

Introduction:

This year has been an exciting year for assessment with progress made towards streamlining, clarifying and in some cases creating an institutional assessment system that incorporates student learning outcomes assessment within program review. The following report provides a summary of assessment activities regarding Program Review, General Education Assessment, Co-Curricular Assessment, and other activities.

Program Review:

Fall 2017: The first revision in the program review process was looking at the types of data that were provided in the annual academic program reviews and how the analysis of data was occurring in the various departments and programs. The director in Institutional Effectiveness and Research (IER) and I worked on a new format for data packages that would provide detailed information about the department/program in the areas of demand, employability or transferability, completion, and utilization of resources.

Previous program reviews provided data for occupational programs and the Mathematics and English departments, but not all academic departments were receiving data. The new data packages include all academic departments as well as occupational programs and are posted in each school's SLOA Canvas shell so they are available to all faculty and staff.

The director of IER led a professional development session on Assessment Day informing faculty and staff how to read and analyze the data and had IER staff available to answer questions from individual departments/programs. Each department/program completed their annual program reviews in the Fall semester, which consisted of identifying strengths and areas in need of improvement as well as feedback about the data package and a description of who was involved in the analysis.

Fall 2017/Spring 2018: A Program Review Planning Committee (PRPC) was formed and tasked with creating a transparent Comprehensive Academic Program Review process with the purpose of improving programs and informing budget. Members of the Committee included the IER Director, Assessment Director, Dean of Instructional Support, Dean of Scheduling, a representative from Finance, the Faculty Association President, a representative from Community Education, the Curriculum Coordinator, and two faculty representatives from the Academic Council (occupational and academic department representatives). The new Comprehensive Program Review follows a 3-Year cycle and includes information about curriculum, outcomes assessment, resources such as staffing, technology, and equipment, a description of any new proposed initiatives based on data, a description of current initiatives and requests for budget items that are prioritized. The Comprehensive Program Review proposal had the support of administrators, staff, and faculty and will begin Fall 2018.

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

June 2018 Updated

Program Review Goals for 2018/19

Summer 2018: Create a Student Learning Outcomes Assessment and Comprehensive Program Review handbook and report templates for Group 1. Professional development sessions will be held with each department/program in Group 1 during convocation week with the first Comprehensive reviews due at the end of September (Assessment Day)

Fall 2018/Spring 2019: Assessment Day will include sessions to assist Group 2 in reviewing their curriculum, outcomes and creating a curriculum map in the Fall to be used to create an assessment plan in the Spring. Monitor the process for Group 1 and make any modifications to the process as needed. Start the planning process for Comprehensive Program Reviews for Student Development and Instructional Support Departments.

General Education Assessment

This year data reports were created for Creativity, Critical Thinking and Arts & Humanities. Faculty analyzed the Creativity and Critical Thinking data on Assessment Day and the Arts & Humanities department will analyze their outcomes data and submit a report next Fall. The new categories identified for data collection this year were Information Literacy, Digital Literacy and Social Science. These are the last categories in the cycle. Next year the General Education Assessment cycle and process will be reviewed.

Assessment Day Sessions:

During Session One, faculty analyzed the data reports for Creativity and Critical Thinking. Each table submitted a summary of their responses to the analysis questions and these were then compiled and trends identified for the summary report posted on the SLOA website. Analysis questions included suggestions for improvement to the assessment process which will be used next year when reviewing the current process.

In the second session, the outcomes and rubrics for Information and Digital Literacy were presented by SLOA Team members who have been working the past few years with interested faculty to create the outcomes and descriptive rubrics for each category. After their presentations, Associate's Degree faculty and General Education faculty selected courses and activities they would use to assess these two GECCO categories starting Fall 2017. All Student Development and Instructional Support departments assessed Information Literacy and/or Digital Literacy this year.

In Session Three, a learning outcome format was presented. Group 1 in the Comprehensive Academic Review cycle revised any program/course outcomes and submitted a new curriculum map that aligns course and program outcomes.

Other General Education Activities

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

As part of the Pathways initiative, the AGEC-A, AGEC-B, and AGEC-C certificate requirements were revisited and revisions submitted to the Curriculum Committee to take effect Fall 2019. The General Education component of the AAS programs will also be reviewed and changes submitted to Curriculum before the Fall 2018 deadline.

General Education Assessment Goals 2018/19

This is the last year of data collection for the 2013/14-2018/19 assessment schedule. This year we will revise the General Education Outcomes assessment process. The SLOA committee has proposed an institutional outcome model that will focus on 4 to 5 outcomes that apply to all student experiences at Yavapai instead of the existing structure that focuses on General Education courses and program-seeking students. The goal next year is to select the 4 to 6 categories, create outcomes for each category and begin the process of creating rubrics to assess them. The process will involve input from all areas of the college and will be part of Assessment Day activities.

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

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

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

Goals for Summer/Fall 2018/Spring 3029: Student Development will create learning outcomes for their division as well as for individual departments. The goal for Spring 2019 is to create a Program Review process for Student Development and Instructional Support following the same process used to develop Academic program review (committee structure with lots of input).

Other Assessment Activities in 2017/18

Conference Presentations:

“Course-Based Assessment: Understanding the Complexities” at the American Mathematical Society for Two-Year Colleges annual conference November 9-12, 2017. The presentation was a panel discussion about course assessment. Co-Presenters (Andrea Schaben (YC Mathematics Professor), Rachel Bates , Cheryl Hawkins)

“Yavapai College’s Path to Guided Pathways” at the AZ Transfer Summit conference April 12, 2018. The presentation was a summary of Yavapai’s Pathways Project journey the last few years. Co-Presenters (Tania Sheldahl (Dean of Student Development), Scott Farnsworth (Academic Dean)).

Publication:

“Assessing General Education: Identifying Outcomes, Data Analysis, and Improvements” (National Institute for Learning Outcomes Assessment: Assessment in Practice, September 2017). The publication summarizes Yavapai’s General Education assessment process including samples of data and improvements made based upon the data. Co-Author (Suzanne Waldenberger (Gen Ed Coordinator)).

Additional Goals for Summer 2018/Fall 2018:

1. Create a Student Learning Outcomes Assessment handbook.
2. Create a Comprehensive Program Review handbook.
3. Redesign the SLOA website to reflect current assessment processes.
4. Create forms, process, professional development for Group 1 and Group 2 Comprehensive Program Review.
5. Work with Curriculum Coordinator, Chairs of the Curriculum, General Education, and SLOA committees on Program Review processes of curriculum review and creating assessment plans and reports.
6. Work with Curriculum Coordinator, Chairs of the Curriculum, General Education, and SLOA committees on goals for next year and Assessment Day activities.