

ESTRELLA MOUNTAIN COMMUNITY COLLEGE

Student Academic Achievement Plan

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3000 North Dysart Road Δ Avondale, Arizona 85323-1000 Δ (623) 935-8000
M A R I C O P A C O M M U N I T Y C O L L E G E S

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EXECUTIVE SUMMARY

ABOUT ESTRELLA MOUNTAIN

Estrella Mountain Community College is the tenth and newest college in the Maricopa Community College District. In November 1996, a North Central Association (NCA) Evaluation Team visited and determined that the college met the requirements and the criterion necessary for affiliation at the associate degree-granting level with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Estrella Mountain Community College (EMCC) was granted initial accreditation. Estrella Mountain offers students a collaborative and stimulating learning environment as well as opportunities to acquire a solid framework of general education, transfer education, developmental education, and workforce development. The entire college community recognizes the value of developing, implementing, and continuously improving an ongoing program for assessing student academic achievement to impact teaching and learning. An analysis of the Levels of Implementation of assessment shows that Estrella Mountain is solidly a Level II institution, with a high percentage of activities falling within Level III.

ASSESSING INSTITUTIONAL AND STUDENT SUCCESS

Since its inception, Estrella Mountain has demonstrated a commitment to institutional planning and community participation. Estrella Mountain's *Plan for Institutional Effectiveness* and *Student Academic Achievement Plan* constitute the institution's formal assessment programs. The plans are separate but related efforts. Both plans are linked to the College's mission and mission goals. The primary difference between the two programs of assessment is that the *Plan for Institutional Effectiveness* addresses the question "Are students and the community getting what they want from the College?" while the *Student Academic Achievement Plan* addresses the question "Are students learning?" The reasons these two planning and programs efforts have been separated is to reduce confusion between institutional outcomes versus student outcomes as well as to ensure that the academic assessment program is faculty owned and driven.

The *Plan for Institutional Effectiveness* includes Core Indicators of Effectiveness for the Mission and all six Mission Goals of the college. The *Plan for Institutional Effectiveness* is patterned upon the core indicators of effectiveness for community colleges developed by the American Association of Community Colleges. In addition to the core indicators of effectiveness, this plan identifies the link to student learning outcomes. However, the selection of student learning outcomes and how they are assessed are the primary focus of the *Student Academic Achievement Plan*.

The *Student Academic Achievement Plan* is designed to promote continued excellence in teaching and learning by assessing the effectiveness of instruction and services and determining the scope of competence for student learning outcomes (abilities). The attainment of student learning outcomes in the *Student Academic Achievement Plan* are the primary measures of student learning in the general education, developmental education and the workforce development mission goals.

Student Academic Achievement Model

After a number of faculty researched several models in higher education for the assessment of student academic achievement, investigated the skills desired by employers, and met with faculty from Alverno College (an NCA-accredited four year college in Wisconsin), the Estrella Mountain faculty and staff designed an academic assessment plan for Estrella Mountain. The assessment plan is faculty-owned and faculty-driven, and is based on a framework of desired learning outcomes or abilities. The Student Academic Achievement Plan is closely linked to the program areas of general education, developmental education, and workforce development. Faculty and staff have identified the abilities college-educated student should possess in these areas and recast these as outcomes of an effective general education program, developmental education program, and workforce development program.

BACKGROUND AND IMPLEMENTATION UPDATE

It appeared to the 1996 NCA Initial Accreditation Evaluation Team that Estrella Mountain was developing an appropriate assessment model. However, it was equally clear that the plans were in the early stages of development and implementation. The team recommended that a progress report be submitted, and one was submitted to the North Central Association of Colleges and Schools in the fall of 1998. This report was accepted on June 24, 1999.

The purpose of assessing student learning outcomes at EMCC is to promote continued excellence in teaching and learning by improving and enhancing student abilities and success; determining achievement of student abilities; measuring the effectiveness of student abilities, and using assessment as a tool for feedback and learning. The two abilities, also known as student outcomes, that EMCC is currently assessing are Critical Thinking and Communication. Through assessment, we hope to show that after taking a certain number of courses in a particular academic program, students can proficiently demonstrate the abilities. The three academic program areas assessed across the curriculum at EMCC are General Education/Transfer Education, Developmental Education, and Workforce Development.

The Student Academic Achievement Plan has been developed by the Student Academic Achievement Committee (SAAC), whose primary membership consists of full-time and adjunct faculty. Additional members include the Dean of Instruction and other staff members who provide support to the assessment efforts. The Plan is directed by the SAAC Steering Team, whose membership includes two faculty co-chairs, the faculty division chairs, the Dean of Instruction, the Dean of Students, an at-large faculty representative, an adjunct faculty representative, and two student representatives. Other staff members provide support to this team. Currently, the abilities of Critical Thinking and Communication are assessed across the curriculum. By definition, a student who thinks critically processes problems by identifying and defining the problem; developing and implementing strategies, evaluating information; reaching conclusions; and responding to the problem. A student who communicates effectively responds to an audience; demonstrates a clear sense of purpose; organizes information; and delivers information using appropriate language.

General Education/Transfer Education, Developmental Education, and Workforce Development each have an academic program level assessment team that champions the definition of the abilities; develops or selects the assessment tools; coordinates implementation of the assessment; analyzes and communicates results to academic program level stakeholders and to SAAC; and works with academic program level stakeholders to recommend continuous improvement of teaching and learning.

General Education Transfer Education Update

The faculty of the General Education/Transfer Education Assessment Team (GrEAT) selected the Education Testing Services' *Tasks in Critical Thinking* as the assessment tool for this academic program because it measures the abilities of critical thinking and communication. The inquiry portion of the assessment requires a student to plan a search; use various methods of observation and discovery; comprehend and extract; and sort and evaluate. The analysis portion requires students to formulate hypotheses and strategies; apply techniques, rules and models to solve problems; demonstrate breadth, flexibility, and creativity; evaluate assumptions, evidence, and reasoning; and find relationships and draw conclusions. Finally, the communication portion requires the students to organize a presentation; write effectively, and communicate quantitative or visual information. The students who are invited to take this assessment fit into one of two cross sectional cohorts; an "Entering Cohort" and an "Experienced Cohort". The Entering Cohort consists of new students who have taken no more than two credit courses (excluding the Fitness Center) and have a university transfer intent and/or are seeking a two-year degree. The Experience Cohort consists of students who have completed 20 credit hours in coursework that meets the Arizona General Education Requirements (AGEC). The General Education assessment is now in its third year of implementation.

Developmental Education Assessment Update

After searching unsuccessfully for a useful existing assessment tool, the Developmental Education Assessment team opted to create its own assessment tool that was linked to Developmental Education program competencies and the student abilities. The instrument requires student to assume the role of an auto salesperson. Students write a five-paragraph essay, comparing and contrasting two vehicles in order to argue why one car should be purchased instead of the other. The essay has to be persuasive in nature, covering points such as cost of the cars, rebates, loan rates and lengths, and state tax rate. Student have to complete basic mathematical computations in order to offer a solution to the problem and participants complete items in data tables, substitute values in tables into appropriate formulas, and display their calculations with answers. Students who are completing the highest level of Developmental Education classes in both English and Math are invited to take this assessment. This assessment is also in its third year of implementation.

Workforce Development Assessment Update

The faculty from the Workforce Development Assessment Teams chose not to use any commercially produced standardized assessment tools; therefore, Organizational Leadership,

Total Quality Management, and Instructional Computing have each developed their own assessment tool.

The Organizational Leadership assessment presents students with a scenario of a once successful company that is now encountering problems. Students read the case study and then use the decision-making process to identify and describe the “root cause” of the problem; decide what needs to be done to solve the problem; draft an organizational chart for the survival of the company; and then draft staff development and motivational plans that allow employees to achieve their goals and the company to make a profit. The certificate program consists of six courses. Students who take the Business Administration course last are invited to take the assessment. This assessment is now in its fourth year of implementation.

Students assessed in Total Quality Management are certificate completers. Each student is given a real world case study. For the assessment, participants identify and define the problems in the scenario department; determine what needs to be done to address the problem; and determine how to accomplish the resolution of the problem in accordance with the vision, values, and service strategy of the organization. This assessment is now in its fourth year of implementation.

Faculty of the Instructional Computing Assessment Team, with the support of a Maricopa District instructional designer and the Dean of Instruction at EMCC, created an assessment tool that was piloted in the Fall 2000 semester. This tool is for use with the Microsoft Systems Engineer student completers. The tool consists of a series of scenarios and questions to which students are asked to respond in writing. The scenarios center around networking situations in which students are to provide a solution, and questions to which the students are to provide answers. Both the scenarios and the questions require that the student demonstrate the ability to solve problems, critically develop answers, and communicate those answers in writing. This assessment is now in its first year of implementation.

STUDENT ACADEMIC ACHIEVEMENT PURPOSE AND MISSION

PURPOSE

The Student Academic Achievement Plan is faculty owned and driven. The Plan provides a process for assessing student learning in general/transfer education, developmental education and workforce development. The purpose of assessing student learning outcomes is to promote continued excellence in teaching and learning by:

- Improving and enhancing student abilities and success.
- Determining achievement of student abilities.
- Measuring the effectiveness of student abilities.
- Using assessment as a tool for feedback and learning.

MISSION

We will enhance student success through the integration of student abilities into programs and curriculum, through creative and practical assessment of academic achievement, and through the continuous improvement of teaching and learning.

GUIDING PRINCIPLES

The assessment of student academic achievement at Estrella Mountain is:

- faculty-owned and driven
- derived from Estrella Mountain's Visions, Mission, Goals and the philosophy of general education
- premised on the assessment of student learning outcomes (abilities) that are affirmed and applied by teachers and learners across disciplines and that complement course competencies
- communicated to both internal and external communities
- valued by both internal and external communities
- focused on continuous development of the individual learner
- documented on an ongoing basis using multiple qualitative and quantitative measures
- a formalization of the continuous improvement of teaching and learning
- linked to the institutional planning and budget process

LONG-TERM GOALS

The following long-term goals have been identified for the continued successful implementation of the Estrella Mountain Academic Assessment process:

- I. Student abilities will be defined and implemented across the curriculum.
- II. Multiple measures will be utilized in student academic achievement efforts.
- III. Professional development opportunities that support the Student Academic Achievement Plan will be offered.
- IV. Adjunct faculty participation in the student academic achievement process will continue to grow.
- V. The internal and external community will be made aware of the Student Academic Achievement Plan including the assessment process, progress, and results.
- VI. Student participation will be expanded in college assessment efforts.
- VII. The link between the academic achievement effort and the Governing Board Goals will be strengthened.
- VIII. Increase the use of outcomes data to continuously improve teaching and learning.
- IX. Strengthen the link between academic achievement results and the institutional planning and budget process.
- X. A cycle of Program Review will be implemented.

IMPLEMENTATION PLAN AND TIMELINE

MID-RANGE GOALS AND OBJECTIVES

Long Term Goal:

- I. Student abilities will be defined and implemented across the curriculum.**

Mid-range goal:

- 1. One new ability (a third ability) will be defined by Fall 2002.*

Objectives:

- a. Identify a new ability by Fall 2001.
- b. Hold discussions/focus groups with faculty during Spring 2002.
- c. Define the ability, in measurable terms, by Fall 2002.

Mid-range goal:

2. *One new ability(the third ability) will be implemented across the curriculum by Fall 2004 and Spring 2005.*

Objectives:

- a. Hold implementation discussions with faculty during Spring 2003.
- b. Pilot the new ability during Fall 2003 and Spring 2004.
- c. Implement the new ability across the curriculum during Fall 2004 and Spring 2005.

Mid-range goal:

3. *A second new ability(a fourth ability) will be defined by Fall 2006.*

Objectives:

- a. Identify a new ability by Fall 2005.
- b. Hold discussions/focus groups with faculty during Spring 2006.
- c. Define the ability, in measurable terms, by Fall 2006.

Mid-range goal:

4. *One new ability(the fourth ability) will be implemented across the curriculum by Fall 2008 and Spring 2009.*

Objectives:

- a. Hold implementation discussions with faculty during Spring 2007.
- b. Pilot the new ability during Fall 2007 and Spring 2008.
- c. Implement the new ability across the curriculum during Fall 2008 and Spring 2009.

Long Term Goal:

II. Multiple measures will be utilized in student academic achievement efforts.

Mid-range goal:

1. *College-wide program assessment for General Education, Developmental Education, and Workforce Development will continue to be held.*

Objectives:

- a. Hold General Education program assessment in critical thinking and communication for beginning cohort and completers cohort during Spring 2002 and Spring 2003.
- b. Hold Developmental Education program assessment in critical thinking and communication during Spring 2002 and Spring 2003.
- c. Hold Organizational Leadership and Total Quality Management program assessments in critical thinking and communication each semester as students complete for the years 2001-02 and 2002-03.
- d. Hold Instructional Computing program assessment in critical thinking and communication during Fall 2001 and Fall 2002.
- e. Identify General Education program assessment instrument for critical thinking, communication, and the third ability by Fall 2003.
- f. Hold General Education program assessment in all three abilities for beginning cohort and completers cohort during Spring 2004, Spring 2005, Spring 2006, and Spring 2007.
- g. Update the Developmental Education program assessment instrument to include the third ability by Fall 2003.
- h. Hold Developmental Education program assessment in all three abilities during Spring 2004, Spring 2005, Spring 2006, and Spring 2007.
- i. Update the Workforce Development program assessment instruments to include the third ability by Fall 2003.
- j. Hold Organizational Leadership and Total Quality Management program assessments in all three abilities each semester as students complete for Spring 2004 and the years 2004-05, 2005-06, and 2006-07.
- k. Hold Instructional Computing program assessment in all three abilities during Fall 2004, Fall 2005, and Fall 2006.
- l. Identify General Education program assessment instrument for critical thinking, communication, the third and fourth ability by Fall 2007.
- m. Hold General Education program assessment in all four abilities for beginning cohort and completers cohort during Spring 2008, Spring 2009, Spring 2010, and Spring 2011.
- n. Update the Developmental Education program assessment instrument to include the fourth ability by Fall 2007.
- o. Hold Developmental Education program assessment in all four abilities during Spring 2008, Spring 2009, Spring 2010, and Spring 2011.
- p. Update the Workforce Development program assessment instruments to include the fourth ability by Fall 2007.
- q. Hold Organizational Leadership and Total Quality Management program assessments in all four abilities each semester as students complete for Spring 2008 and the years 2008-09, 2009-10, and 2010-11.

- r. Hold Instructional Computing program assessment in all four abilities during Fall 2008, Fall 2009, and Fall 2010.

Mid-range goal:

2. *Ability- related course assignments will be utilized in full-time faculty individual courses.*

Objectives:

- a. Thirty percent of the full-time faculty will include ability-related course assignments in courses by Spring 2002.
- b. Fifty percent of the full-time faculty will include ability-related course assignments in courses by Spring 2004.
- c. Sixty percent of the full-time faculty will include ability-related course assignments in courses by Spring 2006.
- d. Seventy-five percent of the full-time faculty will include ability-related course assignments in courses by Spring 2008.
- e. Ninety-five percent of the full-time faculty will include ability-related course assignments in courses by Spring 2010.

Long Term Goal:

III. Professional development opportunities that support the Student Academic Achievement Plan will be offered.

Mid-range goal:

1. *A professional development program focused on integration of the abilities into all disciplines will be implemented.*

Objectives:

- a. Identify two external workshops that focus on critical thinking and communication by Spring 2002.
- b. Fund and send two RFP and 2 adjunct faculty to attend external workshops, focused on critical thinking and communication, during Summer 2002.
- c. Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on critical thinking and communication, every Spring for the years 2003 to 2011.
- d. Identify an external workshop that focuses on the third ability by Spring 2004.
- e. Fund and send two RFP and 2 adjunct faculty to attend external workshops, focused on the third ability, during Summer 2004.
- f. Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on the third ability, every Spring for the years 2005 to 2011.

- g. Identify an external workshop on the fourth ability by the Spring 2008.
- h. Fund and send two RFP and 2 adjunct faculty to attend external workshops, focused on the fourth ability, during Summer 2008.
- i. Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on the fourth ability, every Spring for the years 2009 to 2011.

Mid-range goal:

- 2. *A professional development program focused on the continuous improvement of teaching and learning will be implemented.*

Objectives:

- a. Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning every Spring for the years 2002 to 2011.
- b. Utilize internal experts to share knowledge and experience on methods of improving/impacting teaching and learning every Fall for the years 2002 to 2010.

Long Term Goal:

IV. Adjunct faculty participation in the student academic achievement process will continue to grow.

Mid-range goal:

- 1. *Definitions of all abilities will be included in adjunct faculty syllabi by Spring 2009.*

Objectives:

- a. Include definition of critical thinking and communication in fifty percent of adjunct faculty syllabi by Spring 2002.
- b. Include definition of critical thinking and communication in ninety percent of adjunct faculty syllabi by Spring 2003.
- c. Include definition of third ability in fifty percent of adjunct faculty syllabi by Spring 2004.
- d. Include definition of third ability in ninety percent of adjunct faculty syllabi by Spring 2005.
- e. Include definition of fourth ability in fifty percent of adjunct faculty syllabi by Spring 2008.
- f. Include definition of fourth ability in ninety percent of adjunct faculty syllabi by Spring 2009.

Mid-range goal:

2. *Ability implementation work sessions will be held at adjunct faculty orientations.*

Objectives:

- a. Hold implementation work session on critical thinking and communication during adjunct faculty orientation every Fall semester beginning Fall 2001 to Fall 2006.
- b. Hold implementation work session on the third ability during adjunct faculty orientation every Spring semester beginning Spring 2005 to Spring 2006.
- c. Hold implementation work session on all four abilities during adjunct faculty orientation every semester beginning Spring 2007 to Spring 2011.

Mid-range goal:

3. *Ability-related course assignments will be utilized in adjunct faculty individual courses.*

Objectives:

- a. Thirty percent of adjunct faculty will include ability-related assignments in courses by Spring 2003.
- b. Fifty percent of adjunct faculty will include ability-related assignments in courses by Spring 2005.
- c. Sixty percent of adjunct faculty will include ability-related assignments in courses by Spring 2007.
- d. Seventy-five percent of adjunct faculty will include ability-related assignments in courses by Spring 2009.
- e. Ninety percent of adjunct faculty will include ability-related assignments in courses by Spring 2011.

Long Term Goal:

- V. The internal and external community will be made aware of the Student Academic Achievement Plan including the assessment process, progress, and results.**

Mid-range goal:

1. *Individual divisions will be made aware of the assessment process, progress, and results.*

Objectives:

- a. Develop a slide show of the assessment process, progress, and results by Fall 2001.

- b. Present slide show on assessment process, progress, and results to fifty percent of the academic divisions during the Spring semester 2002.
- c. Present slide show on assessment process, progress, and results to one hundred percent of the academic divisions by the Fall semester 2002.
- d. Present slide show on assessment process, progress, and results to fifty percent of the service divisions during the Spring semester 2003.
- e. Present slide show on assessment process, progress, and results to one hundred percent of the service divisions by the Fall semester 2003.

Mid-range goal:

- 2. *The Governing Board will be made aware of the assessment process, progress, and results.*

Objectives:

- a. Develop a report of the assessment process, program, and results by Fall 2002.
- b. Present the report of the assessment process, program, and results to the Governing Board during Spring 2003.
- c. Update the report of the assessment process, program, and results every fall from 2003 to 2010.
- d. Present the updated report of the assessment process, program, and results to the Governing Board every Spring from 2004 to 2011.

Mid-range goal:

- 3. *The external community will be made aware of the assessment process, progress, and results.*

Objectives:

- a. Develop, in collaboration with the marketing division, an external report of the assessment process, program, and results by Fall 2001.
- b. Send the external report of the assessment process, program, and results to the appropriate agencies by Spring 2002.
- c. Update the external report of the assessment process, program, and results every Fall semester from 2002 to 2010.
- d. Send the updated external report of the assessment process, program, and results to the appropriate agencies every Spring semester from 2003 to 2011.

Long Term Goal:

VI. Student participation will be expanded in college assessment efforts.

Mid-range goal:

- 1. *Expand student participation on assessment sub-teams.*

Objectives:

- a. Add student member to the General Education Assessment Team (GrEAT) by Spring 2002.
- b. Add student member to the Developmental Education Assessment Team by Fall 2002.
- c. Add student member to the Instructional Computing Assessment Team by Spring 2003.
- d. Add student member to the Total Quality Management Assessment Team by Fall 2003.
- e. Add student member to the Organizational Leadership Assessment Team by Spring 2004.

Mid-range goal:

2. *Student assessment and sub-team members will communicate assessment efforts to their peers.*

Objectives:

- a. Hold student luncheon to inform student body about the efforts of the General Education Assessment Team every Fall from 2002 to 2010.
- b. Hold student luncheon to inform student body about the efforts of the Developmental Education Assessment Team every Spring from 2003 to 2011.
- c. Hold student luncheon to inform student body about the efforts of the Instructional Computing Assessment Team every Fall from 2003 to 2010.
- d. Hold student luncheon to inform student body about the efforts of the Total Quality Management Assessment Team every Spring from 2004 to 2011.
- e. Hold student luncheon to inform student body about the efforts of the Organizational Leadership Assessment Team every Fall from 2004 to 2010.

Mid-range goal:

3. *Assessment information will be included in student publications.*

Objectives:

- a. Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester from Fall 2002 to Spring 2011.
- b. Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook from Fall 2002 to Spring 2011.

- c. Continue to publish the definitions of the assessment abilities in the college catalog every year from 2001-02 to 2010-11.
- d. Create a Web page during Fall 2001.

Long Term Goal:

VII. The link between the academic achievement effort and the Governing Board Goals will be strengthened.

Mid-range goal:

1. *A program will be developed to measure the link between EMCC's academic achievement program and the Governing Board goals.*

Objectives:

- a. Collect data on transfer students success rates each fall semester from Fall 2002 to Fall 2010.
- b. Collect data on occupational certificates and degrees awarded every year from Spring 2003 to Spring 2011.
- c. Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English every semester from Fall 2002 to Spring 2011.

Long Term Goal:

VIII. Increase the use of outcomes data to continuously improve teaching and learning.

Mid-range goal:

1. *Assessment data will be communicated to the faculty.*

Objectives:

- a. Hold all-faculty meeting to share outcomes data every year from Spring 2002 to Spring 2011.
- b. Hold work sessions with all faculty to develop strategies to incorporate improvement based on assessment data into the classroom every Spring from 2002 to Spring 2011.

Mid-range goal:

2. *A resource pool will be developed to support effective implementation of abilities into the classroom.*

Objectives:

- a. During Fall 2002, locate resource articles, project outcomes, and website information on incorporating critical thinking and communication into the classroom.
- b. During Fall 2004, locate resource articles, project outcomes, and website information on incorporating the third ability into the classroom.
- c. During Fall 2008, locate resource articles, project outcomes, and website information on incorporating the fourth ability into the classroom.
- d. Award release time to three faculty members for ability based projects implementing the use of abilities into the classroom every semester from Fall 2002 to Spring 2005.
- e. Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom every semester from Fall 2005 to Spring 2011.

Long Term Goal:

IX. Strengthen the link between academic achievement results and the institutional planning and budget process.

Mid-range goal:

1. *Develop permanent budget line.*

Objectives:

- a. Identify budget line by Fall 2001.
- b. Monitor budget every semester from Spring 2002 to Spring 2011.

Mid-range goal:

2. *Incorporate curriculum related issues into College Strategic Plan.*

Objectives:

- a. Identify one curriculum related issue using academic assessment results and include in College Strategic Plan during Summer 2002.
- b. Identify two curriculum related issues using academic assessment results and include in College Strategic Plan update during Summer 2003.

Mid-range goal:

3. *Incorporate curriculum enhancements into divisional plans including requests in annual budget process.*

Objectives:

- a. Thirty percent of academic divisions will incorporate curriculum enhancement based on assessment results into their divisional plans by Spring 2002.
- b. Fifty percent of academic divisions will incorporate curriculum enhancement based on assessment results into their divisional plans by Spring 2003.
- c. Sixty-five percent of academic divisions will incorporate curriculum enhancement based on assessment results into their divisional plans by Spring 2004.
- d. Seventy-five percent of academic divisions will incorporate curriculum enhancement based on assessment results into their divisional plans by Spring 2005.
- e. Ninety-five percent of academic divisions will incorporate curriculum enhancement based on assessment results into their divisional plans by Spring 2006.

Long Term Goal:

X. A cycle of Program Review will be implemented.

Mid-range goal:

1. *Establish a program review timeline for General Education/Transfer Education program.*

Objectives:

- a. Conduct program review Fall 2002, Fall 2005, and Fall 2008.
- b. Write program review report Spring 2003, Spring 2006, and Spring 2009.

Mid-range goal:

2. *Establish a program review timeline for Developmental Education program.*

Objectives:

- a. Conduct program review Fall 2003, Fall 2006, and Fall 2009.
- b. Write program review report Spring 2004, Spring 2007, and Spring 2010.

Mid-range goal:

3. *Establish a program review timeline for Workforce Development programs.*

Objectives:

- a. Conduct program review for Instructional Computing program Fall 2002, Fall 2005, and Fall 2008.
- b. Write program review report for Instructional Computing program Spring 2003, Spring 2006, and Spring 2009.
- c. Conduct program review for Total Quality Management program Fall 2003, Fall 2006, and Fall 2009.
- d. Write program review report for Total Quality Management program Spring 2004, Spring 2007, and Spring 2010.
- e. Conduct program review for Organizational Leadership program Fall 2004, Fall 2007, and Fall 2010.
- f. Write program review report for Organizational Leadership program Spring 2005, Spring 2008, and Spring 2011.

ANALYSIS OF RESULTS

A variety of methods, instruments, and analysis techniques were used in the assessment process. Each program assesses, analyzes results, and uses results differently.

General Education/Transfer Education

The Measurement Tool

To measure students' abilities in communication and critical thinking, The GrEAT Team has continued to use the Tasks in Critical Thinking published by ETS. According to ETS, "The name *Task* was chosen to underscore the concept of the test as one that sets a problem and then directs the student through various steps necessary to solve it. A *Task* resembles what students are required to do in a classroom and in the world of work. The problem is set in a context related to one of the broad academic areas of humanities, social sciences, or natural sciences." We felt this goal was precisely that we wanted to measure in our student's performance. Furthermore, a glance at Appendix B shows that the EMCC definitions for critical thinking and communication are closely aligned with the ETS descriptions of the components of the *Tasks*. A final consideration for continued use of these *Tasks* is that, as ETS notes that they "quickly identify patterns that can identify areas of weakness in students' understanding and performance. Because the *Tasks* reflect what college students should actually do—perform in the classroom to demonstrate the intellectual skills being taught—information from the *Tasks* can be used immediately by faculty in the classroom."

Participants

Our tests measure the performance of two groups of students. Those just entering the community college environments, who have taken no more than two college courses

anywhere (i.e., The entering cohort), and those students who have taken 20 or more credit hours in Arizona General Education Curriculum at Estrella Mountain Community College (i.e., the experienced cohort). We have been gradually building our assessment program, in the Spring of 1998 and the Spring of 1999, we tested a total of 87 students from the experienced cohort. In the Spring and Fall of 2000, we tested 63 students from the entering cohort. These sample sizes appear to be reasonable for inferential statistics. As of Spring 2001, we have initiated a more comprehensive program of testing which included 109 (21 from the inexperienced (entering) cohort and 88 from the experienced cohort).

Scoring

Each Task in the assessment tool had a variable number of questions. During scoring each question was assigned to one of three categories for analysis: inquiry, analysis or communication. Scoring is currently performed by ETS, who serve as blind scorers, who maximize the objectivity of determining student performance across cohorts. A response that fully answers the question were rated a 4. Answers that had additional information were scored either a 5 or 6. Answers that only answered most of the question were rated a 3. Scores that were rated a 1 or 2 were those with less than adequate information.

Developmental Education

The Developmental Education Assessment Team was responsible for collecting, analyzing, and interpreting assessment data. The data is collected by Developmental Education faculty who themselves interpret scores with a desire to improve teaching and learning. Dialogue is held with faculty in other division and in this process, composite scores are reported to them. Data is also shared with other audiences as appropriate. All of this is done in an effort to improve teaching and learning.

Since the number of students in our cohort has been small and the number of students participating in our assessment has been low, no statistical significance can yet be established.

Piloting our test has indicated necessary revisions. Revisions have been made each and every year since 1998. More significant revisions were made to the mathematics portion of the test as a result of close consultation with mathematics faculty and by closely analyzing the responses students made on this portion of the test.

Workforce Development/Total Quality Management

The teams participating in the assessment are assessed with the use of a check sheet. The check sheet contains criteria for the communication and critical thinking abilities and the program competencies. The participants are assessed during a two hour period as they develop their solution to the problem in the assessment. They are further assessed during the presentation of their solution. The data on the check sheets is then analyzed to determine whether or not the student have met the criteria.

Workforce Development/Organizational Leadership

The goal of this program is *"to help good people move into and up in management."* Most students were recently promoted into a management job or consider themselves ready for promotion. They come to college to learn the skills needed to succeed in a management job. The Organizational Leadership Management Core consists of six courses. Upon completion of all six courses students receive a Certificate in Organizational Leadership.

Analysis of results indicates approximately 50% of all graduates moved into and up in management while enrolled in the program. Approximately 90% were working full-time in their career field. It would be ego boosting to claim these results occurred because this is an excellent program. However, it must be noted that most students were already employed full-time, were recently promoted or considered themselves ready for promotion, prior to enrollment in the Organizational Leadership program.

The cohort assessed were students who completed MGT175 Business Organization and Management last. Subjects were given a complex Case Study that tested their ability to use skills taught in all six courses. Analysis of responses was used to identify graduate ability to perform the following 8 tasks:

- Use a computer.
- Write a memorandum
- Set a Business Meeting Agenda
- Identify important facts.
- Identify the "Core Problem."
- Develop an "Action Plan."
- List "Quantitative Indicators."
- List "Qualitative Indicators."

Results obtained in 1997-98 indicated that 100% of all graduates could "Use a computer" and "Write a memorandum" so those items were dropped. Ability to "Design an organization" was added in 1999 because many students were unable to perform this task.

Estrella Mountain Community College leaders decided to focus on "Communication" and "Critical Thinking." Items 1-3 and "Design an Organization" were lumped into the "Communication" category and items 4-8 were lumped into the "Critical Thinking" category to comply with this edict. Viewed this way it can be assumed that 80% of all May 2000 Organizational Leadership Graduates demonstrated Communications competence and 83% met the standard for Critical Thinking. Details can be viewed at the following URL:

http://www2.emc.maricopa.edu/organizational_leadership

Workforce Development/Instructional Computing

The Instructional Computing Department assessed student completers of the Microsoft Certified Systems Engineering Program in the fall of 2000. This assessment was a pilot assessment of

critical thinking and communication skills. It was predetermined that only completers of this program would be assessed and that the assessment would be a pilot for our department.

In addition to the assessment component, students were surveyed regarding networking experience before beginning their coursework, courses completed in the program, number of certificate exams students had taken, student success with the certification exams and what student experience of the program has been. The responses to these questions indicated that we were in fact testing completers and that they to some degree had begun to take the MCSE Certification Exams.

The number of students taking the assessment was extremely small. Only seven students from a cohort of forty students completed the assessment. Because of these small numbers, no conclusions regarding the assessment were drawn.

USING THE RESULTS

General Education/Transfer Education

Results

As previously mentioned our analysis includes only those 87 students from the inexperienced cohort and the 67 students from the experienced cohort tested before Spring 2001. Scores from the ETS categories of analysis and inquiry were combined into a single “critical thinking” score for use by our faculty. The ETS communication category was used for our “communication score”. The results of both the critical thinking and communication scores were informative. The graphs for both the critical thinking scores and the communication scores (Appendix F) showed that both sets of data demonstrated an approximately normal (e.g., bell-curve) distribution of scores. This shows us that the Tasks are a good tool for measuring our students’ performance because average student performance is in the middle of the scale, demonstrating that the test is neither too hard nor too easy for our students.

As can be seen from these graphs, the experienced cohort fully and correctly answered 46% of the critical thinking questions, but the entering cohort only answered 38% of these questions fully. The communication scores show a different trend. The experienced cohort answered 54% of the critical thinking questions fully and correctly, but 71% of the entering cohort answered these questions fully and correctly. However, it should be noted that the experienced cohort left only about 3% of the questions completely unanswered in the communication task whereas the entering cohort left about 13% of the questions unanswered.

Discussion

These results suggest that student do enhance their critical thinking abilities after participating in the EMCC curriculum. The exiting cohort did appear to do better in

critical thinking tasks than the entering cohort. However, the results also suggest that we will have to look into new methodologies to improve critical thinking skills at our college. For both cohorts, less than 50% of all the critical thinking questions were answered fully and correctly.

Student performance in communication tells a somewhat different story. First of all, our students appear to begin with and maintain strong communications skills as they enter college: Students in both cohorts answered over 50% of the communication questions fully and correctly. Furthermore, we have some evidence that students at EMCC are learning communication skills: students who have been at EMCC for a few semesters are more likely to answer all of the communication classes than entering students. However, our data opens up a major question: Why did our entering cohort actually do better on the communication task than our exiting cohort?

Our current results may be problematic due to a number of factors that may be obscuring or confounding our results. First, our entering and experienced cohorts may not be strictly comparable because the entering cohort represents students from a different time period (entering EMCC during 2000) than our experienced students (the majority of whom entered EMCC before 1998-1999 school year). Thus changes in our growing institution and the surrounding demographics of the area may be partly responsible for changes in the student body. In addition, both cohorts were measured on different test forms. There are 9 different Tasks provided by ETS in order to be able to sample student's performance across a wide variety of content areas such as the humanities, the social sciences and the natural sciences. In an ideal situation, the entire range of forms would be sampled. At this time, however, the experienced students took 3 of the nine tasks, and the inexperienced students took 3 different forms. Thus, though we can make generalizations about our students as a whole (e.g., they are stronger in their communication skills than in their critical thinking skills), it may be still too early to draw any conclusions by comparing student performance across cohorts, because these cohorts are not yet strictly comparable.

We have currently addressed these limitations in our latest assessment. As previously mentioned we have just completed our Spring 2001 assessment, in which 109 students participated. Students from both cohorts were sampled in this assessment. Furthermore, we ensured that students from both test groups used comparable test forms. This assessment, once it has been scored, promises to give a more reliable picture of student performance.

Overall, we are quite pleased with our data outcomes. We have a measurement instrument that appears well suited to our student's level of ability and provides a good measure of those abilities we are primarily interested in. And we have demonstrated that we are able to obtain adequate samples of student performance to draw inferences regarding student achievement. And we are able to draw global conclusions about our students' relative strengths in critical thinking and communication that can be used to further enhance student learning. For example, our results have clearly shown us that in

the future we will have to initiate an institution-wide project to increase our emphasis on student learning of critical thinking.

Finally, we have begun to implement the test in such a way that we not only document overall student performance in the abilities but we will also be able to track changes in student performance during the academic career at EMCC. These data will continue to allow us to draw conclusions about our teaching effectiveness in the classroom as measured by changes in student performance.

Developmental Education

The Developmental Education Assessment Team made these recommendations:

- The cohort needs to be expanded to increase student participation.
- Faculty need to continue to dialogue about the assessment instrument and continually assess whether it tests the two abilities in question.
- The assessment tool needs to continually be revised in response to students' answers and participation.
- The scoring rubric needs to continually be revised to reflect changes in the instrument.
- The scoring process must always include proper training and orientation for evaluators.
- Faculty dialogue on scores needs to continue to be an important part of this process.
- Continual improvement in teaching needs to be addressed by a greater participation by faculty in workshops inspired by the assessment results.
- Additional instruments need to be developed and alternative means of testing need to continually be investigated.

Workforce Development/Total Quality Management

The results of the data are used to determine which parts of the Total Quality Management program need attention. If students do not meet the criteria, that criteria is compared to the areas of the course work that are related to the criteria in question. If the students have problems understanding parts of the assessment, that information is used to make the assessment more understandable. Changes in course delivery or the working of the assessment are then evaluated during the next assessment period. If improvement is noted, the changes become permanent.

Workforce Development/Organizational Leadership

Teaching four of the six Management Core courses, and advising Organizational Leadership majors, provides faculty with insights that would not otherwise exist. Many Organizational Leadership graduates continue their education and eventually complete an Associate of Applied Science Degree. Furthermore, many Organizational Leadership Degree graduates transfer to a

university and enroll in a baccalaureate degree program. These observations, and assessment results, form the basis for the following recommendations.

- ◆ Lumping results into broad categories places limits on the effectiveness of the assessment process to produce meaningful results. Care needs to be taken to identify the tasks to be assessed and to measure ability to perform each identified tasks. Program improvements need to be based on the need to improve specific program components.

- ◆ Enrollment in Organizational Leadership courses appears to result in an increase in enrollment in advanced college courses. All I have is anecdotal data. I would like to know why persons who have earned an Organizational Leadership Certificate continue at Estrella Mountain Community College and complete an AAS Degree and what can be done to facilitate that process.

Workforce Development/Instructional Computing

As a result of our pilot assessment, the Instructional Computing faculty has drawn the following conclusions:

- ❖ The assessment tool needs to be rewritten.
- ❖ The rewrite of the assessment tool needs to be carried out by the MCSE faculty.
- ❖ The assessment tool needs to include hands-on assessment activities.
- ❖ The assessment tool needs to be given both as a pretest and a posttest.

AWARENESS (Communication) PLAN

Communication is an essential elements of the Student Academic Achievement Plan. The purposes and guiding principles for communication have been developed; the internal and external audiences were identified; and a timeline has been constructed.

Guiding Principles

The following principles guide the communication component of the Student Academic Achievement Plan.

- Every one is responsible for effective communication.
- Communication occurs when both sender and receiver reach common understanding.
- Effective communication is designed for specific audiences.
- Effective communication uses simple, clear and concise language.

Purposes

Communication about the Student Academic Achievement Plan must:

- assure that all audiences are informed of the Student Academic Achievement Plan activities.
- offer all audiences the opportunity to participate in shaping the Student Academic Achievement Plan.
- provide an avenue for accessing expertise, gathering feedback, and improving the planning and revision processes.

Components

The communication plan identifies key constituencies, delineates major communication channels, provides for evaluation of results, and sets out a timeline. The chart below outlines these four plan components and the activities that relate to each.

CONCLUSION

The process of writing the *Student Academic Achievement Plan* has renewed the commitment to the assessment of student academic achievement. The future holds many great challenges and opportunities for improving teaching and therefore, the learning of the students at Estrella Mountain Community College.

APPENDIX A

Glossary of Terms

Ability: Stated outcome that students demonstrate after a sequence of courses.

Academic Program: A sequence of courses leading to a degree or certificate or attainment of a goal.

Academic Program Level Assessment: Assessment within a specific academic program after students have completed a predefined sequence of courses.

Assessment: The process of gathering, describing, or quantifying information about performance.

Assessment Team: A group of faculty and staff who lead the assessment effort within a specific academic program.

Classroom Level Assessment: An assessment developed, administered, and scored by, an individual faculty with the purpose of evaluating individual or classroom student performance.

Cohort: A group of students identified for assessment because they meet the criteria determined by the assessment team.

District Course Competencies: Stated outcomes that students demonstrate in particular courses. An example of a Fundamental Chemistry competency is "Use the Periodic Table to estimate the, properties of elements and compounds". The content of each course is determined by district course competencies.

Faculty: Includes both residential and adjunct faculty.

MCCD Outcomes for Students End Statement: Stated outcomes adopted by the Maricopa Community College Governing Board that students demonstrate upon completion of a degree program.

Program: Any related grouping of educational activities, students services, or support functions with designated objectives that help the institution to fulfill its vision, mission and goals.

Program Review: Assessment within any related grouping of educational activities, students services, or support functions to determine to what degree an individual program achieves stated goals and objectives.

APPENDIX B

Definition of Abilities

At Estrella Mountain, Communication and Critical Thinking are defined as follows:

Communication

A student who communicates effectively:

- responds to an audience
- demonstrates a clear sense of purpose
- organizes information
- delivers information using appropriate language

Critical Thinking

A student who thinks critically processes, synthesizes, and applies information to solve problems by:

- identifying the problem
- developing and implementing strategies
- evaluating information
- reaching conclusions
- responding to the problem

APPENDIX C

Maricopa Community College District Governing Board Goals Statements and Priority Goals Statements 2000-2001, 2001-2002, and 2002-2003

Goals Statements

University Transfer Education and General Education
Developmental Education
Workforce Development
Student Development Services
Continuing/Community Education
Diversity
Teacher Education

Priority Goals for Measuring and Monitoring for 2000 - 2001 and 2001 - 2002

The Governing Board adopted the following priority activities related to its Goals:

1. That for FY 2000-2001 and thereafter, that all Board Goals are considered as priorities for measuring and monitoring.
2. That for FY 2000-2001, that the areas of academic advising and university transfer articulation in the transfer process are reflected as a funding priority in the budget process.
3. That for FY 2001-2002, the following Goals are considered as priorities for resource planning:
 - Students will demonstrate post-secondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy and mathematics.
 - Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals.
 - Students will be provided programs and services that support their learning, educational and employment/career goals.
 - Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) that prepare them for success in college level courses.

- Students will complete occupational programs or courses with skills sought by themselves or employers.

Priority Goals Statements for 2002-2003

The Governing Board has adopted the following as priorities for institutional planning:

- Students will demonstrate post-secondary competencies in communication (writing, speaking, listening) reading, the humanities, science, critical thinking, problem solving, computer and information literacy and mathematics.
- Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals.
- Students will be provided programs and services that support their learning, educational and employment/career goals.
- Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) that prepare them for success in college level courses.
- Students will complete occupational programs or courses with skills sought by themselves or employers.
- Students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person.
- Maricopa Community Colleges will work with community partners to develop programs and services to recruit and prepare students to become preK-12 teachers to serve our communities.

APPENDIX D

College Missions and Mission Goals

MISSION

Estrella Mountain Community College provides opportunities for our students to achieve success in educational and personal goals.

We are an institution of higher education serving the West Valley communities through:

General Education

Transfer Education

Developmental Education

Workforce Development

Student Support Services

Community Education

MISSION GOALS

General Education

Provide the knowledge and abilities that enable students to achieve academic and personal goals.

Transfer Education

Provide quality transfer courses and programs that enable students to achieve success at four-year institutions.

Developmental Education

Provide quality developmental courses and programs that prepare students for educational and personal success.

Workforce Development

Provide specialized quality training, courses and services that meet the needs of businesses and individuals.

Student Support Services

Provide quality services and resources that meet the needs of students and support learning.

Community Education

Provide a wide variety of opportunities that meet the needs of life-long learners.

APPENDIX E

Leadership Structure and Roles

STUDENT ACADEMIC ACHIEVEMENT COMMITTEE

Estrella Mountain faculty are the primary members of SAAC. Additional members include the Dean of Instruction and other staff members who provide support to the assessment efforts. The committee's purpose is to identify and determine the number of abilities, clarify, define, and promote the abilities, and to facilitate communication between programs regarding assessment efforts. SAAC seeks student input and support for the Estrella Mountain assessment effort and disseminates and determines the use of assessment data based on subcommittee recommendations. Finally, SAAC determines future membership of the SAAC Steering Team and in turn responds to and ratifies recommendations of the SAAC Steering Team.

SAAC STEERING TEAM

The role of the SAAC Steering Team includes providing guidance to the assessment effort and coordinating the implementation of the Student Academic Achievement Model. The team also revises SAAP based upon recommendations from SAAC and facilitates communication among faculty across divisions that will lead to informed decisions about SAAP, addressing issues that impact the overall academic assessment effort. In addition, the SAAC Steering Team communicates the results of the analysis and interpretation of assessments as reported by the assessment teams to college-wide stakeholders and external communities. Finally, the SAAC Steering Team makes recommendations resulting from assessment efforts to Estrella Mountain's Strategic Planning Team and the Budget Development Steering Team.

The Director of Institutional Research and Planning supports the work of the Steering Team in ex officio position. The SAAC Steering Team membership includes SAAC co-chairs, division chairs, the Dean of Instruction, facilitators of assessment teams, and a faculty representative at large, an adjunct faculty member representative and two student representatives.

The Student Academic Achievement Committee (SAAC) co-chairs serve two-year terms. This allows a variety of ideas and insights from faculty to be brought to the assessment process through the regular and orderly change of co-chairs.

DIVISION CHAIRS

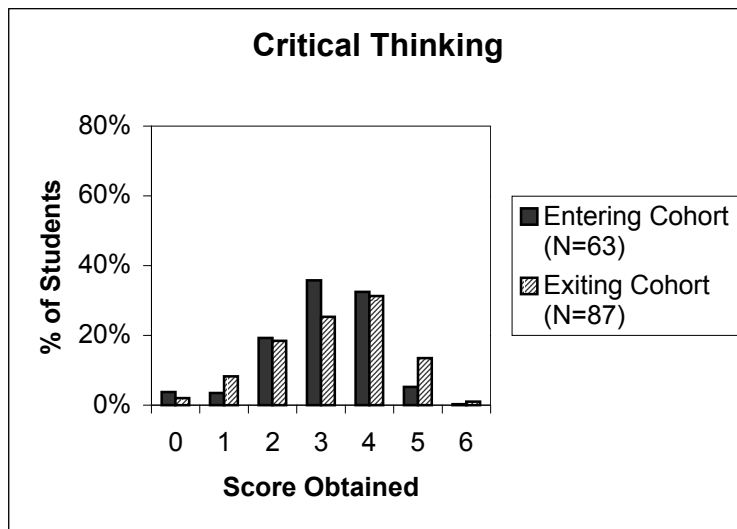
Division chairs continue to encourage integration of abilities at the classroom and program level and represent divisions in guiding the student academic achievement effort, including SAAC Steering Team and the Assessment Teams.

ACADEMIC PROGRAM LEVEL ASSESSMENT TEAMS

The academic program level assessment teams champion the Estrella Mountain definition of the abilities; develop or select the assessment tools; coordinate implementation of the assessment; analyze and communicate results to academic program level stakeholders and to SAAC Steering Team; and work with academic program level stakeholders to recommend continuous improvement of teaching and learning.

APPENDIX F

GrEAT Results



APPENDIX G

Core Indicators of Effectiveness Process Description

Develop College Mission and Goal

A required first step to implement the core indicator process is to identify Estrella Mountain Community College Mission and Goals. The Mission and Goals are a product of the Estrella Mountain's Strategic Planning effort.

Identify Core Indicators of Effectiveness for Each College Mission Goal

In this second step, core indicators of effectiveness are identified for the Estrella Mountain Mission and each Goal. EMCC currently has six college goals with corresponding core indicators in the areas of general education, transfer education, developmental education, workforce development, student support services, and community education.

The college Mission Statement serves as EMCC's definition of Student Success and is also assessed by multiple core indicators related to student persistence and goal attainment.

Core indicators of effectiveness are widely recognized outcomes for College Mission and Goals. When possible, these outcomes can be benchmarked to other colleges and institutions. The outcomes are not directly related to the assessment of student learning. Learning outcomes are assessed in the Student Academic Achievement process.

Example core indicators of effectiveness include: successful transfer to four-year institutions, student persistence, job placement and promotion rates, etc.

Core indicators of effectiveness for the Estrella Mountain Mission and each Goal are developed by the key stakeholders responsible for delivering the services. The core indicators are then validated by the external stakeholders (students and community members) who benefit from the college Mission and Goals.

Develop Measures for All Core Indicators

The key stakeholders develop measures for each core indicator. These measures are the data used to evaluate the core indicators. Standards for each measure are also developed at this stage. A standard is a desired level of performance for each measure.

Collect Data

Data are collected for all core indicators and measures on the timetable prescribed for each core indicator.

Publish Results Internally

An Internal Core Indicator of Effectiveness Report is published annually and distributed to all internal stakeholders. This PIE report includes the most recent measurement results for all core indicators.

Stakeholders Analyze Core Indicator Results and Make Recommendations (Initiate Improvement Process)

The key stakeholders (employees directly responsible for a college goal) are responsible for identifying success and continuous improvement plans related to core indicators. These stakeholders meet with members from the Plan for Institutional Effectiveness Team on an annual basis to document success, review progress made over the last year, and plan for continuous improvement.

The Core Indicators and Measures are also evaluated to ensure that they are still relevant outcomes for the College Mission and Goals.

Publish Results Externally

Results of core indicators are summarized and distributed to students and community leaders on an annual basis.

Continuous Improvement Implementation and Follow-Up

Throughout the year, the recommendations for improvement are implemented. The continuous process begins again with identifying and/or readopting core indicators of effectiveness for the next year.

APPENDIX H

Program Review Process

Program Review and the Link to Institutional Effectiveness

Program Review is a significant assessment effort taken on by educational institutions that have an interest in program improvement. At Estrella Mountain, Program Reviews are conducted with the intent to report on and improve program areas.

Program Review is one of three assessment efforts designed to enhance Estrella Mountain's ability to fulfill its mission and goals. Assessing overall institutional effectiveness (how well the college achieves its Mission and Goals) relies primarily on the data taken and analyzed from the following three assessment areas:

- Core Indicators of Effectiveness
- Student Academic Achievement
- Program Review

Program Review at EMCC relates to these other assessment efforts and contributes to assessing overall institutional effectiveness.

Each of the three above areas is a separate assessment effort. However, these efforts are related and often the data and analysis generated in each effort overlap.

Together, these three efforts provide a comprehensive assessment system to measure overall Institutional Effectiveness. Continuous improvement is a key component of each effort.

The Core Indicators of Effectiveness assessment effort focuses on the most widely recognized outcomes for Estrella Mountain's Mission and Goals. These outcomes are focused on the outputs expected by the stakeholders of the college and many can be compared to other colleges. Example core indicators include: university transfer rates, job placement and promotion, student satisfaction, student persistence and more. These outcomes are not intended to directly measure student learning, but may be related to student learning. Student learning outcomes are developed and assessed through the Student Academic Achievement assessment effort. A complete list of the college's Core Indicators of Effectiveness can be found in Estrella Mountain's Plan for Institutional Effectiveness. This plan provides specific measures for all Core Indicators of Effectiveness, as well as references to academic achievement outcomes and the program review.

The Student Academic Achievement assessment effort is faculty-driven and is intended to assess student learning at Estrella Mountain. This assessment effort is linked to the first four education-related, goals of the college and is designed to measure learning in the three primary academic program areas of General Education/Transfer Education, Developmental Education, and Workforce Development. Examples of Student Academic Achievement outcomes include

attainment of: college-wide abilities (critical thinking, communication, etc.), program competencies, industry certification and more.

The Program Review assessment effort focuses on specific programs of the college. While the other two assessment efforts are conducted at the college mission and goal level, Program Review assesses the degree to which an individual program achieves stated goals and objectives. Because the individual program goals and outcomes are linked to the College Mission and Goals, Program Review is a component of institutional effectiveness. Program Review also integrates selected college core indicators of effectiveness and academic achievement measures at the individual program-specific level.

The Program Review Process

Considering the great diversity among institutions which conduct program review, it is not surprising to find that a single definition, approach, or set of standards does not exist. Recognizing that fact, Estrella Mountain has developed a unique definition, approach, and standards for conducting program review at our college.

Definition

At Estrella Mountain, Program Review assesses the degree to which an individual program achieves stated goals and objectives. Included in the process is the systematic gathering and analysis of program-specific information. That information and its analyses are written into a report which describes the program and its mission and makes recommendations for improvement.

The above description explains what Program Review is. Perhaps of even greater importance, however, is the question, "why conduct Program Review?" Toward that end, the following Purpose statement has been developed:

The purpose of program review is to assess a program's mission, goals and effectiveness in order to stimulate program planning and improvement

Although most people equate the term, "program" to mean a particular academic department or discipline, our definition goes beyond that, and includes other areas vital to the college.

For the purpose of program review, a program is defined as any related grouping of educational activities, student services, or support functions with designated objectives that help the institution to fulfill its vision, mission and goals.

Define and Describe Program

Defining and describing the specific program to be reviewed is the first step of program review. As was described earlier, for the purposes of program review, a program may be "any related

grouping of educational activities, student services, or support functions with designated objectives that help the institution to fulfill its vision, mission and goals". Defining a program requires careful consideration. Examples of areas that might choose to undertake Program Review include Workforce Development, Student Services and Information Resources.

Once the program is defined, a more thorough description of the program is developed. Possible areas to consider when describing the program are the breadth of the program and program resources. The breadth of the program might include statistical information such as student enrollment data, utilization of services, number and credentials of faculty/staff, and admission policies. Program resources might include areas such as services offered to students, facilities and/or equipment utilized by the program, and existing partnerships and advisory committees. This list is not inclusive and is not intended to be prescriptive. Programs will develop their own description and include information they deem appropriate.

Develop and Link Program Mission and Goals to College-Wide Mission and Goals

Along with describing and defining a program, the program's mission and goals will be developed. Special attention should be paid to this area as it will provide the foundation on which to base program outcomes.

Each program should have a clear mission statement which links to the college mission statement. The program's mission statement should include the purpose, philosophy, and who is served by the program. Program goals are general statements that describe what the program intends to accomplish in the future. Goals should be developed that are consistent with the mission of the program as well as the college. Such statements should be clear and potentially measurable. Program goals should avoid being so dense or convoluted that they do not have obvious application nor so vague that it would be difficult to show when they have been met.

Although a program's mission may not change often, it is useful to regularly review program goals for progress and applicability. They may be revised and adapted as needed.

Identify Outcomes for Program Goals (Effectiveness and Student Learning Outcomes)

Outcome statements are developed for each program goal. These outcomes describe how the accomplishment of program goals will be assessed. Outcomes can be developed by answering the question, "how do we know that we have successfully achieved the program goal?". Such statements should be, specific and measurable. There may be one or several outcomes for each goal. Specific timelines for attainment may also be included.

The first step to developing outcomes is reviewing the college's core indicators and student learning outcomes and determining if some program goals can be linked to these college-wide outcomes. Where linkages exist, the core indicators or student learning outcomes can be re-written at the specific program level. The following example for a hypothetical occupational program demonstrates how an outcome for a program goal may be developed and linked to an existing core indicator.

EMCC Mission Goal:

Workforce Development

Provide specialized quality training, courses and services that meet the needs of businesses and individuals.

Related Core Indicator of Effectiveness:

Job Placement and Promotion Rate (for all occupational degrees and certificate completers one year after graduation)

Program Goal (Certified Network Engineer Program)

Provide a Certified Network Engineer Certificate program that assists West Valley and Maricopa County residents to obtain well paying positions in computing network and internet fields.

Program Outcomes

- The number and percent of program completers who are employed in the networking field within one year of completing the program.
- The mean annual salary of program completers one year after completing the program.

Similar examples can be created for student learning outcomes. Student Learning outcome statements describe abilities, knowledge and attitudes students have after completing a pre-defined experience (e.g., a certain number or course hours, a Workforce Development certificate, etc.). There are three categories of student learning outcomes: applicable student academic abilities (such as critical thinking and communication), program competencies, and industry certification (if applicable). The following is an example of how a student learning outcome could be identified for the same hypothetical occupational program.

EMCC Mission Goal:

Workforce Development

Provide specialized quality training, courses and services that meet the needs of businesses and individuals.

Related Student Learning Outcome:

License and Certification Pass Rate

Program Goal (Certified Network Engineer Program)

The majority of Completers of the Certified Network Engineer Certificate program will be able to pass the XYZ Network Certification Exam.

Program Outcomes

- The number and percent of program completers who pass the XYZ Network Certification Exam within six months of completing the Certified Network Engineer Program.
- The mean score of program completers who take the XYZ Network Certification Exam.

After identifying and adapting existing core indicators and student learning outcomes into individual program outcomes, unique program outcomes should be developed. These program outcomes do NOT need to be related to any existing core indicator or student learning outcome but should be related to at least one of the program goals. An example of a unique program outcome for the hypothetical Certified Network Engineer program is included here:

EMCC Mission Goal:

Workforce Development

Provide specialized quality training, courses and services that meet the needs of businesses and individuals.

Program Goal (Certified Network Engineer Program)

Provide training for MCCD and local high school faculty that will allow them to teach the Certified Network Engineer Curriculum.

Unique Program Outcome

The number of MCCD and high school faculty trained to teach Certified Network Courses during the 1990-2000 school year.

Develop/Identify Measurement Tools, Methods and Frequency

Tools are developed and/or identified that measure the desired outcomes for the program outcomes. The tools should be developed and/or selected carefully to make sure that they will provide information which is useful in identifying program successes and areas for improvement. In order to increase validity, the tools should clearly align with the outcome statements. Additionally, the methodology for how the tool will be used (such as in classrooms, electronically, etc.) and the frequency with which the tool will be used should be determined here.

Measures of Unique Program Goal Outcomes

Tools that measure unique program goal outcomes will likely take the form of surveys, interviews, academic assessment instruments, and existing program data (such as the number of program completers recorded in the college student information system).

Measures of Related Core Indicators of Effectiveness Outcomes

Tools that measure Core Indicators of Effectiveness are similar to those used in the assessing of program goal outcomes such as surveys, interviews, and the compilation of existing program data. Programs will select the data sources from this area which directly relate to the program's goals. Such data sources may include related data gathered from the Core Indicator measures in the Plan for Institutional Effectiveness that can be re-tabulated for a specific program. For example, college-wide course completion rates can be tabulated for courses within an individual program.

Measures of Student Learning Outcomes

Assessment tools used to measure student learning outcomes may be developed locally by faculty or may be selected from standardized national tests. If the program prepares students to pass a required industry certification exam, this data can also be used.

Collect Data and Conduct Assessments

After determining the tools to be used, a plan is developed on how to use the tools to collect the data and 4 conduct the assessments. Plans include clarifying areas such as cohort (characteristics of the population served), location of data sources, contact persons, timelines and other logistical information required for collecting data and disseminating and collecting assessments.

Analyze Data and Make Recommendations (Initiate improvement process)

The methods for analyzing data are based on the types of information that are collected. For example, a closed-ended questionnaire that measures student satisfaction with facilities may use a mean Likert scale score, while an essay exam that measures student outcomes might call for a statistical analysis of mean scores generated by faculty using a scoring rubric. All data sources should be reviewed for validity and reliability to ensure that the analysis does not provide misleading information.

One useful tool to is create a SWOT analysis for the program. A SWOT analysis includes listing of the program's Strengths and Weaknesses as well as environmental Opportunities and Threats. This allows the results from the data collection and assessment to be viewed in relation to the external environment.

As a result of the data analyses, most programs will discover areas where improvements are needed. Improvements often include addressing program weaknesses, but may also include recommendations even when everything appears to be going well (i.e. a fast-growing program may recommend investment in expansion of the program).

Recommendations for addressing areas for improvement should be developed. These recommendations should be grouped into two categories. One category should include "no cost improvement" meaning that the improvement can be made through a change in management but doesn't require additional resources. The other category should include "required investment for improvement" which indicates that an investment in human, capital and/or operational resources will be necessary to implement the improvement. An estimated budget should be developed for this category of recommendations.

If the program review results in recommendations that require additional resources, the recommendations, justification and proposed budget should be submitted to the Division Chair responsible for the program. The Division Chair will work with the coordinator for the program under review to figure these requests into the division's budget planning. The division may elect to reallocate its current budget resources to meet the needs of the program and/or incorporate the needed resources into the division's annual budget request. For more information on how budget requests are reviewed and funded, see the Estrella Mountain Financial Resources Plan (expected Fall 1998).

A few programs may have the desire and ability to begin implementing some recommendations immediately, even before the results have been reported. In all cases, a detailed timetable for implementation should be developed.

Prepare Program Review Report

The next step is to organize the information that has been gathered and analyzed into a Program Review Report. Below is a suggested outline for the report:

Section I	Program Description and Analysis of the External Environment
Section II	Program Mission and Goals
Section III	Program Outcomes A. Measuring Effectiveness <i>Outcomes (includes tools, methodology, process)</i> B. Measuring Student Learning <i>Outcomes (includes tools, methodology, process)</i>
Section IV	Data Analysis <i>(includes data gathered and interpretation of the data)</i>
Section V	Recommendations and Timetable for Continuous Improvement
Section VI	Budget Implications <i>(if new budget resources are required)</i>

Communicate Results and Planned Actions to Stakeholders

The primary focus here is to report the data analysis and recommendations to internal and external stakeholders. Internal stakeholders (e.g., those involved in the delivery of classes and services) may have been involved at some level throughout the Program Review process, and as such are familiar with what the Program Review is about. External stakeholders (e.g., students, the community) may only be seeing the final product, and may not fully understand the purpose of Program Review. When communicating the results, it is important to recognize who the

audiences are, what information would be useful to them, and how that information should be given to them. Examples of communication are copies of the report or an executive summary distributed through the mail or electronically.

Continuous Improvement Implementation and Follow-Up

A key component of Program Review is continuous improvement. In order to continue improving, programs will implement the recommendations that were developed based on the data analysis. Mechanisms for reporting the progress and results of those actions should be developed and put in place as well. Those implementations will then be evaluated at a later date. Additionally, programs will review the process of Program Review and make revisions in order to better meet the needs of that particular program.

The Program Review Cycle and Standards

The program review cycle and standards for the review will vary program to program. College Deans will work with Division Chairs to determine the cycle and standards that programs within each division will follow. Examples of review cycles and standards are as follows:

- Time-period cycles for conducting each Program Review (how often it will be done)
- Timeline for completing a particular Program Review
- Responsibilities of individuals involved in the Program Review
- What data will be collected
- How data will be analyzed
- How results are reported and to whom
- Establishing feedback loops and opportunities for improvements

APPENDIX I

Student Academic Achievement Committee

Committee Co-Chairs:

2 Elected Faculty
Gail Snyder, Psychology
John Frasure, History

Committee Members:

All Residential Faculty:
Carlotta Abrams, English
Valerie Akuna, Instructional Computing
Debbie Anderson, Information Resources
John Bradley, Business
Cheryl Bradshaw, Communication
Paul Cornell, Mathematics
Carol Dichtenberg, Information Resources
Milago Escalona, Spanish
Michael Farabee, Biology/Geology
William Farrar, Psychology
Rod Freeman, Division Chair – Liberal Arts
Stephanie Fujii, Counseling
Roberta Gray, Reading
Barbara Herzog, Mathematics
John Hogue, Instructional Computing
Kathleen Iudicello, English
Alex Joncas, English
Patty Keener, Instructional Computing
Gary Kilduff, Division Chair – Counseling
Nancy Kolakowsky, Mathematics
Randol Larson, Instructional Computing
Rosemary Leary, Chemistry
Fred Maihofer, Business
Terry Meyer, Information Resources
Kate Mohler, English
Estela Orozco, Biology
Lawrence Pesta, English as a Second Language
Debbie Pina, Counseling
Natalie Rivera, Mathematics

Reynaldo Rivera, Division Chair – Science & Mathematics
Stephen Shriver, Division Chair – Occupational Education
Roselyn Turner, Communication
Betty Vickrey, Division Chair – Instructional Computing
Karen Whitney, Division Chair – Information Resources
Pearl Williams, Division Chair – Developmental Education
Laura Wooten, Mathematics
Roger Yohe, Instructional Technologist
Sandy Zetlan, Biology

All Adjunct Faculty

SAAC Steering Team

SAAC Co-Chairs
Gail Snyder, Psychology
John Frasure, History

Dean of Instruction
Bryan Tippett

Dean of Students
Ernest Lara

Division Chairs
Rod Freeman, Liberal Arts
Rey Rivera, Science & Mathematics
Stephen Shriver, Occupational Education
Betty Vickrey, Instructional Computer
Karen Whitney, Information Resources
Pearl Williams, Developmental Education

Assessment Team Facilitators:
William Farrar, General Education/Transfer Education
John Hogue, Workforce Development
Lawrence Pesta, Developmental Education

Adjunct Faculty Representative:
Jane Leaf-Miller

Student Representatives:
Janine Simon
DeLyn Jones

Director of Instructional Planning
Rene Willekens

NCA Self Study Co-Chairs
Clay Goodman, Associate Dean of
Occupational Education
Alex Joncas, English

APPENDIX J

Developmental Education Program Competencies

- Students completing the Developmental Education Program will be able to do the following:
- Read, interpret and solve problems involving linear equations.
- Write a well-supported multi-paragraph essay using several rhetorical modes.
- Read, compare, and contrast information from several readings.

APPENDIX K

Developmental Education Rubric

Scoring Key:

- 4 = Response is well-developed, unique, thorough and appropriate.
- 3 = Response is adequate, sufficient.
- 2 = Response is disorganized and unclear.
- 1 = Response is poor, insufficient or non-existent.

SCORE	CRITERIA
	<i>Part 1: Data Collection</i>
	All items in data table are filled.
	Values in table are substituted into appropriate formulas.
	Calculations for each formula are displayed.
	Answer is within \$10 of correct answer
	<i>Part 2: Essay</i>
	5. Student includes a clearly-stated thesis which identifies the issue/problem describes a specific solution to the problem that is reasonable and appropriate given the situation.
	Student states at least 3 persuasive reasons why this solution should be implemented.
	Student includes statements of comparison between selected solution and other possible solutions.
	8. Student uses language appropriate for the task/audience.
	Essay is well-organized including unified and adequately developed paragraphs as well as effective topic sentences which support the thesis or problem statement.
	Student uses transitions, varies the sentence structure, and generates grammatically correct sentences.
	Ideas presented demonstrate independent thinking in the development of ideas.

Mathematics Scoring Rubric

Problem #1 Solve the equation for R – simplify the tasks of finding the repair/maintenance costs for several different mileages.

Possible Points = 3

- 3 = Formula derivation is correct
- 2 = Demonstrates 1 algebraic operation correctly
- 1 = Attempt is made, but answer is obviously not correct
- 0 = No attempt is made

Planet _____ Star _____ Subtotal _____

Problem #2

- 1 = Values are substituted correctly into the formula
- 0 = Values are not substituted correctly into the formula

Questions 2 and 3

	50,000	70,000	100,000	200,000
Planet Mileage #2	_____	_____	_____	_____
Planet Mileage #3	_____	_____	_____	_____
Star Mileage #2	_____	_____	_____	_____
Star Mileage #3	_____	_____	_____	_____
Subtotal		_____	TOTAL	_____

APPENDIX L

TQM Assessment Scoring Rubric

Item:	Yes	No
1. Discuss the importance of vision, values and service strategy.		
Criteria:		
1a) Team members described the importance of vision, values and service strategy.		
Item:		
2. Identify and define the problems in the scenario department.		
Criteria:		
2a) Team members read and discussed the scenario.		
2b) Team members identified and listed problems.		
2c) Team members assumed roles of facilitator, led and participant.		
Item:		
3. Determine what needs to be done in the department.		
Criteria:		
3a) Team members assumed roles of facilitator, lead and participant.		
3b) Team members developed strategies to deal with problem.		
3c) Team members listed what needed to be done.		
Item:		
4. Determine how to accomplish these things in accordance with the vision, values and service strategy		
Criteria:		
4a) Team members assumed roles of facilitator, lead and participant.		
4b) What the team listed for how to accomplish what needs to be done corresponded with the vision, service strategies or the quality principles		
4c) What the team listed for how to accomplish what needs to be done involved teamwork.		

4d) The sequence of steps listed in what needs to be done and how it needs to be done established the basis for a Quality Improvement plan.		
Item:		
5. List all your answers and present them to the rest of the groups for discussion.		
Criteria:		
5a) Team members assumed roles of facilitator, lead and participant.		
5b) When team made presentation, they proposed a solution.		
5c) When team made presentation, they used appropriate language.		
5d) When team presented they organized and effectively shared their information.		

APPENDIX M

ACTIVITY TIMELINE

The following represents activities that will be implemented to ensure the continued success and continuous improvement of Estrella Mountain's Academic Achievement Program.

Fall 2001

- Identify a new third ability.
- Hold Organizational Leadership program assessment in critical thinking and communication as students complete.
- Hold Total Quality Management program assessment in critical thinking and communication as students complete.
- Hold Instructional Computing program assessment in critical thinking and communication.
- Hold implementation work session on critical thinking and communication.
- Develop a slide show of the assessment process, progress, and results.
- Develop, in collaboration with marketing, an external report of the assessment process, progress, and results.
- Publish the definitions of the assessment abilities in the college catalog.
- Identify budget line.
- Create a Web page during Fall 2001.

Spring 2002

- Hold discussions/focus groups about third ability with faculty.
- Hold General Education program assessment in critical thinking and communication for beginning cohort and completers cohort.
- Hold Developmental Education program assessment in critical thinking and communication.
- Hold Organizational Leadership program assessment in critical thinking and communication as students complete.
- Hold Total Quality Management program assessment in critical thinking and communication as students complete.
- Thirty percent of the full-time faculty will include ability-related course assignments in courses.
- Identify two external workshops that focus on critical thinking and communication.
- Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning.
- Include definition of critical think and communication in fifty percent of adjunct faculty syllabi.
- Present slide show on assessment process, progress, and results to fifty percent of the academic divisions.

- Send the external report of the assessment process, progress, and results to the appropriate agencies.
- Add student member to the General Education Assessment Team.
- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.
- Monitor budget.
- Thirty percent of academic divisions will incorporate curriculum enhancement based on assessment results into their divisional plans.

Summer 2002

- Fund and send two RFP and 2 adjunct faculty to attend external workshops focused on critical thinking and communication.
- Identify one curriculum related issue using academic assessment data and include in College Strategic Plan update.

Fall 2002

- Define the third ability in measurable terms.
- Hold Organizational Leadership program assessment in critical thinking and communication as students complete.
- Hold Total Quality Management program assessment in critical thinking and communication as students complete.
- Hold Instructional Computing program assessment in critical thinking and communication.
- Utilize internal experts to share knowledge and experience on methods of improving/impacting teaching and learning.
- Hold implementation work session on critical thinking and communication.
- Present slide show on assessment process, progress, and results to one hundred percent of the academic divisions.
- Develop a report of the assessment process, progress, and results.
- Update the external report of the assessment process, program, and results.
- Add student member to the Developmental Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the General Education Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Publish the definitions of the assessment abilities in the college catalog.
- Collect data on transfer students success rates.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Locate resource articles, project outcomes, and website information on incorporating critical thinking and communication into the classroom.

- Award release time to three faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Conduct General Education/Transfer Education Program Review.
- Conduct Instructional Computing program review.

Spring 2003

- Hold implementation discussion about third ability with faculty.
- Hold General Education program assessment in critical thinking and communication for beginning cohort and completers cohort.
- Hold Developmental Education program assessment in critical thinking and communication.
- Hold Organizational Leadership program assessment in critical thinking and communication as students complete.
- Hold Total Quality Management program assessment in critical thinking and communication as students complete.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on critical thinking and communication.
- Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning.
- Include definition of critical think and communication in ninety percent of adjunct faculty syllabi.
- Thirty percent of adjunct faculty will include ability-related assignments in courses.
- Present slide show on assessment process, progress, and results to fifty percent of the service divisions.
- Present the report of the assessment process, progress, and results to the Governing Board.
- Send the updated external report of the assessment process, progress, and results to the appropriate agencies.
- Add student member to the Instructional Computing Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Developmental Education Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Collect data on occupational certificates and degrees awarded.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.
- Award release time to three faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.

- Fifty percent of academic divisions will incorporate curriculum enhancement based on assessment results into their divisional plans.
- Write General Education/Transfer Education program review report.
- Write Instructional Computing program review report.

Summer 2003

- Identify two curriculum related issues using academic assessment results and include in College Strategic Plan update.

Fall 2003

- Pilot new third ability.
- Identify General Education program assessment instrument for critical thinking, communication, and the third ability.
- Update the Developmental Education program assessment instrument to include the third ability.
- Update the Workforce Development program assessment instruments to include the third ability.
- Utilize internal experts to share knowledge and experience on methods of improving/impacting teaching and learning.
- Hold implementation work session on critical thinking and communication.
- Present slide show on assessment process, progress, and results to one hundred percent of the service divisions.
- Update the report of the assessment process, progress, and results.
- Update the external report of the assessment process, progress, and results.
- Add student member to the Total Quality Management Assessment Team.
- Hold student luncheon to inform student body about the efforts of the General Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Computer Information System Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Publish the definitions of the assessment abilities in the college catalog.
- Collect data on transfer students success rates.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Award release time to three faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Conduct Developmental Education program review.
- Conduct Total Quality Management program review.

Spring 2004

- Pilot third ability.
- Hold General Education program assessment in all three abilities for beginning cohort and completers cohort.
- Hold Developmental Education program assessment in all three abilities.
- Hold Organizational Leadership program assessment in all three abilities as students complete.
- Hold Total Quality Management program assessment in all three abilities as students complete.
- Fifty percent of the full-time faculty will include ability-related course assignments in courses.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on critical thinking and communication.
- Identify external workshop that focuses on the third ability.
- Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning.
- Include definition of third ability in fifty percent of adjunct faculty syllabi.
- Present slide show on assessment process, progress, and results to one hundred percent of the service divisions.
- Present the updated report of the assessment process, progress, and results to the Governing Board.
- Send the updated external report of the assessment process, progress, and results to the appropriate agencies.
- Add student member to the Organizational Leadership Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Developmental Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Total Quality Management Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Collect data on occupational certificates and degrees awarded.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.
- Award release time to three faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Sixty-five percent of academic divisions will incorporate curriculum enhancement based on assessment results into their divisional plans.

- Write Developmental Education program review report.
- Write Total Quality Management program review report.

Summer 2004

- Fund and send two RFP and 2 adjunct faculty to attend external workshop, focused on the third ability.

Fall 2004

- Implement third ability across the curriculum.
- Hold Organizational Leadership program assessment in all three abilities as students complete.
- Hold Total Quality Management program assessment in all three abilities as students complete.
- Hold Instructional Computing program assessment in all three abilities.
- Utilize internal experts to share knowledge and experience on methods of improving/impacting teaching and learning.
- Hold implementation work session on critical thinking and communication.
- Update the report of the assessment process, progress, and results.
- Update the external report of the assessment process, progress, and results.
- Hold student luncheon to inform student body about the efforts of the General Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Computer Information System Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Organizational Leadership Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Publish the definitions of the assessment abilities in the college catalog.
- Collect data on transfer students success rates.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Locate resource articles, project outcomes, and website information on incorporating the third ability into the classroom.
- Award release time to three faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Conduct Organizational Leadership program review.

Spring 2005

- Implement third ability across the curriculum.
- Hold General Education program assessment in all three abilities for beginning cohort and completers cohort.
- Hold Developmental Education program assessment in all three abilities.
- Hold Organizational Leadership program assessment in all three abilities as students complete.
- Hold Total Quality Management program assessment in all three abilities as students complete.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on critical thinking and communication.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on the third ability.
- Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning.
- Include definition of third ability in ninety percent of adjunct faculty syllabi.
- Hold implementation work session on the third ability during adjunct faculty orientation.
- Fifty percent of adjunct faculty will include ability-related assignments in courses.
- Present the updated report of the assessment process, progress, and results to the Governing Board.
- Send the updated external report of the assessment process, progress, and results to the appropriate agencies.
- Hold student luncheon to inform student body about the efforts of the Developmental Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Total Quality Management Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Collect data on occupational certificates and degrees awarded.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.
- Award release time to three faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Seventy-five percent of academic divisions will incorporate curriculum enhancement based on assessment results into their divisional plans.
- Write Organizational Leadership program review report.

Fall 2005

- Identify new fourth ability.
- Hold Organizational Leadership program assessment in all three abilities as students complete.
- Hold Total Quality Management program assessment in all three abilities as students complete.
- Hold Instructional Computing program assessment in all three abilities.
- Utilize internal experts to share knowledge and experience on methods of improving/impacting teaching and learning.
- Hold implementation work session on critical thinking and communication.
- Update the report of the assessment process, progress, and results.
- Update the external report of the assessment process, progress, and results.
- Hold student luncheon to inform student body about the efforts of the General Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Computer Information System Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Organizational Leadership Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Publish the definitions of the assessment abilities in the college catalog.
- Collect data on transfer students success rates.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Conduct General Education/Transfer Education Program Review.
- Conduct Instructional Computing program review.

Spring 2006

- Hold discussion/focus groups about fourth ability with faculty.
- Hold General Education program assessment in all three abilities for beginning cohort and completers cohort.
- Hold Developmental Education program assessment in all three abilities.
- Hold Organizational Leadership program assessment in all three abilities as students complete.
- Hold Total Quality Management program assessment in all three abilities as students complete.
- Sixty percent of the full-time faculty will include ability-related course assignments in courses.

- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on critical thinking and communication.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on the third ability.
- Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning.
- Hold implementation work session on the third ability during adjunct faculty orientation.
- Present the updated report of the assessment process, progress, and results to the Governing Board.
- Send the updated external report of the assessment process, progress, and results to the appropriate agencies.
- Hold student luncheon to inform student body about the efforts of the Developmental Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Total Quality Management Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Collect data on occupational certificates and degrees awarded.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Ninety-five percent of academic divisions will incorporate curriculum enhancement based on assessment results into their divisional plans.
- Write General Education/Transfer Education program review report.
- Write Instructional Computing program review report.

Fall 2006

- Define fourth ability in measurable terms.
- Hold Organizational Leadership program assessment in all three abilities as students complete.
- Hold Total Quality Management program assessment in all three abilities as students complete.
- Hold Instructional Computing program assessment in all three abilities.
- Utilize internal experts to share knowledge and experience on methods of improving/impacting teaching and learning.
- Hold implementation work session on critical thinking and communication.

- Update the report of the assessment process, progress, and results.
- Update the external report of the assessment process, progress, and results.
- Hold student luncheon to inform student body about the efforts of the General Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Computer Information System Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Organizational Leadership Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Publish the definitions of the assessment abilities in the college catalog.
- Collect data on transfer students success rates.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Conduct Developmental Education program review.
- Conduct Total Quality Management program review.

Spring 2007

- Hold implementation discussions about fourth ability with faculty.
- Hold General Education program assessment in all three abilities for beginning cohort and completers cohort.
- Hold Developmental Education program assessment in all three abilities.
- Hold Organizational Leadership program assessment in all three abilities as students complete.
- Hold Total Quality Management program assessment in all three abilities as students complete.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on critical thinking and communication.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on the third ability.
- Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning.
- Hold implementation work session on all four abilities during adjunct faculty orientation.
- Sixty percent of adjunct faculty will include ability-related assignments in courses.
- Present the updated report of the assessment process, progress, and results to the Governing Board.
- Send the updated external report of the assessment process, progress, and results to the appropriate agencies.

- Hold student luncheon to inform student body about the efforts of the Developmental Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Total Quality Management Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Collect data on occupational certificates and degrees awarded.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Write Developmental Education program review report.
- Write Total Quality Management program review report.

Fall 2007

- Pilot fourth ability.
- Hold General Education program assessment in all three abilities for beginning cohort and completers cohort.
- Identify General Education program assessment instrument for critical thinking, communication, the third and fourth abilities.
- Update the Developmental Education program assessment instrument to include the fourth ability.
- Update the Workforce Development program assessment instruments to include the fourth ability.
- Utilize internal experts to share knowledge and experience on methods of improving/impacting teaching and learning.
- Update the report of the assessment process, progress, and results.
- Update the external report of the assessment process, progress, and results.
- Hold student luncheon to inform student body about the efforts of the General Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Computer Information System Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Organizational Leadership Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.

- Publish the definitions of the assessment abilities in the college catalog.
- Collect data on transfer students success rates.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Conduct Organizational Leadership program review.

Spring 2008

- Pilot fourth ability.
- Hold General Education program assessment in all four abilities for beginning cohort and completers cohort.
- Hold Developmental Education program assessment in all four abilities.
- Hold Organizational Leadership program assessments in all four abilities as students complete.
- Hold Total Quality Management program assessment in all four abilities as students complete.
- Seventy-five percent of the full-time faculty will include ability-related course assignments in courses.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on critical thinking and communication.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on the third ability.
- Identify an external workshop on the fourth ability.
- Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning.
- Include definition of fourth ability in fifty percent of adjunct faculty syllabi.
- Hold implementation work session on all four abilities during adjunct faculty orientation.
- Present the updated report of the assessment process, progress, and results to the Governing Board.
- Send the updated external report of the assessment process, progress, and results to the appropriate agencies.
- Hold student luncheon to inform student body about the efforts of the Developmental Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Total Quality Management Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Collect data on occupational certificates and degrees awarded.

- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Write Organizational Leadership program review report.

Summer 2008

- Fund and send two RFP and 2 adjunct faculty to attend external workshop, focused on the fourth ability.

Fall 2008

- Implement fourth ability across the curriculum.
- Hold Organizational Leadership program assessments in all four abilities as students complete.
- Hold Total Quality Management program assessment in all four abilities as students complete.
- Hold Instructional Computing program assessment in all four abilities.
- Utilize internal experts to share knowledge and experience on methods of improving/impacting teaching and learning.
- Update the report of the assessment process, progress, and results.
- Update the external report of the assessment process, progress, and results.
- Hold student luncheon to inform student body about the efforts of the General Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Computer Information System Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Organizational Leadership Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Publish the definitions of the assessment abilities in the college catalog.
- Collect data on transfer students success rates.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.

- Locate resource articles, project outcomes, and website information on incorporating the fourth ability into the classroom.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Conduct General Education/Transfer Education Program Review.
- Conduct Instructional Computing program review.

Spring 2009

- Implement fourth ability across the curriculum.
- Hold General Education program assessment in all four abilities for beginning cohort and completers cohort.
- Hold Developmental Education program assessment in all four abilities.
- Hold Organizational Leadership program assessments in all four abilities as students complete.
- Hold Total Quality Management program assessment in all four abilities as students complete.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on critical thinking and communication.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on the third ability.
- Hold internal implementation workshops, facilitated by faculty who attended external workshop, that are open to all faculty, and are focused on the fourth ability.
- Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning.
- Include definition of fourth ability in ninety percent of adjunct faculty syllabi.
- Hold implementation work session on all four abilities during adjunct faculty orientation.
- Seventy-five percent of adjunct faculty will include ability-related assignments in courses.
- Present the updated report of the assessment process, progress, and results to the Governing Board.
- Send the updated external report of the assessment process, progress, and results to the appropriate agencies.
- Hold student luncheon to inform student body about the efforts of the Developmental Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Total Quality Management Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Collect data on occupational certificates and degrees awarded.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.

- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Write General Education/Transfer Education program review report.
- Write Instructional Computing program review report.

Fall 2009

- Hold Organizational Leadership program assessments in all four abilities as students complete.
- Hold Total Quality Management program assessment in all four abilities as students complete.
- Hold Instructional Computing program assessment in all four abilities.
- Utilize internal experts to share knowledge and experience on methods of improving/impacting teaching and learning.
- Update the report of the assessment process, progress, and results.
- Update the external report of the assessment process, progress, and results.
- Hold student luncheon to inform student body about the efforts of the General Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Computer Information System Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Organizational Leadership Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Publish the definitions of the assessment abilities in the college catalog.
- Collect data on transfer students success rates.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Conduct Developmental Education program review.
- Conduct Total Quality Management program review.

Spring 2010

- Hold General Education program assessment in all four abilities for beginning cohort and completers cohort.
- Hold Developmental Education program assessment in all four abilities.

- Hold Organizational Leadership program assessments in all four abilities as students complete.
- Hold Total Quality Management program assessment in all four abilities as students complete.
- Ninety-five percent of the full-time faculty will include ability-related course assignments in courses.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on critical thinking and communication.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on the third ability.
- Hold internal implementation workshops, facilitated by faculty who attended external workshop, that are open to all faculty, and are focused on the fourth ability.
- Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning.
- Hold implementation work session on all four abilities during adjunct faculty orientation.
- Present the updated report of the assessment process, progress, and results to the Governing Board.
- Send the updated external report of the assessment process, progress, and results to the appropriate agencies.
- Hold student luncheon to inform student body about the efforts of the Total Quality Management Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Collect data on occupational certificates and degrees awarded.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Write Developmental Education program review report.
- Write Total Quality Management program review report.

Fall 2010

- Hold Organizational Leadership program assessments in all four abilities as students complete.
- Hold Total Quality Management program assessment in all four abilities as students complete.
- Hold Instructional Computing program assessment in all four abilities.

- Utilize internal experts to share knowledge and experience on methods of improving/impacting teaching and learning.
- Update the report of the assessment process, progress, and results.
- Update the external report of the assessment process, progress, and results.
- Hold student luncheon to inform student body about the efforts of the General Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Computer Information System Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Organizational Leadership Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Publish the definitions of the assessment abilities in the college catalog.
- Collect data on transfer students success rates.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Conduct Organizational Leadership program review.

Spring 2011

- Hold General Education program assessment in all four abilities for beginning cohort and completers cohort.
- Hold Developmental Education program assessment in all four abilities.
- Hold Organizational Leadership program assessments in all four abilities as students complete.
- Hold Total Quality Management program assessment in all four abilities as students complete.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on critical thinking and communication.
- Hold internal implementation workshops, facilitated by faculty who attended external workshops, that are open to all faculty, and are focused on the third ability.
- Hold internal implementation workshops, facilitated by faculty who attended external workshop, that are open to all faculty, and are focused on the fourth ability.
- Collaborate with the Center for Teaching and Learning to bring in speakers, facilitators, trainers on methods for improving teaching and learning.
- Hold implementation work session on all four abilities during adjunct faculty orientation.
- Ninety percent of adjunct faculty will include ability-related assignments in courses.
- Present the updated report of the assessment process, progress, and results to the Governing Board.

- Send the updated external report of the assessment process, progress, and results to the appropriate agencies.
- Hold student luncheon to inform student body about the efforts of the Developmental Education Assessment Team.
- Hold student luncheon to inform student body about the efforts of the Total Quality Management Assessment Team.
- Publish the assessment process and definitions of the assessment abilities in the schedule of classes each semester.
- Publish an explanation of assessment of student abilities including its importance to teaching and learning in the student handbook.
- Collect data on occupational certificates and degrees awarded.
- Collect data on success rates of developmental students as they progress to above 100 level courses in reading, mathematics, and English.
- Hold all-faculty meeting to share outcomes data.
- Hold work sessions with all faculty to develop strategies to incorporate improvement, based on assessment data, into the classroom.
- Award release time to five faculty members for ability based projects implementing the use of abilities into the classroom.
- Monitor budget.
- Write Organizational Leadership program review report.

APPENDIX N

Levels of Implementation

I. Institutional Culture a. Collective/shared values

Level Two

Collective/Shared Values

Bullet 1

A shared understanding of the purposes, advantages, and limitations of assessment exists and is broadening to include areas beyond the instructional division.

1. SAAC steering team includes all representatives of all faculty groups (includes general Ed, information services, computing, workforce development, developmental education, counseling) adjunct faculty representatives, student representative, CAO, Dean of Student Services Director of Institutional Research, Associate Dean of Occupational Education. The members of this team, then report back to their respective constituencies.
2. Assessment presentation was done for student services by Gail Snyder in the Fall of 2000
3. Spring fling, a student activity, has been tied to assessment (e.g., critical thinking basketball) in Spring 1999 and Spring 2000.
4. Students of the college honor society were included in SAAC steering team activities as of Fall 2000.

Bullet 2

Student learning and assessment of student academic achievement are valued across the institution, departments, and programs.

1. The test is administered in the Math and Writing Center, demonstrating that assessment is valued as part of continual student improvement in learning.
2. Institutional research draws the cohorts and ensures proper selection of target population. They also notify the students via letter.
3. Students are rewarded with the opportunity to defray the costs of their books. In addition, they also receive additional rewards of money, food, and theatre tickets
4. Developmental education hold luncheons to discuss the importance of assessment.

Bullet 3

Some but not all academic programs have developed statements of purpose and educational goals that reflect the institutional mission and specifically mention the department's focus on improving student learning, and the importance they attribute to assessing student learning as a means to that end.

1. As of Spring 2001, every academic program will have a published statement of its purpose and educational goals, which have been developed by that unit's faculty. All academic programs emphasize the importance of (*assessing/achieving measurable outcomes?*)improving student learning.

Mission

Bullet 4

The institutional statements of Mission or Purposes or of educational goals state the value the institution places upon student learning.

1. The institutional statements of Mission directly states the value of student learning.

Bullet 5

Some but not all of the institution's assessment efforts are recognizably expressive of the sentiments about the importance of assessing and improving student learning found in the Mission and Purposes statements.

1. This clearly demonstrated by the evidence addresses Bullets 1-4.

Level Three

Collective/Shared Values

Bullet 1

Assessment has become an institutional priority, a way of life.

1. Assessment has progressed on campus so that both entering and exiting cohorts are assessed every semester as of Spring 2001.
2. The information provided to confirm level 2 show clearly illustrates that assessment is an institutional priority.

Bullet 2

Students, faculty, and staff view assessment activities as a part of the university culture and as a resource and tool for their efforts to improve undergraduate and graduate student learning. Important institutional decisions are tied to assessment results.

Bullet 3

Assessment of student learning is an integral component of each academic program, in both undergraduate and graduate education. Within undergraduate education, it provides for both assessment of student learning in general education and in the major. It also includes assessment of student learning across each distance learning program, adult degree program, non-traditional program, and program taught off-campus.

Bullet 4

All academic units consider assessment integral to their department's functioning, not an "add-on." This orientation is consistent with the goal of the institution to foster an institution-wide transition from viewing assessment as a necessary response to demands for accountability to understanding that assessment is a continuous source of the knowledge essential for instructional improvement.
Mission

Bullet 1

The institutional statements of Mission or Purposes and educational goals include language indicating the high value it places on student learning.

1. Institutional Mission Goals (See the student catalog) all focus on the central importance of supporting student learning and the acquisition of student abilities.

Bullet 2

Every academic program has a published statement of its purpose and educational goals, developed by the academic unit's faculty, which reflects the institution's Mission and Purposes statements, including those portions directly focused on assessing and improving student learning.

1. This is being accomplished in Spring 2001. See Level 2, bullet 3 for details

Bullet 3

The Assessment Program materials developed at the institutional level reflect the emphasis of the Mission and Purposes statements on the importance of identifying learning expectations, on determining the outcomes of assessing student learning across academic programs, and on using assessment results to improve student learning.

1. General Education Assessment tool directly measures critical thinking and communication, the two abilities that are the focus of campus wide assessment
2. General Education Assessment tool was chosen because its definition of critical thinking matched the faculty goals in assessing critical thinking.
3. Developmental Education Assessment tool was created, designed and pre-tested to fulfill the special needs of the developmental education program.
4. Work force development has developed its own tool on a business model that tracks student progress throughout their academic career at Estrella Mountain. This tool is used to directly respond to individual student needs.
5. Creation of teaching and learning center emerged, in part, from needs discovered through the assessment process for students
6. Goals and mission of the Center for Teaching and Learning have been developed, in part, to support faculty initiatives in the effective teaching of those abilities.

II. Shared Responsibility a. Faculty

Level Two

Faculty

Bullet 1

Faculty in many or most departments have developed measurable objectives for each of the program's educational goals.

1. Every division is developing measurable objectives to be included in each program in each Academic Division Plan.
2. Faculty are piloting a common final in College Algebra classes for Math program with the goal of having common finals for all algebra courses

3. Dialogue is proceeding about the development of a common final in English composition courses.
4. In public speaking classes, common rubrics are used for final speech projects.
5. Developmental Education has common set of competencies shared by all classes which are tied directly to the developmental education assessment instrument.

Bullet 2

Faculty members are taking responsibility for ensuring that direct and indirect measures of student learning are aligned with the program's educational goals and measurable objectives.

1. Forty-four percent of full-time faculty have reported included in-class assignments specifically related to the abilities of critical thinking and communication.
2. Full-time faculty were the motivation behind holding a Student Academic Achievement Dialogue Day at which participation included 50% of the faculty. Faculty gave feedback about how to incorporate direct measures of student learning with the programs education goals.
3. Ten percent of faculty include definitions of the abilities in their syllabi.
4. Faculty encouraged student participation in completing program assessment for General Education.

Bullet 3

The Faculty Senate, Assessment Committee, Curriculum Committee, other faculty bodies, and individual faculty leaders accept responsibility for becoming knowledgeable and remaining current in the field of assessment.

1. Co-chair of the Student Academic Achievement Committee attended the NCA Annual meeting Spring 2001.
2. Members of the Curriculum Product Development Committee (curriculum committee) attended the NCA Annual meeting Spring 2001.
3. Faculty senate president-elect is member of SAAC Steering Team and Facilitator of the General Education Assessment Team.
4. Faculty senate included in division chair job description responsibility for encouraging participation in assessment activities and abilities inclusion in individual courses.

Bullet 4

Faculty members are becoming knowledgeable about the Assessment Program, its structures, components, and timetable.

1. Student Academic Achievement Committee meeting was held to update members of progress. Assessment data was shared at that time.
2. Dialogue Day was held to elicit input from faculty about teaching and learning based on assessment results.
3. The updated Student Academic Achievement Plan was shared with all full-time faculty. This plan includes structures, components, and timetable for student academic achievement.

Bullet 5

Faculty members are learning the vocabulary and practices used in effective assessment activities and are increasingly contributing to assessment discussions and activities.

1. Faculty encouraged the continuation of Dialogue Days each semester.
2. Discussion was held about criterion of assessment and the definition of proficiency for the abilities.
3. Faculty discussed implementation of effective assessment activities at the classroom level, program level, divisional level, and institutional level.

Bullet 6

Faculty from well-developed assessment programs, internal or external to the institution, are resources for those departments less advanced in the assessment process.

Bullet 7

Faculty take the opportunity to determine educational outcome goals for their programs collaboratively. In units more advanced in their assessment work, faculty are working together to determine appropriate measures for those outcomes, and to identify improvements based on those results.

Level Three

Faculty

Bullet 2

Faculty speak publicly and informally to their peers and the institution's other constituents in support of the assessment Program and educate others (e.g., newly hired faculty, adjuncts, and part-time faculty and students) about its value.

1. Co-chairs and facilitators of the assessment teams spend time talking to colleagues about assessment process, needs, and the future.
2. Facilitator of the General Education Assessment team has presented results to the Governing Board.
3. Chairs and facilitators have presented at NCA Annual meetings and various conferences on assessment.

Bullet 3

Faculty members are exploring the uses of assessment in the context of research on learning theories, constructing vs. acquiring knowledge, and active learning strategies.

1. Faculty are integrating assessment of the abilities into active learning strategies, such as problem based learning, learning communities and best practices.

Bullet 4

Faculty, as a whole, demonstrate effective assessment practices and routinely link assessment results to decision making and program improvement.

II. Shared Responsibility b. Administration and Board and c. Students

Level Two

Administration and Board

Bullet 1

The Board, the CEO, and the executive officers of the institution express their understanding of the meaning, goals, characteristics, and value of the assessment program, verbally and in written communications.

1. Governing board, which the CEO attends, holds annual strategic conversations and feedback sessions on assessment where faculty from the various Maricopa Community Colleges, including EMCC, show the state of assessment in their institution.
2. Governing board also has outcome statements, which emphasize student learning.
3. CEO is the primary resource provider for the assessment plan. All plan initiatives and decisions require his support.

Bullet 2

The CAO has oversight responsibility for the ongoing operation of the assessment Program and for promoting the use of assessment results to effect desired improvements in student learning, performance, development, and achievement.

1. CAO is working member of the SAAC steering, and provides active input into committee decisions.
2. CAO's budget has been used to pay for the purchase of assessment instrument and its grading.
3. As of 2001, CAO has created a SAAC fund from own financial resources. This amount put into this fund was based on budget needs determined by SAAC chairs.
3. CAO supports the faculty assessment program by providing release time for SAAC steering team chairs and team facilitators.
4. CAO pays adjunct faculty for their attendance at meetings and workshops regarding assessment.
5. CAO attends the Governing board meetings on assessment.
6. CAO scheduled the assessment breakout session on implementing the abilities during the adjunct-faculty convocation at EMCC during Spring 2001.
7. CAO represents SAAC issues at strategic planning meetings when faculty members cannot attend.

Bullet 3

The CAO, deans, directors, and other academic offices demonstrate their commitment to the Assessment Program through verbal and financial support of assessment personnel and activities and of the changes in modes of instruction, in staffing, curriculum, student and academic services proposed by faculty on the basis of assessment results.

1. The CAO financially supports all assessment efforts

2. Dean of Instruction, Dean of Student Services, Director of Institutional research, Associate Dean of Occupational Education are all members of the SAAC steering team.
3. CAO has supported and guided the forming of the Math and Writing Center
4. CAO is a participating member of the Center for Teaching and Learning Advisory committee, which focuses on improved outcomes for student learning.

Bullet 4

The CAO arranges for awards and public recognition to individuals, groups, and academic units making noteworthy progress in assessing and improving student learning.

1. Awards distributed twice a year.

Bullet 5

Unit heads devise strategies to ensure that their academic departments/programs implement the assessment plans they developed or develop them more fully.

1. All academic programs are currently developing division plans to include assessment components as part of long-range goals.

Students

Bullet 6

Student government members frequently serve on the institutional or departmental/program Assessment Committees and are becoming knowledgeable about institution's assessment program.

1. We have gone from having 1 student representative to having 2 student representatives on the SAAC steering team.
2. We have had participation from the student honor society on the SAAC steering team
3. Students organizing Spring Fling, a student activity, organized the activities around the assessment of abilities.

Level Three

Administration and Board

Bullet 1

All of the characteristics described in Level Two are continued, sustained, and where appropriate, enhanced.

1. All level two activities have been continued, sustained and enhanced over the last five years.

Bullet 2

Board members informed about assessment results are helpful in championing institutional improvement efforts and making such efforts an ongoing institutional priority.

Bullet 3

Besides explicit public statements, senior administrators are supportive of the assessment program by authorizing various campus offices to provide the services needed to carry out the assessment efforts. They also authorize special projects to enhance the assessment program (e.g., pilot projects, summer stipends, departmental grants, and support for assessment symposia). These projects are designed to promote better assessment practices, to improve faculty understanding of the benefits of assessing student learning, and to contribute to faculty's acceptance of assessment as fundamental to a scholarly approach to teaching and learning.

Students

Bullet 1

Students reflect upon the work they have produced over the course of their academic program, put their thoughts into writing, and include judgments about how their work does or does not demonstrate attainment of the faculty's expected outcomes.

Bullet 2

Student leaders educate their peers about the Assessment Program through conversations, public presentations, and articles in the student newspaper.

1. Students at interclub council discuss assessment week with all club representatives.
2. Phi Theta Kappa has included items about assessment in its organization newsletter.
3. Students involved in spring fling shared information about assessment abilities with entire campus population, particularly peers.

Bullet 3

Unit faculty, with input from their students, identify changes that might be made toward improving those areas of learning that the results of assessment indicate could be strengthened.

III. Institutional Support a. Resources and b. Structures

Level Two

Resources

Bullet 1

The CEO and CAO annually approve a budget for the Assessment Program sufficient to provide the technological support, physical facilities, and space needed to sustain a viable assessment program and for making professional development opportunities available.

1. The CEO and CAO have set aside a budget for the Assessment Program.

Bullet 2

In institutions without an Office of Institutional Research (OIR), knowledgeable staff and/or faculty members are given release time or additional compensation to provide these services.

1. An Office of Institutional Research exists.

Bullet 3

Unit heads endorse the use of departmental funds for professional development in assessment, for faculty release time, and other expenses associated with the department's assessment activities and initiatives based on assessment findings intended to improve student learning.

1. Professional development and commitment to the assessment plan are built into the divisional plans.
2. Faculty have suggested using release time for the continued implementation of the abilities into their course work.

Bullet 4

Resources are made available for faculty serving on the Assessment Committee, faculty seeking to develop their skills in assessing student learning, departments requesting funding to implement their assessment programs and test changes intended to improve student learning.

1. Release time is allocated for co-chairs of the assessment committee, as well as, the assessment team facilitators.
2. Funds are made available to implement the assessment programs and tests in all academic programs.

Bullet 5

Faculty receive feedback on their assessment programs through an annual reporting cycle. The members of the Assessment Committee review each report that is submitted and provide analysis and suggestions to the faculty in the program.

Bullet 6

Assessment information sources such as an assessment newsletter and an assessment resource manual are made available to faculty to provide them with key assessment principles, concepts, models, and procedures.

Structures

Bullet 1

There is an organization chart and an annual calendar of the implementation of the Assessment Program.

1. The Student Academic Achievement Plan includes an organizational chart and timeline for the implementation of the plan.

Bullet 2

The Assessment Program is provided with a Coordinator/Director who reports directly to the CAO.

1. Assessment co-chairs report directly to the CAO.

Bullet 3

The CEO or CAO has established a standing Assessment Committee, typically comprised of faculty, academic administrators, and representative of the OIR and student government.

1. A standing assessment committee, comprised of faculty, administrators, representatives of the Office of Institutional Research and student representatives has been in operation since 1995.

Bullet 4

The administration has enlarged the responsibility of the OIR to include instruction and support to the Assessment Committee, academic unit heads, and academic departmental or program faculty.

1. The Office of Institutional Research is a very active component in the assessment committee and works with the division chairs and faculty.

Bullet 5

Unit leaders (department heads) have responsibility for maintaining successful assessment programs as a part of their formal position descriptions.

1. The division chair job description includes responsibility for encouraging the integration of the abilities at the classroom and program level.

Bullet 6

The CAO delegates unit heads sufficient authority and resources to conduct an effective assessment program.

1. The Student Academic Achievement Committee has been implementing assessment since 1996.

Bullet 7

Some or many academic units and the Curriculum Committee are requiring that faculty members indicate on the syllabi of previously approved courses and in the proposal for new courses, and for new or revised program, the measurable objectives for student learning and how student learning will be assessed.

1. Academic division chairs strongly encourage the inclusions of the abilities in course syllabi and the measurement of the abilities in individual courses.

Bullet 8

Members of the Assessment Committee serve as coaches and facilitators to individuals and departments working to develop or improve their assessment programs and activities.

1. Workshops have been held with both full-time and adjunct faculty to share current practices and facilitate individual faculty in the recognition of activities currently being used in their courses. These workshops have also been focused on promoting new activities.

Bullet 9

The Assessment Committee is working with unit heads and with faculty and student government leaders to develop effective feedback loops so that information (about assessment results and the changes tried where those results suggest improvement is needed) can be shared with all institutional constituencies and used to improve student learning.

1. The updated Student Academic Achievement Plan includes feedback loops that incorporate faculty, students, and administration.
2. The Math and Writing Center was implemented as a result of feedback loops.

Level Three

Resources

Bullet 2

A budget line has been established and sufficient resources are allocated in the annual E&G operations budget to sustain a comprehensive assessment program.

1. A budget line for assessment has been established.

Bullet 3

Mechanisms are in place to ensure linkage of assessment outcomes to allocation of resources for the purposes of improving student learning.

Bullet 4

Special funding is available to support faculty attendance at local, state, regional and national assessment conferences.

Bullet 5

The Assessment Committee solicits proposals and awards funding for departmental assessment activities and initiatives.

Bullet 6

Deans and department heads have the responsibility and authority to allocate budgeted resources to support changes indicated by assessment results.

Structures

Bullet 2

Syllabi for courses being currently offered and all submitted courses and programs state measurable objectives for student learning and provide for the assessment of students' academic achievement.

1. All courses and programs have district-wide measurable objectives.

Bullet 3

The institution maintains a system of data collection that helps sustain an effective Assessment Program.

1. Each assessment team maintains a regular data collection system.

Bullet 4

The comprehensive assessment program is evaluated regularly and is modified as necessary for optimal effectiveness.

1. Each assessment team evaluates its program and modifies as necessary each semester based on assessment outcomes and responses.

Bullet 5

Institutional and departmental assessment programs are annually reviewed and annually updated.

1. A timeline is in place that allows for the annual review of the assessment program.
2. Division strategic plans are to be reviewed annually.

Bullet 6

The effectiveness of the changes in curriculum, academic resources, and support services made to improve student learning is evaluated and documented.

1. Changes and suggestions for impacting student learning are made by the Student Academic Achievement Committee Steering Team based on assessment results and are documented in the minutes.

Bullet 7

The institution provides resources and support for the assessment program through offices that (1) offer consultation in research and evaluation design, portfolios, local development of direct measures; (2) enhance effective decision making and foster accountability by facilitating assessment activities and facilitating the integration of planning and budgeting processes with the results of assessment; (3) maintain data that are summarized and published annually and provide on-line access to data for academic departments; and (4) provide instructional support resources, consultation, and workshops for assessment activities.

Bullet 8

The academic program includes a procedure for an annual report to the CAO of accomplishments, obstacles encountered, or changes recommended and accommodated through modification of the previous year's assessment plan.

Bullet 9

The Assessment Committee creates a monthly publication that communicates assessment activities and results to the campus community, thereby raising awareness about the efficacy of assessment for improving teaching and learning.

IV. Efficacy of Assessment

Level Two

Efficacy

Bullet 1

Faculty members are increasingly engaged in interpreting assessment results, discussing their implications, and recommending changes in academic programs and other areas in order to improve student learning.

1. Dialogue Day was held during Spring 2001 and will be held each semester in the future.

Bullet 2

Many academic units or programs are collecting, interpreting, and using the results obtained from assessing student learning in general education, in undergraduate majors, and in graduate and professional programs.

1. Using of results collected by the General Education assessment team, the divisions have incorporated objectives to improve teaching and learning into their strategic plans.

Bullet 3

The conclusions faculty reach after reviewing the assessment results and the recommendations that they make regarding proposed changes in teaching methods, curriculum, course content, instructional resources, and in academic support services are beginning to be incorporated into regular departmental and/or institutional planning and budgeting processes and included in the determination of the priorities for funding and implementation.

1. Faculty have used the results of assessment to implement tutoring programs in the Math and Writing Center and define the mission of the Center for Teaching and Learning.
2. After reviewing assessment results, faculty made recommendations regarding changes in teaching methods, curriculum, instructional resources, and academic support services. These suggestions have been forwarded to the divisions for inclusions in their strategic planning process.

Bullet 4

Assessment finding about the state of student learning are beginning to be incorporated into reviews of the academic program and into the self-study of institutional effectiveness.

1. Assessment results have been shared with faculty and divisions.
2. The Plan for Institutional Effectiveness and the Student Academic Achievement Plan constitute the institution's assessment strategies.

Bullet 5

Academic unit heads are documenting the changes made in pedagogy, curriculum, course content, and/or academic resources and support services to improve student learning as a result of the faculty's responses and recommendations to assessment.

1. Unit heads document changes in pedagogy, curriculum, and course content by collecting and reviewing course syllabi.
2. Implementation of changes based on assessment are a documented responsibility of the division chairs.

Level Three

Efficacy

Bullet 2

Student learning has become central to the culture of the institution and finding ways to improve it is ongoing.

1. Student learning is in all documentation at all levels. Student facilities are all focused on student learning. Examples include the Learning Enhancement Center, the Math and Writing Center, the Center for Teaching and Learning, and One-stop Enrollment Services.

Bullet 3

A “culture of evidence” has emerged, sustained by a faculty and administrative commitment to excellent teaching and effective learning.

1. Assessment results have been shared with faculty. Faculty generated many suggestions using the results to impact effective teaching and learning.
2. Release time is awarded to improve teaching and learning and increase faculty proficiency in technological teaching tools.

Bullet 4

Explicit statements regarding the institution’s expectations for student learning are widely publicized.

1. The college catalog, student handbook, and schedule of classes all include statements regarding expectations for student learning and share information about student abilities.

Bullet 5

Programmatic benchmarks are established against which students’ learning outcomes are assessed.

1. Entering and existing cohorts are assessed in General Education to establish programmatic benchmarks.
2. The Organizational Leadership program uses portfolio development to establish benchmarks for assessment.

Bullet 6

The institution publicly and regularly celebrates demonstrated student learning, performance, and achievement.

1. An Honors Program banquet, a scholarship banquet, and graduation ceremony, where student achievement is recognized, are held every year

APPENDIX O

Proposed Budget

Reassigned time	\$18,000.00
Co-chair (6 hours)	
Co-chair (6 hours)	
GrEAT facilitator (6 hours)	
Developmental Education facilitator (6 hours)	
Workforce Development facilitator (6 hours)	
Travel to NCA Annual Meeting	1,600.00
Co-chair \$800	
Co-chair \$800	
Supplies	2,500.00
(Workshops, Fliers, Buttons, Newsletter, T-shirts, Publishing & Mailing)	
Assessment Tools	5,600.00
100 * \$14.00 * 2 semesters (\$2,800)	
In class assessment (\$2,800)	
Honorarium to students who take assessment	4,000.00
100 * \$20.00 * 2 semesters	
Adjunct Faculty Participation	1,050.00
2 hours @\$17.50/hr * 30 faculty	
TOTAL	\$32,750.00

ESTRELLA MOUNTAIN COMMUNITY COLLEGE

STRATEGIC AND INSTITUTIONAL PLANNING DOCUMENTS

NUMBER	TITLE	DATE
No. 1	Planning Directions: A Conceptual Framework for Planning	August, 1989
No. 2	West Valley Community Education Needs Assessment	September, 1990
No. 3	Assessment of Business Programs and Computer Facilities	October, 1989
No. 4	Conceptual Phase Proposal: New Site for College Facilities	October, 1989
No. 5	Proposed Physical Education Report	November, 1989
No. 6	Strategic Planning Fact Book	March, 1990
No. 7	Report of the Teaching for Learning Subcommittees	April, 1990
No. 8	Child Care Options	May, 1990
No. 9	Master Plan Report	June, 1990
No. 10	PALS Lab Proposal	July, 1990
No. 11	Project C.Y.C. Final Report	July, 1990
No. 12	Community Planning Process	August, 1990
No. 13	Project CBLC Final Report	September, 1991
No. 14	Establishing a Community Based Literacy Program: Dreams, Realities, And Future Directions	November, 1991
No. 15	Adult Literacy Planning Committee Report	December, 1991
No. 16	Capital Planning for the Twenty-First Century	March, 1992
No. 17	Blueprints for Planning	November, 1996
No. 18	Insuring Institutional Effectiveness	November, 1996
No. 19	Environmental Scan and Fact Book 1997	January, 1997
No. 20	Environmental Scan and Fact Book 1999	June, 1999
No. 21	Environmental Scan and Fact Book 2000	August, 2000
No. 22	Environmental Scan and Fact Book 2001	August, 2001
No. 23	Child Care Options '99	August 1999
No. 24	Plan for Institutional Effectiveness 1999-2002	August 1999
No. 25	Strategic Plan 2001-2004 (Update)	September 2001
No. 26	Student Success Plan 2001-2005	June 2001
No. 27	Student Academic Achievement Plan 2001-2011 (Update)	November 2001
No. 28	Financial Resources Plan 2001-2004	December 2001
No. 29	Academic Plan 2001-2006	January 2002
No. 30	Information Technology Plan 2002-2006	February 2002