



PENINSULA COLLEGE



# Ad Hoc Report

Prepared for the Northwest Commission on Colleges and Universities

Submitted February 25, 2022

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## Introduction

In April 2021, the Northwest Commission on Colleges and Universities (NWCCU) completed its Mid-Cycle Peer Evaluation and virtual site visit at Peninsula College. In our July 23, 2021, letter from NWCCU, the Commission deemed Recommendation 2: Spring 2018 fulfilled and Recommendations 1, 3, and 4 substantially in compliance but in need of improvement. This report documents our progress and efforts to address the following Recommendations.

### **Recommendation 3: Spring 2013 Mid-Cycle Review**

Communicate a clear connection between the assessment of general education course and program outcomes and the College’s mission and core themes. (2020 Standard(s) 2.C.10)

### **Recommendation 1: Spring 2018 Mission Fulfillment and Sustainability**

Develop, implement, and review a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services. (2020 Standard(s) 2.G.8)

### **Recommendation 4: Spring 2018 Mission Fulfillment and Sustainability**

Document and evaluate its cycle of planning and assessment of results to ensure their adequacy, alignment, and effectiveness and uses the results to make changes, as necessary, for improvement. (2020 Standard(s) 5.B.2)

## Mission, Core Themes, Objectives, and Indicators of Student Achievement

**Mission:** Peninsula College educates diverse populations of learners through community-engaged programs and services that advance student equity and success.

**Table 1. Core Themes, Objectives, and Indicators of Student Achievement**

| Core Themes   | Core Theme Objectives  | Indicators of Student Achievement   |
|---|--|---|
| 1. Advancing Student Success – Students receive robust support services embedded across clearly defined academic/career pathways.                           | Support students in achieving their educational goals.                           | <ul style="list-style-type: none"> <li>• Retention</li> <li>• Class Success</li> <li>• Completion</li> <li>• Transfer Out</li> <li>• Enter the Workforce</li> </ul> |
| 2. Achieving Academic Excellence – Academic programs and instructional methods are rigorous, engaging, and evidence-based.                                  | Provide engaging, high-quality academic and professional-technical programs.     |   |
| 3. Fostering Equity and Inclusion – Collegewide policies and practices close equity gaps in enrollment and academic achievement.                            | Eliminate systemic disparities in educational outcomes.                          |   |
| 4. Strengthening Communities – The college’s workforce development, community education, and arts and culture programs strengthen the communities we serve. | Strengthens the economic and cultural vitality of its service region and beyond. |   |

## Response to Recommendation 3: Spring 2013

In spring 2021, we reported progress toward Recommendation 3 Spring 2013, Year Three Peer-Evaluation Report in an addendum to our [Mid-Cycle Self-Evaluation Report](#).

### **Recommendation 3, Spring 2013, Year Three Peer-Evaluation Report**

The evaluation committee could not find specific general education program outcomes in relation to the College's mission and core themes. The committee recommends that Peninsula College communicate a clear connection between the assessment of general education course and program outcomes and the College's mission and core themes (Standard 2.C.10).

In response to our improvements to the college's general education student learning outcomes assessment plan, our peer-evaluators wrote:

Peninsula College demonstrated that they have made significant progress toward this recommendation and have developed a system for aligning Core Theme assessment to the overall strategic planning process. General education program outcomes were evident in the 2021 Peer-Evaluation Report and throughout the visit. ([NWCCU Mid-Cycle Evaluation Report of Findings, 2021](#))

In our July 23, 2021, letter from NWCCU, the Commission revised Recommendation 3 to reflect our progress and deemed it substantially in compliance but in need of improvement.

### **Recommendation 3, Spring 2013, Mid-Cycle Peer-Evaluation Report**

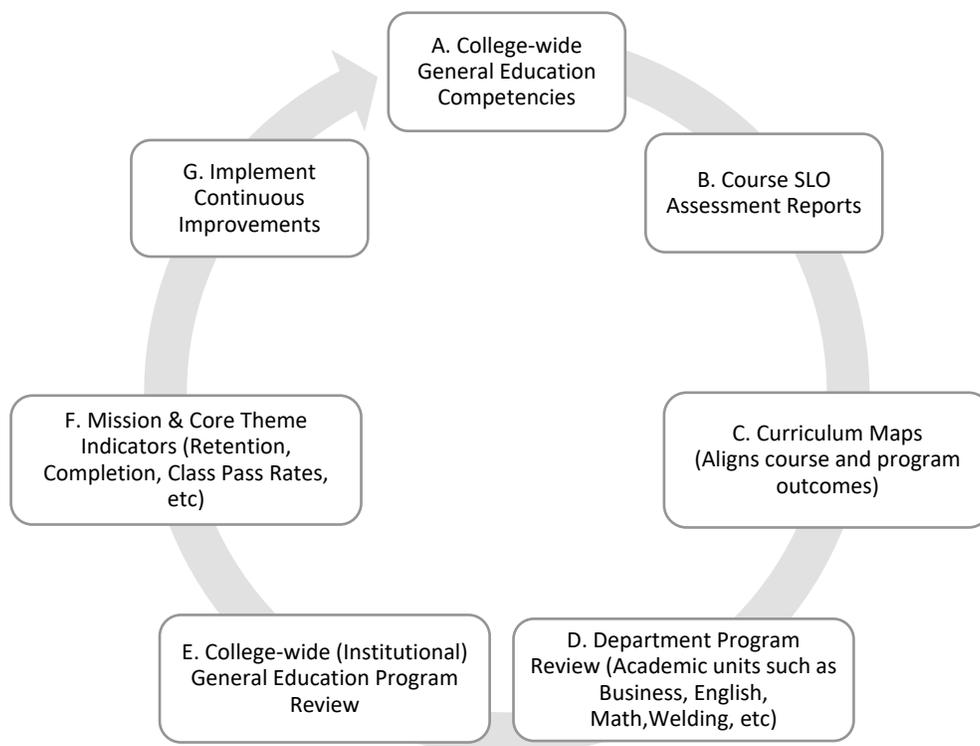
Communicate a clear connection between the assessment of general education course and program outcomes and the College's mission and core themes. (2020 Standard(s) 2.C.10)

## Progress Since Recommendation 3

After receiving the updated recommendation from NWCCU and our Mid-Cycle Peer-Evaluation feedback letter, we examined the comments from our peer-evaluators, reviewed our current assessment practices, and convened the Faculty Assessment Committee to discuss improvement strategies. We studied several collegewide general education assessment resources including the Transparency Framework from [National Institute for Learning Outcomes Assessment](#) and institutional self-examination questions from [The Association for General & Liberal Studies Guide to Assessment & Program Review](#). The reflection process helped us strengthen alignment and communication of our course, program, and collegewide general education outcomes assessment process with our core themes. Below is a summary of the improvements taken since our mid-cycle site visit.

As reported in our 2021 Mid-Cycle Self-Evaluation Report, our student learning outcomes assessment program was revised in 2018 to include course and program level assessment. However, the connection of course and program assessments to the overall assessment of our collegewide general education competencies and core themes was unclear. Figure 1 visually clarifies the assessment cycle by showing where each level informs the next and connects course and program assessment to the core themes.

**Figure 1. Collegewide General Education Assessment Cycle and Connection to Core Themes**



To further clarify the connection of general education assessment to core themes, the following section summarizes each step of the cycle and how they connect to the mission and core themes.

### A. Collegewide General Education Competencies

The collegewide general education competencies (Gen Eds) include five core competencies expected of all Peninsula College graduates. The purpose of the competencies is to engage faculty across disciplines in the teaching of core academic skills and to ensure all students have opportunity for repeated practice with the competencies at increasingly complex and intellectually demanding levels as they move through their required courses. The five collegewide general education competencies are: 1) Communications, 2) Quantitative Reasoning, 3) Information, 4) Critical Thinking, 5) Personal and Interpersonal. Full descriptions as per the college catalog are listed in [Appendix A](#).

## B. Course Student Learning Outcomes (SLO) Reports

Faculty recognize that class grades have limited use for measuring individual general education outcomes. While overall class grades can identify gatekeeper courses and areas for improvement, they are not our primary method of assessing student learning. In 2019, the Faculty Assessment Committee established a course level Student Learning Outcomes (SLO) Assessment Report form that faculty use to analyze and document quarterly course level SLO assessment. In 2021, the form was revised to include alignment with individual collegewide general education competencies and more in-depth analysis of student performance on signature assignments and assessments. Sample SLO reports are listed in the [Collegewide General Education Program Review](#).

To support faculty with general education outcomes assessment and improvement planning at the course, program, and institution levels, we allocated funds to hire a new Faculty Instructional Design and Assessment Coordinator position to assist faculty with outcomes assessment. We are currently screening candidates for the full-time position. The new job description is listed in [Appendix B](#).

## C. Curriculum Maps

In 2019, we began using curriculum maps to connect course learning outcomes assessment with program learning outcomes assessment. Each curriculum map represents where students are given the opportunity to achieve program outcomes, from introduction to mastery, as they proceed through the curriculum. In 2020, faculty began to document course and program outcomes in curriculum maps to show where collegewide general education competencies are taught and assessed at the program level. Faculty create program maps for both Transfer and Professional & Technical degrees. A sample curriculum map is displayed in Figure 2.

**Figure 2. Biology Curriculum Map**

| CURRICULUM MAP   |           |           |            |          |           |            |              |           |            |           |            |            |           |            |            |           |           |            |            |   |
|--|-----------|-----------|------------|----------|-----------|------------|--------------|-----------|------------|-----------|------------|------------|-----------|------------|------------|-----------|-----------|------------|------------|---|
| Curriculum Maps represent where students are given the opportunity to achieve the outcomes, from introduction to mastery, as they proceed through the curriculum.  |           |           |            |          |           |            |              |           |            |           |            |            |           |            |            |           |           |            |            |   |
| Program/Area of Study: Science & Math (Biology Emphasis)   |           |           |            |          |           |            |              |           |            |           |            |            |           |            |            |           |           |            |            |   |
| Degree/Cert: AS  |           |           |            |          |           |            |              |           |            |           |            |            |           |            |            |           |           |            |            |   |
| Reporting Year: 2020   |           |           |            |          |           |            |              |           |            |           |            |            |           |            |            |           |           |            |            |   |
| Program Learning Outcomes: Program outcomes should be measurable and specify what the student is expected to know upon completion of the program. Outcomes should be detailed, meaningful enough to guide program improvement, teaching and learning. Institutional Core Competencies can be labeled as: Communication=C, Critical Thinking=CT, Information-I, Personal & Interpersonal=PI, Quantitative=Q   |           |           |            |          |           |            |              |           |            |           |            |            |           |            |            |           |           |            |            |   |
| Course Numbers/Program Requirements: Type one of the following outcome categories for each class and outcome.<br><b>I= Outcome Introduced (I):</b> Students are introduced to the idea, concept or skills related to the outcome at the general or basic level.<br><b>R= Outcome Reinforced (R):</b> Students learn additional information related to the outcome. They may synthesize ideas or demonstrate a skill at a novice or intermediate level.<br><b>M= Outcome Mastery (M):</b> Students are required to demonstrate their ability to perform the outcome with a reasonably high level of independence and proficiency. |           |           |            |          |           |            |              |           |            |           |            |            |           |            |            |           |           |            |            |   |
| List Program Learning Outcomes Below. List course ID in the dark gray cells on the right (example ENGL&101, MEDIA 110)   |           |           |            |          |           |            |              |           |            |           |            |            |           |            |            |           |           |            |            |   |
|  | ENGL& 101 | MATH& 141 | CHEM& 161L | MATH&142 | CNST& 220 | CHEM& 162L | Humanities 2 | Soc Sci 1 | CHEM& 163L | MATH& 151 | BIOL& 221L | PHYS& 114L | MATH& 152 | BIOL& 222L | PHYS& 115L | MATH& 146 | Soc Sci 2 | BIOL& 223L | PHYS& 114L |   |
| C:Comprehend the difference between written opinions vs ideas supported by scientific inquiry  | I         |           |            |          | R         |            | I            | I         |            |           | R          | R          |           | R          | R          |           | R         | R          | R          | R |
| C: Demonstrate the ability to communicate scientific ideas and the process of science  | I         |           |            |          | R         |            | I            |           |            |           | R          | R          |           | R          | R          |           | R         | R          | R          | R |
| QSR: Manipulate numbers (large and small), use common measurement systems, and solve simple linear algebraic problems  |           | R         | R          | R        | R         |            |              |           | R          | M         | R          | R          | M         | R          | R          | R         |           |            | R          | R |
| QSR: Recognize functional relationships between and among measurable phenomena   |           | R         | R          | R        | R         |            |              |           | R          | M         | R          | R          | M         | R          | R          | R         |           |            | R          | R |
| QSR: Apply systematic approaches and logic to solving quantitative problems  |           | R         | R          | R        | R         |            |              |           | R          | M         | R          | R          | M         | R          | R          | R         |           |            | R          | R |
| QSR: Translate mathematical symbols into words and words into mathematical symbols   |           | R         | R          | R        | R         |            |              |           | R          | M         | R          | R          | M         | R          | R          | R         |           |            | R          | R |
| QSR: Demonstrate the ability to use modeling and simulation to solve scientific problems   |           | I         | I          | R        | R         |            |              |           | R          | R         | R          | R          | R         | R          | R          | R         |           |            | R          | R |
| I: Recognize the difference between questions of high scientific impact vs those unlikely to provide critical information about a scientific phenomenon or process   |           |           | I          |          |           |            |              |           |            |           | R          | R          |           | R          | R          | R         |           |            | R          | R |
| I: Ability to apply the process of science   |           |           | I          |          |           |            |              |           |            |           | R          | R          |           | R          | R          |           |           |            | R          | R |
| CT: Identify and troubleshoot scientific problems  |           |           | I          |          |           |            |              |           |            |           | R          | R          |           | R          | R          |           |           |            | R          | R |
| CT: Demonstrate the ability to use quantitative reasoning and analyze data   |           | I         | I          | R        | R         |            |              |           | R          | R         | R          | R          | R         | R          | R          | R         |           |            | R          | R |
| CT: Demonstrate the ability to apply the process of science  |           |           | I          |          | R         |            |              |           | R          | R         | R          | R          |           | R          | R          |           |           |            | R          | R |
| PI: Gain an understanding of the relationships between science and society   |           |           | I          |          | I         | R          | I            | I         | R          |           | R          | R          |           | R          | R          |           |           |            | R          | R |
| PI: Gain familiarity with and an appreciation for the interdisciplinary nature of science  |           |           | I          |          |           | R          | I            | I         | R          |           | R          | R          |           | R          | R          |           |           |            | R          | R |
| PI: Demonstrate the ability to collaborate and understand the importance of collaboration in science   |           |           | I          |          |           | R          | I            | I         | R          |           | R          | R          |           | R          | R          |           |           |            | R          | R |

## D. Program Review by Department

Program outcomes for Transfer are defined in the college’s [Area of Study](#) outcomes for core areas and aligned to the collegewide general education outcomes. Program outcomes for Professional-Technical degrees are developed in collaboration with advisory committees and industry standards then aligned to collegewide general education outcomes. Assessment of program learning outcomes per department are reported in a two-part program review form (Figure 3). The department program review process includes one section for outcomes statements, assessment, and improvement planning and a second part for results and analysis. Continuous improvement happens when improvement plans from one year are implemented in successive plans. Implemented improvements are assessed and the cycle begins again.

**Figure 3. Program Review by Department Template**

| <b>Area of Study and/or Program Outcomes</b><br>(Fill in this box with a program or area of study outcome an align each outcome with related general education competency) | <b>Method of Assessment &amp; Planned Criteria</b><br>(How will you assess the outcome and what will success look like?) | <b>Improvements</b><br>(What improvements will you make to meet the planned criteria) | <b>Results</b><br>(Tableau data and/or results from Course SLO Reports) | <b>Analysis/Narrative of Results</b><br>(Use results from Course SLO Reports) | <b>Improvement Plan</b><br>(Use results from Course SLO Reports or other class data) This is what you plan to do differently to improve | <b>New Funding</b> |
|--|--|---|---|---|---|--------------------|
|  |  |   |   |   |   |                    |
|  |  |   |   |   |   |                    |
|  |  |   |   |   |   |                    |
|  |  |   |   |   |   |                    |

## E. Collegewide General Education Program Review

In 2021, to improve our collegewide general education outcomes assessment and improvement planning, we developed a [Collegewide General Education Program Review](#) focused on summative assessment of general education competencies within the two-year direct transfer degrees. During the 2021 program review process, we realized the need to develop new data dashboards that allow us to analyze core theme indicators of student achievement by degree. In the future, we will expand data dashboards and the report criteria to include disaggregated indicator data, current Community College Survey of Student Engagement (CCSSE) data, and student survey responses which will allow us to identify and address gaps specific to individual general education competencies.

## F. Core Themes and Indicators

Our core theme indicators are key institutional effectiveness and assessment measures of the core theme objectives. They help to guide data-informed decision-making campus-wide, and they support formative and summative evaluation activities. Our core theme indicators (Table 1) of student achievement are retention, completion, class success rates, transfer out, and enter the workforce. Table 2 shows how general education outcomes assessment relates to the mission and core themes.

**Table 2. Connection of General Education Assessment to Core Themes**

| Core Theme  | General Education Competency   | Levels                      | Learning Outcomes  | Assessment                                   |
|---|--|-----------------------------|--|--|
| Achieving Academic Excellence: Academic programs and instructional methods are rigorous, engaging, and evidence-based | Critical Thinking<br><br>Successful students will be critical thinkers | Course                      | Analyze data by distinguishing between opinions, interpretations, and solid evidence | Signature Assignments & SLO Reports          |
|   |  | Program                     | Demonstrate the ability to use quantitative reasoning and analyze data               | Curriculum Maps & Department Program Reviews |
|   |  | Collegewide (Institutional) | Formulate, test, and evaluate potential solutions                                    | General Education Program Review             |

Our [Five-Year Strategic Plan](#) creates a framework for collegewide general education outcomes assessment through faculty involvement, collaboration, institutional support, student achievement, and continuous improvement. In 2021, we prioritized collegewide general education outcomes assessment in the college’s comprehensive system of planning and assessment ([Figure 4](#)). As shown above, course and program level outcomes assessment are tied to the mission and core themes through our annual general education assessment cycle.

## Response to Recommendation 1: Spring 2018

### **Recommendation 1: Spring 2018 Mission Fulfillment and Sustainability**

Develop, implement, and review a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services. (2020 Standard(s) 2.G.8)

### Progress Since Recommendation 1

In response to Recommendation 1 and our 2021 Mid-Cycle Peer-Evaluation feedback letter, the college's Information Technology Department completed a technology inventory and collaborated with faculty and staff to identify technology upgrade and replacement needs for classrooms, labs, offices, learning centers, and the Library. The resulting [Technology Upgrade and Replacement Plan](#) documents the decision-making process for allocating funds to replace aging technology, defines the computer lifecycle, procurement, recycling of old technology, replacement criteria, recent upgrades and replacements and future planning.

## Response to Recommendation 4: Spring 2018

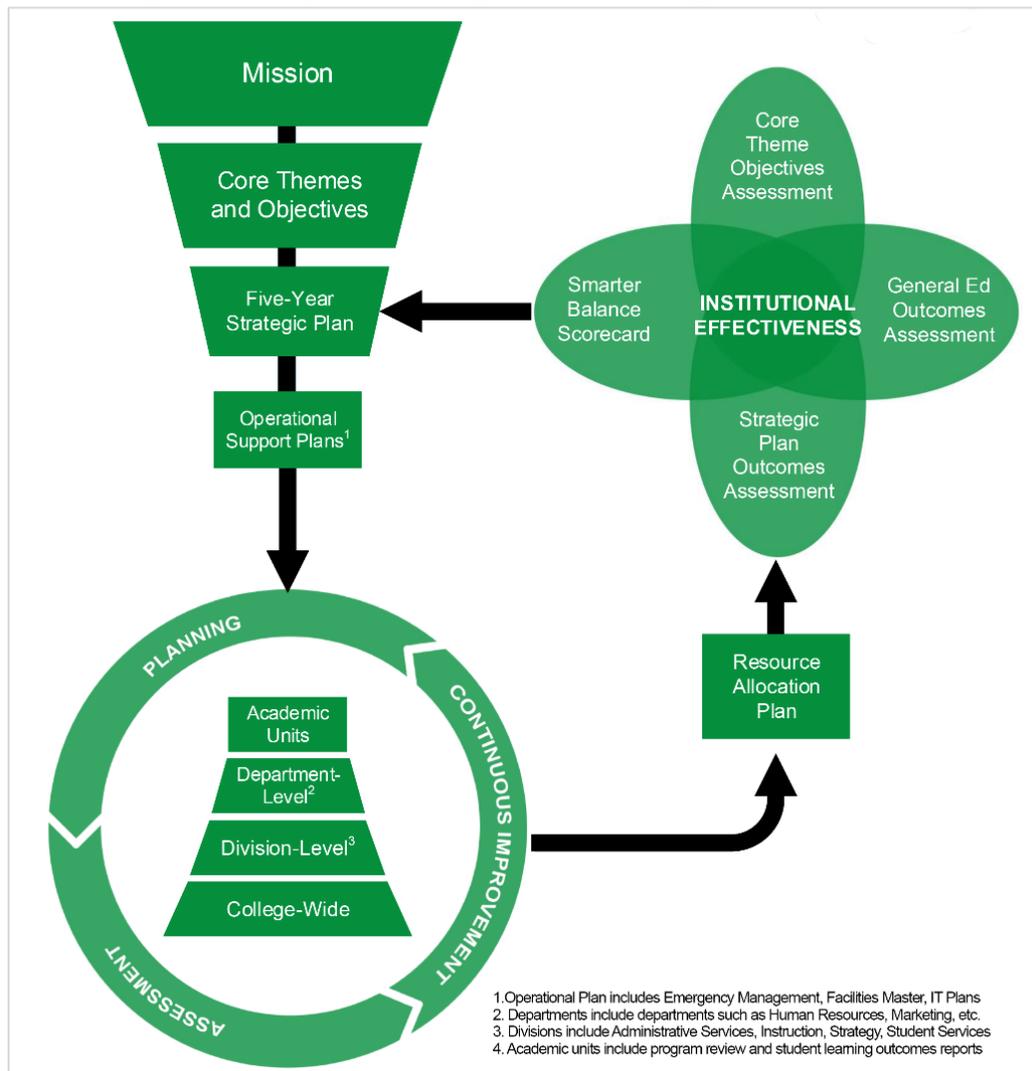
### Recommendation 4: Spring 2018 Mission Fulfillment and Sustainability

Document and evaluate its cycle of planning and assessment of results to ensure their adequacy, alignment, and effectiveness and uses the results to make changes, as necessary, for improvement. (2020 Standard(s) 5.B.2)

### Progress Since Recommendation 4

The college's system of planning and assessment (Figure 4) was redesigned in September 2020. In response to constructive feedback from NWCCU peer-evaluators, the redesign process eliminated duplicative and extraneous plans, assessments, and processes and directly aligned each element of the planning and assessment ecosystem with the college mission, core themes and [Five-Year Strategic Plan](#).

**Figure 4. Comprehensive System of Planning and Assessment**



The redesign process included improvements to the Annual Administrative Plan (AAP) tool to clearly document: 1) specific, measurable objectives, 2) the assessment results of those objectives, and 3) plans for continuous improvement. In addition to clearly documenting objectives, results and plans for improvement, the new AAPs document the alignment of each plan objective with relevant core themes and with goals/objectives in the Five-Year Strategic Plan. Goals and objectives in the Five-Year Strategic Plan are similarly mapped to the core theme objectives that form the pillars of the college mission. In this way, each plan in the planning/assessment ecosystem directly aligns with and advances the college mission, core themes and strategic plan.

As demonstrated in Figure 4, the complete cycle of planning and assessment occurs annually. But the recent improvements to planning and assessment processes increased the frequency of assessment of the Five-Year Strategic Plan and AAP objectives. An outline of the planning and assessment annual timeline, with periodic assessment and improvement is displayed in Table 3.

**Table 3. Planning and Assessment Timeline**

| Quarter | Action   |
|---------|--|
| Fall    | <ul style="list-style-type: none"> <li>○ Leading indicators and student satisfaction data available to faculty and staff</li> <li>○ Objectives and outcomes are reviewed and assessed; areas of improvement are identified for the Strategic Plan and Collegewide Operations Plan</li> <li>○ Changes and successes from previous year are documented in AAPs</li> <li>○ Institutional Effectiveness Report of previous year results is developed</li> <li>○ Faculty document program assessment and progress from student achievement indicator data and general education assessments in course SLO reports.</li> </ul> |
| Winter  | <ul style="list-style-type: none"> <li>○ Lagging indicator data available</li> <li>○ AAP plans reviewed and assessed; areas of improvement are identified</li> <li>○ Current year AAP progress analyzed, reported, and improvements are implemented</li> <li>○ Successive year AAP and resource allocation planning begins</li> <li>○ Faculty meet with deans to discuss findings, improvement plans, and new funding requests.</li> </ul>   |
| Spring  | <ul style="list-style-type: none"> <li>○ Plans are reviewed, and areas of improvement identified</li> <li>○ Current year AAP progress analyzed, reported, and improved</li> <li>○ Next year's AAP created based on identified priorities</li> <li>○ Resource allocation plan completed for new budget cycle</li> </ul>   |
| Summer  | <ul style="list-style-type: none"> <li>○ Institutional Research Department collects data for fall reporting</li> <li>○ Quarterly course SLO reports of general education outcomes assessment from the previous year are archived and reviewed for completeness and improvements.</li> </ul>  |

Engaging faculty and staff in more frequent and routine assessment ensures effective and ongoing continuous improvement. In addition to documenting all planning objectives, assessment results, and improvement plans, the AAP tool also ties resource allocation directly to institutional effectiveness and mission fulfillment, adding transparency and accountability to the resource allocation process.

At the time of the 2021 mid-cycle evaluation, we had completed the many improvements to planning and assessment, but the new changes had not been in place long enough for the college to document and evaluate a complete cycle of planning, assessment, and improvement. In order to demonstrate the adequacy, effectiveness and uses of assessment results to make necessary changes for improvement, several examples of continuous improvement from different areas of the college are listed Table 4.

The examples contain key assessments and improvements from each department’s respective AAP including objectives, assessment results, and continuous improvement plans. A two-year period is shown here to illustrate the flow from one year to the next. The AAP is designed to document high-level department objectives aligned with the strategic plan, therefore status of each AAP objective is defined at the end of each year as either “improve” which indicates the objective will be rolled forward to the next year’s AAP for further refinement, development, or implementation; or “sustain” which indicates that the process or improvement has been substantially completed and progress will be sustained. The objectives marked “sustain” will drop off the next year’s AAP in order to make room for new objectives depicting the department’s priorities and focus areas.

**Table 4. Examples of Assessments and Improvements**

| <i>Example 1: Enrollment Services</i> |  |
|---------------------------------------|--|
| 2020-21 Objective:                    | Determine how students who “drop out” at any point will be engaged and implement those measures.   |
| Alignment:                            | Strategic Objective: 1.2                      Core Theme 1   |
| 2020-21 year end Assessment Results:  | Discussions w/different departments and review of tools like TargetX, new uses of Navigate, etc. The concept of 100% coverage of all engagement points has wide buy-in and support. Status: Improve  |
| Improvement Plan:                     | Work with Student Development, Financial Aid, Recruitment and Outreach, Placement and Testing, Institutional Research, and others to identify all points which a student may drop out of engagement with the college. Monitor and actively engage students who fail to progress. Utilize Target X Recruitment Suite in 2021-22, expand use of Navigate, engage IREPO Student Success Manager and Student Success Coordinator in re-engagement. |

|                                       |  |
|---------------------------------------|--|
| 2021-22 Objective:                    | Determine how students who “drop out” at any point will be engaged.  |
| Alignment:                            | Strategic Objectives: 1.2                      Core Theme: 1   |
| 2021-22 to date Assessment Results:   | TargetX coordinator hired, TargetX implementation began in September 2021 with implementation team including IR, Enrollment Services, Business Processes, IT, and Strategy. Institutional Resilience and Expanded Postsecondary Opportunity (IREPO), Student Success Coordinator and Students Success Manager hired. |
| <i>Example 2: Enrollment Services</i> |  |
| 2020-21 Objective:                    | Revise business practices to eliminate or reduce student run-around or blocks to enrollment such as low amounts of past debt and empower staff at all levels.  |
| Alignment:                            | Strategic Objectives: 1.0, 3.0                      Core Themes: 1, 3  |
| 2020-21 year end Assessment Results:  | Worked with Guided Pathways to simplify the placement process. Testing will no longer be an assumed requirement. More remains to be done. Rewrites of get-started pages are in draft, and draft of major policy is in process. Status: Improve   |
| Improvement Plan:                     | Identify and then simplify, remove, or reduce processes or barriers to student enrollment. Implement engagement campaign to contact stopped-out students and re-enroll. IREPO Student Success Manager and Student Success Coordinator, meetings to map enrollment processes.   |
| 2021-22 Objective:                    | For recapture and retention of students, revise business practices to eliminate barriers or blocks to enrollment and empower staff at all levels to advocate for equitable processes.  |
| Alignment                             | Strategic Objectives 1.0, 3.0                      Core Themes: 1, 3   |
| Assessment Results:                   | Engagement campaign to return dropped-out students to college. Work groups will redesign processes for fall registration timeline, processes, and communication plan audit to continuing students. Status: Improve   |
| <i>Example 3: Instruction</i>         |  |
| 2019-20 Objective:                    | Increase pass rates in gatekeeper classes.   |
| Alignment:                            | Strategic Objectives: 1.0, 2.0, 3.0                      Core Themes: 1,2,3  |
| 2019-20 year end Assessment Results:  | Enrollment is high in BUS& 101, yet class pass rates are low. Status: Improve  |

|                                      |   |
|--------------------------------------|---|
| Improvement Plan:                    | Allocate funding to embed an Integrated Basic Education Support Training (IBEST) instructor into BUS& 101. Compare pass rates for BUS& 101 post IBEST implementation with pre-IBEST implementation.   |
| 2020-21 Objective:                   | Increase pass rates in gatekeeper classes.  |
| Alignment:                           | Strategic Objectives: 1.0, 2.0, 3.0                      Core Themes: 1,2,3   |
| 2020-21 year end Assessment Results: | Comparison of fall & winter 2019-20 (pre-IBEST) and fall & winter 2020-21 (post-IBEST) class pass rates showed 12.6% increase. Disaggregated class data showed increased pass rates across all ages and race/ethnicity. The data suggests that IBEST has a positive effect on student achievement. We will continue to monitor BUS&101 class success data and will identify additional gatekeeper classes to embed IBEST. Status: Improve |
| <i>Example 4: Instruction</i>        |   |
| 2019-20 Objective:                   | Improve academic excellence through increased planning, professional development, and implementation of evidence-based practices.   |
| 2019-20 year end Alignment:          | Strategic Objectives: 1.0                      Core Themes: 1,2,3   |
| Assessment Results:                  | Developed an integrated plan of professional development efforts aligned to strategic goals.  |
| Improvement Plan:                    | Integrate equity planning into the Center for Teaching and Learning. Allocate funding to support Instructional Design Assessment Coordinator.   |
| 2020-21 Objective:                   | Allocate funding for a new full time Instructional Design and Assessment Coordinator position to support faculty with evidence-based practices and general education outcomes assessment at the course and program levels.  |
| Alignment:                           | Strategic Objectives: 1.0, 2.0, 3.0                      Core Themes: 1,2,3   |
| 2020-21 year end Assessment Results: | Established a Center for Equity, Teaching and Learning. Next steps are to create a more formal collegewide equity and professional development plan in order to better integrate, reinforce, and assess professional develop efforts aimed at helping achieve the college's strategic goals. Recruit candidates for Instructional Design Assessment and Coordinator position to start in 2022. Status: Improve                            |
| <i>Example 5: Instruction</i>        |   |
| 2019-20 Objective:                   | Provide engaging, high-quality academic and professional-technical programs and community-engaged programming   |
| Alignment:                           | Strategic Objective: 4                      Core Theme: 2   |

|   |   |
|---|---|
| 2019-20 year end Assessment Results:  | Program review of the Automotive program showed increasing enrollment drops, even before the pandemic. Due to low enrollments of 2-3 students per class, the program was deemed inactive. Status: Improve   |
| Improvement Plan:   | Analyze labor market data and survey automotive employers about current training needs  |
| 2020-21 Objective:  | Identify automotive job training and certifications to meet industry needs  |
| Alignment:  | Strategic Objective: 4                      Core Theme: 2   |
| Assessment Results:   | Employer survey results showed demand for short certifications and reduced need for two-year degrees. Convene an Automotive industry roundtable of employers to identify needs for short certifications and dealer specific trainings. Recommendations will be used to align with industry standards and potential training opportunities in collaboration with local employers. Status: Improve        |
| <i>Example 6: Office of Grants, Research, and Institutional Effectiveness</i> |   |
| 2020-21 Objective:  | Provide disaggregated data in a user-friendly accessible format.  |
| Alignment:  | Strategic Objectives: 1.0, 2.0, 3.0, 4.0                      Core Themes: 1,2,3,4  |
| 2020-21 year end Assessment Results:  | First iteration of DataMart presented to users at February 2021 data summit. Campus feedback was used to improve data dashboards and to develop more levels of disaggregated data. Status: Improve  |
| Improvement Plan:   | Update the DataMart implementation plan to include promised new features. Complete user testing to ensure the finished product is satisfactory. Migrate to SharePoint when available. Complete documentation and conduct end-user training.   |
| 2021-22 Objective:  | Complete 100% of the identified goals for DataMart implementation plan, including identified add-ons (student groups, dashboards and reports at the program level and class level, targets, and peer comparisons, etc.)   |
| Alignment:  | Strategic Objectives: 1.0, 2.0, 3.0, 4.0                      Core Themes: 1,2,3,4  |
| 2021-22 to date Assessment Results:   | DataMart has been migrated to SharePoint. Program-level crosswalk has been incorporated into several SSRS reports that have been shared with Instruction. Adding COLL 101 as a student group for further analysis. Will begin regular drop-in meetings to demonstrate reports in winter 2022. Incorporating FTEC dataset allows comparison to system colleges for strategic indicators. Status: Improve |

## Concluding Statement

In the past year, we have made substantial progress to address Recommendations 1, 3, and 4. Throughout this report, we provided several examples of how faculty and staff collaborated to strengthen planning, assessment, and continuous improvement. In summary we:

1. Mapped the connection of collegewide general education outcomes assessment from course to core themes and established criteria to develop the college's first ever collegewide general education program review.
2. Demonstrated a full cycle of institutional planning and assessment with documented improvements.
3. Developed a formal technology update and replacement plan that positions the college to support and sustain the college's technology infrastructure.

We appreciate the Commission's guidance and support as we continue to improve student learning outcomes assessment, core theme achievement, and mission fulfillment.

## Appendix A Collegewide General Education Competencies

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### Communications Competencies

- Comprehend, identify, and distinguish among the following when reading: main idea, opinions, facts, inferences, ambiguities, assertions, conclusions, supporting materials.
- Communicate in writing for a variety of purposes and audiences.
- Speak effectively.
- Listen actively and respond to different audiences.

### Quantitative Reasoning Competencies

- Manipulate numbers (large and small), use common measurements systems, and solve simple linear algebraic problems.
- Apply basic computational skills to practical applications.
- Recognize functional relationships between and among measurable phenomena.
- Apply systematic approaches and logic to solving quantitative problems.
- Translate mathematical symbols into words and words into mathematical symbols.

### Information Competencies

- Recognize and formulate an information need.
- Find, access, and retrieve information.
- Select and reject information within the context of a specific information need.
- Evaluate the credibility of information and information sources.
- Synthesize and apply information to meet an identified need.
- Use basic computer applications.

### Critical Thinking Competencies

- Identify and troubleshoot problems.
- Collect and apply data to solve problems.
- Formulate, test, and evaluate potential solutions.
- Recognize how individual perspectives and values influence critical thinking.

### Personal & Interpersonal Competencies

- Recognize the importance of accepting ownership for one's own learning.
- Work cooperatively and collaboratively with others.
- Function under conditions of ambiguity, uncertainty, and conflict.
- Recognize that humans influence, are influenced by, and are dependent upon larger environmental systems: physical, biological, and social.

## Appendix B Faculty Instructional Design & Assessment Coordinator Job Description

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The Faculty Instructional Design and Assessment Coordinator works as member of the Center for Equity, Teaching, and Learning team, which includes E-Learning, the Library, and the Learning Center (CETL). The ideal candidate will be an innovative educator who is dedicated to diversity, equity, and inclusion, and who works well with faculty. The position reports to the Dean of CETL and works closely with the E-Learning Administrator, Instructional Deans, and other members of the CETL team to support faculty work in teaching, learning, and student learning outcomes assessment by providing resources, mentoring, and trainings in effective and equitable assessments, course design, and teaching practices. The position assists faculty in the effective use and disaggregated analysis of course and program assessment to set and achieve equity goals and for continuous improvement of courses and programs.

Primary essential responsibilities include, but will not be limited to, the following:

- Provide support for faculty in effective online and mixed modality teaching, including support for Universal Design for Learning.
- Create guidelines and templates for effective and equitable course design and assessment strategies.
- Meet one-on-one and in workshop settings with faculty to provide guidance on course design, inclusive practices, and student learning outcomes assessment.
- Collaborate with the Center for Equity, Teaching, and Learning, faculty, and IT to determine and support faculty technology needs, including research on new and innovative technology to address pedagogical needs.
- Provide professional development for faculty on instructional design, equity, and assessment practices.
- Assist faculty in assessment design and continuous improvement work, including working with Institutional Research (IR) and the Assessment Committee on data identification and the effective use of institutional assessment tools.
- Assist faculty with the design, development, and modification of equitable assessments, assignments, and rubrics to ensure accurate information is used to assign grades.
- Assist CETL, IR, and the Assessment Committee in the analysis and use of faculty assessment reports and data.
- Assist faculty with collection and analysis of disaggregated student learning outcomes data for General Education/Collegewide competency assessment and program review.
- Conduct audits and ensure completion of student learning outcomes assessment reports such as course student learning outcomes assessment reports, curriculum maps, and program reviews.
- Collect and report examples of direct and indirect evidence of student learning outcomes assessment and continuous improvements as documented in course assessment reports and program review documents.
- Other duties, as assigned, related to supporting faculty instructional and assessment work.