Science | Social and Behavioral Science | Arts and Humanities | Communication |
| **ILO #1:** Communication: Definition TBD to include written, oral and visual communication | X (list ENG department or course outcome) | | | | X (list ART department or course outcome) | X (list COM department or course outcome) |
| **ILO #2:** Critical Thinking: Definition TBD to include quantitative/empirical reasoning and critical thinking | X (list ENG department or course outcome) | X (list MAT department or course outcome) | X (list Science department or course outcome) | X (list BES department or course outcome) | X (list HUM department or course outcome) | |
| **ILO #3:** Social Responsibility: Definition TBD to include cultural awareness/diversity | X (list ENG department or course outcome) | | | X (list SOC department or course outcome) X (list BES department or course outcome) | X (list ART department or course outcome) X (list HUM department or course outcome) | X (list COM department or course outcome) |
| **ILO #4:** Social Responsibility: Definition TBD civic responsibility | | | | X (list SOC department or course outcome) | X (list HUM department or course outcome) | |

**Proposed General Education/Institutional outcomes align with YC Mission and Vision and can be incorporated into all areas of the student experience.**

YC General Education/Institutional Learning Outcomes:  Communication, Critical Thinking, Cultural/Diversity Awareness, Civic Responsibility

Transfer Degrees (AA,  AS, AB degrees, AGEC) co-curricular activities in the

Occupational Degrees (AAS and Certs) and co-curricular activities in the occupational

Student Development and Instructional Support and co-curricular activities in the student development and support areas.

Community Education and OLLI, Community

**Assessment Day Sessions (September 6, 2019):**

Assessment Day focused on Program Review.  There were no General Education sessions – the General Education Coordinator resigned in Spring 2019 and a new Coordinator started Fall 2019.  The curriculum session was facilitated by the Assessment Director since the Curriculum Chair resigned in Spring 2019 and a new chair started Fall 2019.

Session One:  Professional Development for Group 2 Programs/Departments – completing the comprehensive review and forms.  Group 2 Session Two was led by Institutional Effectiveness and Research – how to interpret the data package.  Group 2 then had an afternoon work session.

Session Two:  Professional Development for Group 3 Programs/Departments – reviewing and revising program/course outcomes and creating a curriculum map.  Group 3 programs had an afternoon work session with the curriculum coordinator available to answer questions.

Session Three:  Professional Development for Group 1 Programs/Departments – how to complete the Year 1 assessment report of findings and how to complete the follow-up annual program review.  Afternoon work sessions were for departments/programs to work on their reports.

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

There were no activities in the area of Co-Curricular assessment.

**Progress Report on Goals for Summer/Fall 2019/Spring 2020:**  Student Development will be involved in defining the institutional learning outcomes and start planning on how to incorporate the outcomes and assessments into the co-curricular learning activities.  The institutional outcome process was delayed another year.

**Other Assessment Topics in 2019/20**

**Committee Re-Structure Work Group (Spring 2019)**
Several issues were identified with the current Curriculum and Student Learning Outcomes Assessment Committee structure and a work group was formed in Spring 2019 to address concerns

about duties of committee members, membership not representative of the YC academic structure, attendance, communication, oversight, etc.

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

The committee structure was not approved by Faculty Senate in Spring 2019 and was not implemented by Yavapai College leadership.  The organizational and committee structures remained unchanged for the 2019/20 academic year.