



The information and statistical data contained in the document have been verified through the Offices of Institutional Research, Planning and Effectiveness.
April 15, 2015

STUDENT SUCCESS & COMPLETION BOARD OF TRUSTEES MONITORING REPORT

Executive Summary

The Board of Trustees' ends statement #1 focuses on student success and completion: "All learners achieve their transfer, career, and lifelong learning aspirations by acquiring knowledge and skills needed to prosper in the 21st century economy as determined by assessment of their learning."

There are four sub-ends under Student Success/Completion, addressing success points, transfer, short-term credentials, and assessment of learning:

Sub-Ends

1a. Learners achieve points of success along a retention continuum by successfully completing 12, 24, 36, and 60 semester college-level credit hours, graduation and licensing (if applicable.)

1b. Learners transfer to a four-year university after completing minimum milestone achievement of 12 semester credit hours.

1c. Learners achieve their short-term learning workplace technical credentials.

1d. Learners are assessed in their learning and for their achievement of general education or program outcomes as required by the Higher Learning Commission.

Key Performance Indicators:

- State Share of Instruction results using comparison data from benchmark institutions;
- Performance targets are established for future;
- Retention fall-spring, spring-fall, and fall-fall analysis with target goals for future;
- Assessment of general education learning and programmatic outcomes with focus on recommended future changes.

(Please note that either in table or narrative form, the key performance indicators listed above are addressed in this monitoring report.)

As Edison continues to deepen its already significant alignment with the state’s approach to funding, based on course completions, success points, and earned credentials, many of the approaches to gathering, displaying, and utilizing statistics fall into a natural alignment as well. The traditional, rigidly used definition of success, then, is no longer tied solely to the attainment of a credential, but is rather more sequential and longitudinal; though the goal is the same, the path and the journey are now subject to more measurement and scrutiny.

At the time of this writing, Edison continues to reverse engineer its funding from the state, a necessary component of realizing and articulating future goals and areas of improvement. Given the newness of the 100% performance-based funding allocation from the state, there is not yet any longitudinal performance data for this model that allows Edison to compare itself year-to-year, or to the other institutions against which it is typically benchmarked. That being said, with the model based on three-year rolling averages, improvements are not likely too drastic in any given area, but rather, will inform the direction of the College and the state relative to a pool of funds that is unlikely to increase in size.

While the ability of the College to report some benchmark data is constrained at this time, it remains well poised to present other data requested in the sub-ends that inform the KPIs, especially in the area of assessment. Edison has been active in its approach to assessment since 2001, and has continued to refine the collection and analysis of data over that time to build a robust culture of assessment in its academic programs across all divisions. The informed nature of the recommended future changes in this area continues to be a map by which the ongoing assessment efforts are navigated.

Along those lines, and given the depth and breadth of the assessment function, the Board may consider refining its ends statements in such a way that assessment is handled as its own monitoring report in the future. The timing of this would coincide with the availability of a second year of performance based funding data, allowing further analysis and informed recommendations for future performance targets as requested in the KPIs.

Sub-End 1a. Learners achieve points of success along a retention continuum successfully completing 12, 24, 36 and 60 semester college-level credit hours, graduation and licensing (if applicable.)

Table 1 shows two things: Edison does well compared to benchmark community colleges in Ohio in success points earned for credit hour milestones, ranking no lower than third of seven across the 12, 24, and 36 credit hour milestones; the story is different, however, when Edison is compared in the areas of developmental English and mathematics, where Edison ranks last and fifth (respectively) in the cohort of seven benchmark colleges.

FY 14 Percent of Institution's Total Points by Success Point

| Institution | 12 Hrs | 24 Hrs | 36 Hrs | Dev Ed English Success | Dev Ed Math Success | |
|---------------------|--------------|--------------|--------------|------------------------|---------------------|---------------|
| CLARK STATE | 37.8% | 23.8% | 18.6% | 11.6% | 8.2% | 100.0% |
| EDISON STATE | 36.6% | 27.1% | 20.9% | 4.8% | 10.5% | 100.0% |
| NORTH CENTRAL | 33.9% | 26.5% | 21.7% | 10.1% | 7.9% | 100.0% |
| NORTHWEST STATE | 36.8% | 27.9% | 21.0% | 6.0% | 8.3% | 100.0% |
| SOUTHERN STATE | 33.8% | 25.0% | 20.1% | 9.4% | 11.7% | 100.0% |
| TERRA STATE | 35.9% | 24.8% | 19.6% | 7.0% | 12.6% | 100.0% |
| ZANE STATE | 29.7% | 21.9% | 18.3% | 12.8% | 17.3% | 100.0% |
| State Total | 34.2% | 24.4% | 19.0% | 9.8% | 12.7% | 100.0% |

Table 1: Institutional Research 4/1/2015

It is of significant note that both areas of developmental education are undergoing significant assessment and redesign as part of the curriculum process and that changes made in these areas would yield improved results in benchmarking in the coming years.

Table 2, on the following page, demonstrates some of Edison's strengths as related to receipt of performance-based funding for the awarding of degrees and certificates (graduations) and transfer student credit attainment. While Edison's overall shares of state performance-based funding is 1.83% of the total amount awarded for graduations, the College received more than that percentage in each of four areas (see green highlights in the table).

Sub-end 1b. Learners transfer to a four-year university after completing minimum milestone achievement of 12 semester credit hours.

Also shown in Table 2, the College received a higher percentage of funding for its transfer performance (blue highlight in the table) than it did overall. To further inform transfer performance, Table 3 shows the number of students who transferred from Edison after earning twelve or more credit hours, by year and transfer institution type. It's important to note that in a year of overall declining institutional enrollment (FY14), transfers did not go down, but rather, increased, contributing to some level of enrollment loss.

Sub-end 1c. Learners achieve their short-term learning workplace technical credentials.

Among the most dramatic increases Edison has engineered in recent years has been the improvement of awarding of short-term, technical certificates. Table 4 shows, again, that even during years of declining enrollment, the number of certificates awarded has been flat or increased, yielding an increase in the percentage of the number of credentials based on student headcount. These certificates contribute to Edison's higher-than-anticipated-share performance in this area with the SSI model. The focus on the awarding of these certificates, some but not all

FY2015 SSI Formula using FY 12, 13, 14 actual data

| Institution | 50% | | 25% | 25% | | | | | | 100% |
|-------------------------|--------------------------|-----------------------------------|--------------------|--------------------|-----------------------|--------------------|-----------------------|------------------|--------------------|-----------------------|
| | Course Completions (FTE) | Course Completions (FTE) - Access | Success Points | Assoc. Degrees | Assoc. Degrees Access | Certificates | Certificates - Access | Transfers | Transfers - Access | Formula Total FY 2015 |
| CLARK STATE | \$5,150,081 | \$548,987 | \$2,721,152 | \$1,439,800 | \$505,087 | \$76,522.18 | \$32,555 | \$447,375 | \$111,340 | \$11,032,899 |
| EDISON STATE | \$3,293,854 | \$312,153 | \$1,856,794 | \$1,264,412 | \$387,457 | \$58,118.45 | \$19,620 | \$432,179 | \$64,056 | \$7,688,644 |
| NORTH CENTRAL | \$3,203,394 | \$325,937 | \$1,647,421 | \$1,266,119 | \$406,821 | \$13,438.88 | \$6,387 | \$385,788 | \$94,887 | \$7,350,194 |
| NORTHWEST STATE | \$5,096,622 | \$453,572 | \$2,344,096 | \$1,050,515 | \$370,335 | \$69,861.49 | \$25,550 | \$240,218 | \$49,011 | \$9,699,781 |
| SOUTHERN STATE | \$3,267,842 | \$357,200 | \$1,911,917 | \$1,200,923 | \$412,770 | \$48,082.93 | \$15,878 | \$463,905 | \$91,928 | \$7,770,446 |
| TERRA STATE | \$2,878,832 | \$304,971 | \$1,574,234 | \$893,121 | \$311,175 | \$1,489.13 | \$432 | \$255,948 | \$52,272 | \$6,272,474 |
| ZANE STATE | \$3,401,894 | \$348,927 | \$2,162,747 | \$1,424,032 | \$485,768 | \$38,454.42 | \$18,935 | \$330,066 | \$100,950 | \$8,311,774 |
| Community College Total | \$190,103,441 | \$19,447,273 | \$104,775,357 | \$56,967,915.84 | \$19,209,767 | \$1,766,715 | \$687,818 | \$19,963,132 | \$6,180,010 | \$419,101,428 |
| Edison Shares | 1.73% | 1.61% | 1.77% | 2.22% | 2.02% | 3.29% | 2.85% | 2.16% | 1.04% | 1.83% |

Table 2: Institutional Research 4/1/2015

| Fiscal Year | IN STATE PUBLIC | OUT OF STATE/PRIVATE | Grand Total |
|--------------------|------------------------|-----------------------------|--------------------|
| 2010 | 259 | 202 | 461 |
| 2011 | 295 | 307 | 602 |
| 2012 | 292 | 259 | 551 |
| 2013 | 306 | 251 | 557 |
| 2014 | 344 | 273 | 617 |

Table 3: Institutional Research 4/1/2015

of which are embedded within a two year degree, is in providing credentials that put students into jobs in as expediently and cost-effectively a manner as possible. Again, as with a number of initiatives that focus on expedient success, the unintended outcome is often the graduation of a student after one year, as opposed to two, which can impact enrollment in a negative way.

| Short-Term Technical Certificates | | | | | |
|--|---------------|---------------|---------------|---------------|--------------|
| | FY2012 | FY2013 | FY2014 | FY2015 | Total |
| Accounting Clerk | 5 | 1 | 1 | 1 | 8 |
| Advanced Manufacturing | | | 1 | | 1 |
| Cisco Certified Networking Professional | | | | 4 | 4 |
| Child Development Associate Credential | 5 | | 1 | | 6 |
| Cisco Certified Network Associate | | | | 3 | 3 |
| CNC Programming | | | 1 | 1 | 2 |
| Computer Maintenance | | 4 | 1 | 10 | 15 |
| Criminal Justice | | | 1 | | 1 |
| Digital Photography | 2 | 1 | 1 | | 4 |
| Industrial Electrical Controls | | | 1 | | 1 |
| Help Desk | | 3 | 1 | 9 | 13 |
| Human Resources Management | 1 | 1 | | 3 | 5 |
| Management | 1 | | 1 | 3 | 5 |
| Microsoft Academic Training Program | | | 1 | 3 | 4 |
| Medical Coder | | | 1 | | 1 |
| Medical Secretary | 3 | 2 | | 1 | 6 |
| Medical Transcription | 3 | 1 | 3 | 1 | 8 |
| Networking | | 2 | 3 | 6 | 11 |
| Photography | 1 | | | | 1 |
| Phlebotomy | 11 | 10 | 9 | 12 | 42 |
| Quality Management | | | | 1 | 1 |
| Real Estate | 1 | 2 | 6 | 3 | 12 |
| Tax Consultant | 2 | 1 | | 1 | 4 |
| Totals | 35 | 28 | 33 | 62 | 158 |

Table 4: Institutional Research 4/1/2015

It is before moving into sub-end 1d. (and in reference to the three sub-ends above) that makes the most sense to look at overall retention/attrition rates as often, the true reasons for unannounced student departures are difficult to ascertain. As show in Tables 5 and 6, Edison, when compared to its benchmark small community colleges in Ohio, has shown improvement in retaining students from fall-to-fall (a lower attrition rate is desirable in this table, indicating higher retention). The problem with this assertion is that as an industry, our retention as a whole is cause for concern and acts as a magnet for scrutiny from politicians, students, parents, and partners. In other words, to have the (as of 13-14) first and second best measures (for part-time, and full-time students, respectively) out of a collective of “undesirable” measures is no comfort and no cause for celebration. Combined with the knowledge that it costs more to attract a new student than to keep a current one, its especially important for fiscally constrained institutions like Edison and most other community colleges to discover ways to keep students longer. The caveat with that assertion is that keeping students longer is often not how the success agenda works.

For example, consider the race to remove credit hours from two year degrees, to a threshold of 60 from perhaps as high as 67). For every program that cuts seven hours in a program, that’s a loss of seven future hours of enrollment for the college. For every student who we allow to drop a course during the first week (but not add a course if it has already met for the first time), three hours of enrollment is lost. For every student for whom we articulate credit from a partner or transcript credit for prior learning, enrollment is lost. For every streamline math student who completes two courses worth of work in eight weeks, three hours are lost. All of these initiatives are part of the completion agenda, and they should be, but they do come with a cost to future enrollment numbers.

| Rate of Fall-to-Fall Attrition of First-Time Full-Time Degree Seeking Students | | | | |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Institution Name | 2013FR to 2014FR | 2012FR to 2013FR | 2011FR to 2012FR | 2010FR to 2011FR |
| Clark State Community College | 61 | 60 | 53 | 52 |
| Edison State Community College | 47 | 49 | 46 | 45 |
| North Central State College | 47 | 54 | 56 | 53 |
| Northwest State Community College | 41 | 42 | 46 | 46 |
| Southern State Community College | 53 | 54 | 49 | 42 |
| Terra State Community College | 60 | 56 | 60 | 57 |
| Zane State College | 48 | 49 | 49 | 44 |
| | (2nd) | (2nd) | (Tied-1st) | (3rd) |

Table 5: Institutional Research 4/1/2015

| Rate of Fall-to-Fall Attrition of First-Time Part-Time Degree Seeking Students | | | | |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Institution Name | 2013FR to 2014FR | 2012FR to 2013FR | 2011FR to 2012FR | 2010FR to 2011FR |
| Clark State Community College | 69 | 67 | 58 | 71 |
| Edison State Community College | 54 | 63 | 61 | 68 |
| North Central State College | 59 | 53 | 62 | 57 |
| Northwest State Community College | 62 | 43 | 50 | 48 |
| Southern State Community College | 59 | 68 | 65 | 67 |
| Terra State Community College | 67 | 36 | 53 | 48 |
| Zane State College | 74 | 67 | 63 | 55 |
| | (1st) | (4th) | (4th) | (6th) |

Table 6: Institutional Research 4/1/2015

To compound this, the ability to truly measure student intent is not a priority in the state of Ohio. Students are asked (upon application) what their goal/intention is for enrolling in our colleges. They are not asked again, despite our knowledge that those goals change based on factors that are often (but not always) outside of institutional control. Until we truly know what a student's goal was each semester they attend, we aren't able to drill down deeply enough to inform

Sub-end 1d. Learners are assessed in their learning and for their achievement of general education or program outcomes as required by the Higher Learning Commission.

Key Performance Indicators:

- Assessment of General Education Outcomes
 - Percentage of students achieving the general education learning outcomes assessed during the fall and spring semesters at a “3 – Acceptable” or higher level; for mathematics, level 3 “Can do the arithmetic but weak on understanding the concepts.”
- Assessment of Career Program Learning Outcomes and impact of recommended changes for improvement.
 - Percentage of students achieving the program outcomes assessed annually at a positive response rate of 95% or higher.
- Program Review outcomes and recommended changes for improvement.
 - Longitudinal tracking of Program Review results across the career programs.

Higher Learning Commission Guiding Values

The Higher Learning Commission Guiding Values¹ state that institutions of higher education are to have a focus on student learning (Guiding Value 1), and a culture of continuous improvement (Guiding Value 4) that includes a process of assessment essential to student learning.

#1: A Focus on Student Learning: For the purpose of accreditation, the Higher Learning Commission regards the teaching mission of any institution as primary.

A focus on student learning encompasses every aspect of students' experience at an institution: how they are recruited and admitted; costs they are charged and how they are supported by financial aid; how well they are informed and guided before and through their work at the institution; the breadth, depth, currency, and relevance of the learning they are offered; their education through co-curricular offerings; the effectiveness of their programs; what happens to them after they leave the institution.

4. A Culture of Continuous Improvement: For student learning, a process of assessment is essential to continuous improvement and therefore a commitment to assessment should be deeply embedded in an institution's activities. Assessment applies not only to student learning and educational outcomes but to an institution's approach to improvement of institutional effectiveness.

For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analyses. Institutions committed to improvement review their programs regularly and seek external judgment, advice, or benchmarks in their assessments. Because in recent years the issues of persistence and completion have become central to public concern about higher education, the current Criteria direct attention to them as possible indicators of quality and foci for improvement, without prescribing either the measures or outcomes.

AQIP, our pathway for accreditation has as its first category, Helping Students Learn. Within this Category, annually, we are required to respond concerning our assessment processes, results, and improvements on our Common Learning Outcomes, Program Learning Outcomes, and Program Quality. These three are in relationship to three other standards within Category One. The detail to which we must respond is shown here and is a direct quote from HLC's working document.

AQIP Category One: Helping Students Learn²

Helping Students Learn focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

¹ Higher Learning Commission. A commission of the North Central Association. The Criteria for Accreditation: Guiding Values. www.hlccommission.org. 3/19/2015.

² Higher Learning Commission. A commission of the North Central Association. *Proposed Systems Portfolio Structure with New AQIP Categories*. April 2014.

Common Learning Outcomes

1P1 Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs.

Describe the processes for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Aligning common outcomes to the mission, educational offerings, and degree levels of the institution
- Determining common outcomes
- Articulating the purposes, content, and level of achievement of the outcomes
- Incorporating into the curriculum opportunities for all students to achieve the outcomes
- Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs
- Designing, aligning, and delivering co-curricular activities to support learning
- Selecting tools/methods/instruments used to assess attainment of common learning outcomes
- Assessing common learning outcomes

Program Learning Outcomes

1P2 Program Learning Outcomes focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution
- Determining program outcomes
- Articulating the purposes, content, and level of achievement of the outcomes
- Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs
- Designing, aligning, and delivering co-curricular activities to support learning
- Selecting tools/methods/instruments used to assess attainment of program learning outcomes
- Assessing program learning outcomes

Academic Program Quality

1P4 Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue
- Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs
- Awarding prior learning and transfer credits
- Selecting, implementing, and maintaining specialized accreditation(s)
- Assessing the level of outcomes attainment by graduates at all levels
- Selecting the tools/methods/instruments used to assess program rigor across all modalities

In addition to the AQIP Category One, The Higher Learning Commission has adopted five **Core Components** that serve as the Criteria for Accreditation or standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. Related to the Assessment of Student Learning are:

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, postgraduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.
- 4.A. The institution demonstrates responsibility for the quality of its educational programs.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
 3. The institution has policies that assure the quality of the credit it accepts in transfer.
 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).
- 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
 3. The institution uses the information gained from assessment to improve student learning.
 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Assessment of Student Learning at Edison Community College

Edison Community College is committed to providing quality education and services to students. To promote quality, Edison has implemented assessment procedures to support the ongoing and ever evolving assessment of general education and career programs. The Office of Institutional Planning and Effectiveness serves as the Assessment Office. The following is taken from the Assessment Handbook and Program Review Procedures.

Assessment activities for general education and career programs are under the direction and review of the Assessment Committee. The Assessment committee is under the auspices of the Senior Vice President for Academics and is led by six full-time faculty. Committee membership is made up of both general education (3) and career/technical (3) faculty along with the Dean of Arts and Sciences, and the Dean of Institutional Planning and Effectiveness.

The function of the Assessment Committee is

- A. To coordinate and guide the institutional assessment of student learning.
- B. To coordinate the assessment of general education.
- C. To assist faculty in the development of program assessment plans.
- D. To provide feedback to those submitting assessment reports.
- E. To prepare annual summaries of assessment activities.
- F. To maintain records of assessment and program review activities, including an assessment web site.

The Assessment of General Education Outcomes

General education is a group of courses that provide a broad educational foundation and promote lifelong learning and personal, professional, and social growth. The overall goals of General Education at Edison are characterized using six learning outcomes. These outcomes are:

1. Demonstrate **critical thinking** skills in order to understand complex relationships; to evaluate claims of truth, aesthetic value, ethics, and morality; and to make appropriate choices and draw defensible conclusions;
2. Use **written and spoken (oral) English** effectively in a free exchange of ideas (Communication);
3. Appreciate the process and structure of **mathematics** and apply math to the analysis of the physical world;
4. Develop a mental habit which is open-minded, tolerant, appreciative of **diversity** and aware of global cultures;
5. Develop effective **interpersonal skills**;
6. Use information resources and apply basic methods of **inquiry** from many fields, including scientific method, social and scientific observation, cause-effect analysis, and artistic criticism.

Annually, through various methods, the General Education outcomes are assessed throughout the courses that are offered. The results of the assessments are then evaluated and alterations to the assessments themselves are made to increase their effectiveness. Also, if results indicate, changes may be made to General Education in order to enhance the focus relating to specific outcomes.

Therefore, this assessment procedure allows Edison to verify that students receiving a General Education have increased their competency regarding the General Education outcomes.

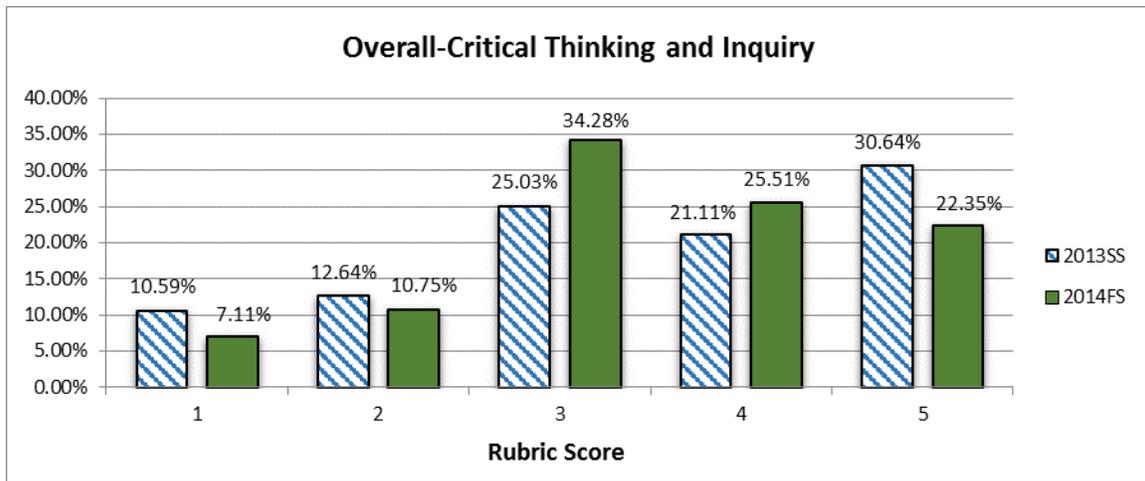
Results for the Assessment of General Education Outcomes

Four General Education outcomes are assessed across the curriculum through common rubrics. Each of these outcomes have been assessed with the rubric for two semesters. On a scale of 1 to 5 where 5 is Exemplary and 1 is Deficient, Edison students are demonstrating achievement of the outcomes at a level of Acceptable plus. Appendix A contains the Assessment Rubrics.

- 3.45 Critical Thinking and Inquiry
- 3.72 Interpersonal Skills and Teamwork
- 3.42 Oral Communication
- 3.48 Written Communication

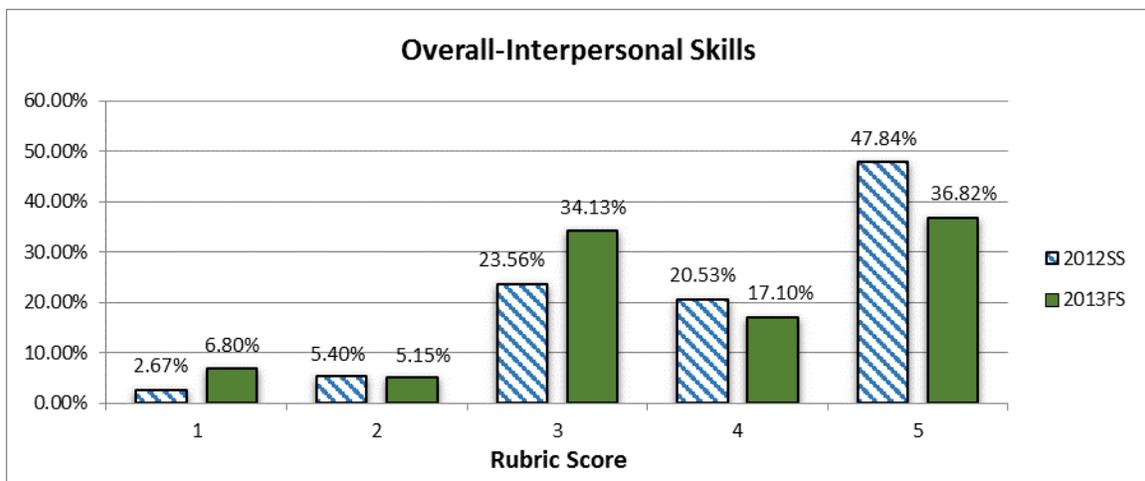
Critical Thinking and Inquiry: Critical thinking is the ability to apply internalized standards of thought: clarity, relevance, analysis, organization, recognition, evaluation, accuracy, depth, and breadth. Critical thinking requires detachment, the ability to examine critically one's own ideas and thoughts, as well as examining the ideas and thoughts of others. Possessing the fundamentals of critical thinking enables an individual to reason across a variety of disciplines and domains and to critique one's own thinking from many perspectives. Inquiry is the information gathering process through which the learner formulates essential questions, locates appropriate resources, and evaluates the applicability of the data for a particular situation. Exemplary (5.00) is the highest possible score on the rubric.

| Critical Thinking and Inquiry Skill Level | Deficient 1 | (2) 2 | Acceptable 3 | (4) 4 | Exemplary 5 | Total | Average Score |
|--|------------------------|------------------|-------------------------|------------------|------------------------|--------------|--------------------------|
| Attitude | 17 | 17 | 86 | 59 | 76 | 255 | 3.63 |
| Information Literacy | 26 | 39 | 67 | 72 | 49 | 253 | 3.31 |
| Critical Thinking | 17 | 37 | 74 | 77 | 50 | 255 | 3.42 |
| Inquiry | 18 | 18 | 103 | 58 | 58 | 255 | 3.47 |
| Evaluation | 12 | 25 | 104 | 57 | 50 | 248 | 3.44 |
| Overall | 90 | 136 | 434 | 323 | 283 | 1,266 | 3.45 |
| Total | 1,266 | | | | | | |
| Averages | 7.11% | 10.74% | 34.28% | 25.51% | 22.35% | | |



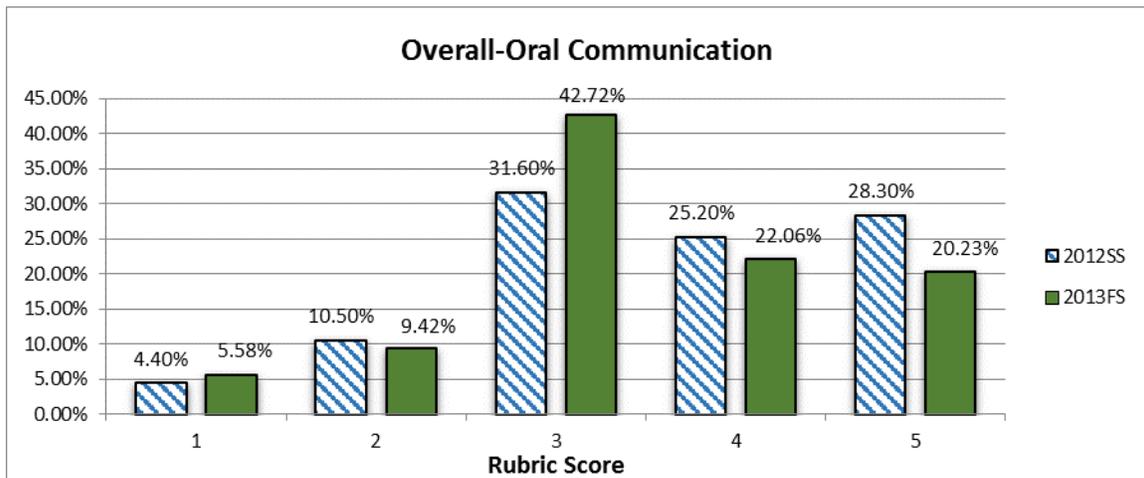
Interpersonal Skills and Teamwork. Interpersonal skills promote personal effectiveness when interacting with others, whether the interaction is one-on-one, in a small group, in an organization, or with an audience. To be skilled interpersonally, a person must first assess any situation to determine the expectations of others involved, and then adapt to those expectations. Exemplary (5.00) is the highest possible score on the rubric.

| Interpersonal Skills and Team Work Skill Level | Deficient 1 | (2) | Acceptable 3 | (4) | Exemplary 5 | Total | Average Score |
|--|----------------|--------------|-----------------|---------------|----------------|--------------|------------------|
| Goal Formulation | 12 | 11 | 81 | 39 | 81 | 224 | 3.74 |
| Collaboration and Conflict Resolution | 15 | 16 | 88 | 40 | 65 | 224 | 3.55 |
| Teamwork | 18 | 16 | 70 | 57 | 63 | 224 | 3.58 |
| Time Management | 14 | 10 | 53 | 34 | 112 | 223 | 3.99 |
| Feedback Giving | 21 | 10 | 96 | 29 | 65 | 221 | 3.48 |
| Feedback Receiving | 11 | 6 | 69 | 30 | 107 | 223 | 3.97 |
| Overall | 91 | 69 | 457 | 229 | 493 | 1,339 | 3.72 |
| Total | 1,339 | | | | | | |
| Averages | 6.80% | 5.15% | 34.13% | 17.10% | 36.82% | | |



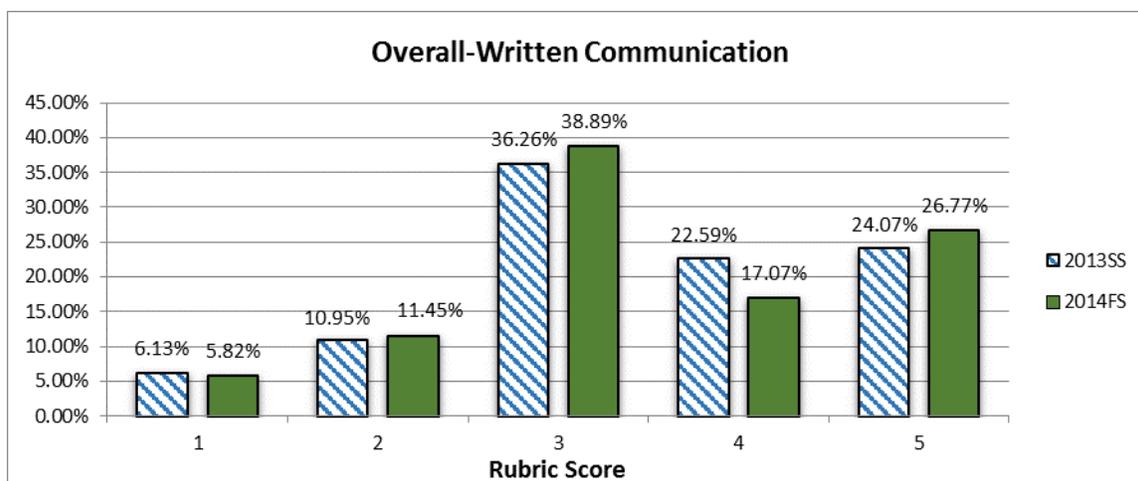
Oral Communication. Oral Communication, a skill basic to all college students, involves listening and speaking for the purpose of understanding and of being understood. A lifetime process, communication also involves the ability to use appropriate and reasonable language and dialects, acknowledging that audiences are diverse. Exemplary (5.00) is the highest possible score on the rubric.

| Oral Communication Skill Level | Deficient 1 | (2) 2 | Acceptable 3 | (4) 4 | Exemplary 5 | Total | Average Score |
|--------------------------------|-------------|-------|--------------|--------|-------------|-------|---------------|
| Central Idea | 11 | 27 | 133 | 54 | 62 | 287 | 3.45 |
| Organization | 17 | 25 | 132 | 65 | 48 | 287 | 3.36 |
| Language & Support Materials | 9 | 28 | 106 | 78 | 66 | 287 | 3.57 |
| Delivery | 27 | 28 | 119 | 56 | 56 | 286 | 3.30 |
| Overall | 64 | 108 | 490 | 253 | 232 | 1,147 | 3.42 |
| Total | 1,147 | | | | | | |
| Percentages | 5.58% | 9.42% | 42.72% | 22.06% | 20.23% | | |



Written Communication. Writing is used across the curriculum in varying degrees. To assess whether writing English is effective depends on the intentions of the assignment, the student’s ability to meet the assignment requirements, and the reader’s understanding of both. Effective writing communicates with the reader so the reader can understand what is on the page. Exemplary (5.00) is the highest possible score on the rubric.

| Written Communication Skill Level | Deficient 1 | (2) 2 | Acceptable 3 | (4) 4 | Exemplary 5 | Total | Average Score |
|-----------------------------------|--------------|---------------|---------------|---------------|---------------|-------|---------------|
| Context & Purpose | 11 | 18 | 89 | 24 | 65 | 207 | 3.55 |
| Development & Organization | 19 | 25 | 57 | 52 | 54 | 207 | 3.47 |
| Topic & Discipline | 13 | 34 | 94 | 34 | 32 | 207 | 3.18 |
| Support & Evidence | 12 | 20 | 60 | 42 | 71 | 205 | 3.68 |
| Mechanics | 5 | 21 | 101 | 24 | 54 | 205 | 3.49 |
| Overall | 60 | 118 | 401 | 176 | 276 | 1,031 | 3.48 |
| Total | 1,031 | | | | | | |
| Percentages | 5.82% | 11.45% | 38.89% | 17.07% | 26.77% | | |



Mathematics. Mathematics is assessed based on achievement of four outcomes. Assessments are conducted in class through the work in six different math courses. The outcomes are:

1. Use numerical, graphical and algebraic representations to describe and analyze applications and present and assess solutions to these applications.
2. Develop or interpret models and explain algorithms and relationships among variables.
3. Analyze real-world data and graphs to gain information and support solutions.
4. Increase confidence in learning and using mathematics.

The current method of assessment for mathematics has been in place since the 2007-2008 academic year. The scale works well in describing student understanding and ability to meet the outcome.

- 0 = No apparent knowledge of this topic
- 1 = Emerging (struggling to know where to start)
- 2 = Developing (can start but not easily finish)
- 3 = Can do the arithmetic but weak on understanding the concepts
- 4 = Proficient (Understands the concepts but has arithmetic errors)
- 5 = Exemplary (no problems)

| Academic Year 2013-14 | % Scoring 3 or above | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Outcome # | MTH 122S Fall | MTH 125S Fall | MTH 123S Fall | MTH 221S Fall |
| Outcome 1 | 92.86% | 84.15% | 69.23% | 66.67% |
| Outcome 2 | 55.71% | 87.80% | 82.69% | 45.83% |
| Outcome 3 | 70.00% | 74.39% | 71.15% | 66.67% |

| Academic Year 2013-14 | % Scoring 3 or above | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Outcome # | MTH 122S Fall | MTH 125S Fall | MTH 123S Fall | MTH 221S Fall |
| Outcome 1 | 75.61% | 60.25% | 93.88% | 83.33% |
| Outcome 2 | 73.17% | 84.47% | 91.84% | 66.67% |
| Outcome 3 | 53.66% | 80.12% | 73.47% | 83.33% |

| Combined Terms 2013-14 | % Scoring 3 or above | | | |
|------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | MTH 122S Fall & Spring | MTH 125S Fall & Spring | MTH 123S Fall & Spring | MTH 221S Fall & Spring |
| Outcome # | | | | |
| Outcome 1 | 84.20% | 72.22% | 81.56% | 75.00% |
| Outcome 2 | 64.40% | 86.12% | 87.23% | 56.25% |
| Outcome 3 | 61.80% | 77.25% | 72.31% | 75.00% |

- Outcome 4 “Increase confidence in learning and using mathematics” is not measured but is an intended outcome that develops throughout the course on a personal basis.

Diversity. Diversity is assessed through three questions on the Student Satisfaction Survey conducted by the College. Students are asked to rate their level of agreement with each statement, on a scale from Strongly Agree to Strongly Disagree. A positive response rate is calculated for the final assessment results. The results indicate that the outcome is being met.

The Diversity questions are:

1. Classes/programs in my field of study adequately discuss cultural diversity.
2. Edison is a comfortable place for me. I feel accepted for who I am.
3. Edison’s atmosphere helps me understand the harmful effects of discrimination.

| Diversity Ratings | | | | | | |
|--------------------------|-------------|---------------|-------------|---------------|-----------------------|---------------|
| Year | 2013 | | 2014 | | Combined Years | |
| Question | Male | Female | Male | Female | Male | Female |
| Q1 | 89.80% | 93.30% | 94.87% | 98.44% | 92.33% | 95.87% |
| Q2 | 88.52% | 94.12% | 98.00% | 99.11% | 93.26% | 96.61% |
| Q3 | 88.52% | 94.12% | 88.57% | 94.44% | 88.55% | 94.28% |

The Annual Assessment of Career Program Outcomes

Career certificate and degree programs include outcomes that describe the general goals that the program emphasizes. Specific outcomes for each program are published in the catalog and serve as the basis for an annual program assessment.

Faculty members in each program area develop an outcome assessment procedure. Many career programs require students to take a capstone course or participate in an internship. Portfolio reviews, reports from internship supervisors, reviews of projects from capstone courses, and work samples taken from selected courses are commonly used as the basis for an annual assessment.

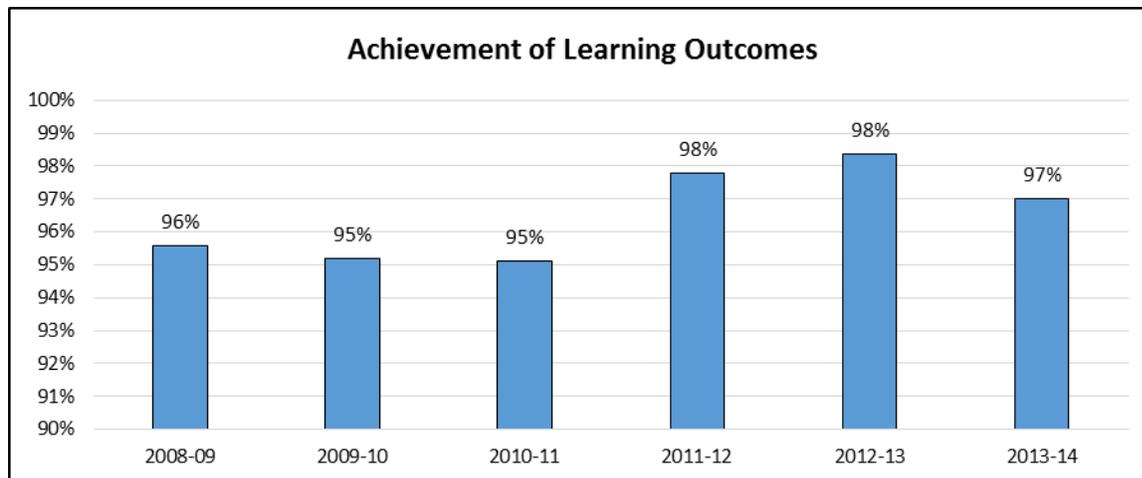
Outside professionals are used to assess the quality of the students' work using a rubric designed to gather information related to program outcomes. The rubric includes a rating scale (preferably 1-5) or descriptors such as Superior, Above Average, Average, Below Average, and Does Not Meet the Requirements.

Using the information provided by the assessors, the program's faculty member(s) prepare the Annual Outcomes Assessment report that describes the students' achievement of each of the outcomes. Based on this report, the faculty members propose changes to improve the program. During the next academic years program assessment the faculty member(s) determine whether improvement resulted from these changes. This information is also included in the program's annual assessment report.

Results for the Annual Assessment of Career Program Outcomes

The Annual Outcomes Assessment results indicate that students are achieving the program learning outcomes. The follow chart shows the combined program assessment results for six academic years.

The Annual Outcomes Assessment also includes a review and update of the Action Plan resulting from the most recent Program Review. The Action Plan may serve to inform the improvements identified in the Annual Outcomes Assessment. Appendix B includes samples of completed Annual Outcomes Assessments.



The Career Program Review Process

When a new program is established, the program will be reviewed by the end of its sixth year and at three- or five-year intervals after the initial review. Programs with high-end technology such as those involving computer technology will be reviewed every three years.

When a program is reviewed by external accrediting groups, the College will attempt to coordinate its program review process with the external accrediting group's evaluation process. In these cases, the program review schedule may deviate from that described above, but in all cases the program will be reviewed within each three- to five-year period.

A program review committee will be identified by the program faculty and the dean of the division to perform the review of the program. This committee will be composed of a faculty member responsible for the program, a faculty member who does not teach in the program, the program's advisory committee, an adjunct or student who has participated in the program, and one to three other professionals not currently associated with Edison's program. The dean of the division containing the program will serve as an ex-officio member of the committee. The outside professionals on the committee will be chosen from among the following groups:

- Employers of program graduates.
- Alumni who completed the program at least two years earlier.
- Faculty who teach in the discipline at other colleges.
- Professionals practicing in the field.

During the discussion of the program, the program review committee members use the materials provided by the program faculty member to attempt to answer the following questions:

- Do the program's outcomes and other materials show that the program is aligned with the College's mission statement?

- Are the program's stated outcomes appropriate and current?
- Do the syllabi, other materials, and outcomes assessments show that the skills and knowledge provided by the program match those required by employers and accrediting bodies?
- Are the qualifications of the full-time and adjunct faculty appropriate?
- Are the facilities, equipment, and other College support adequate and appropriate?
- Is the computer software being used up to date and appropriate?
- What are the strengths of the program?
- What are the weaknesses of the program?
- What are the committee's recommendations for improving the program?

The facilitator of the program review committee writes the committee's report and address the issues indicated above. This report is then forwarded to the dean of the division that includes the program, the faculty who teach in the program, the Senior Vice-President for Academic Affairs and the Office of Institutional Planning and Effectiveness.

The Senior Vice-President for Academic Affairs, and the dean supervising the program will review the program review report. They then meet to review the program statistics which they consider appropriate. These statistics may include, but are not limited to:

- Success of students in individual courses.
- Completion rates for students entering the program.
- Number of students who are majoring in the program, number of FTE's generated by the program, and number of graduates in the years since the last program review.
- Staffing information concerning the program.
- Financial information concerning the program.
- Any surveys or other information that they consider important.

The administrative review meeting addresses two questions:

1. Do the program statistics show any trends that need to be addressed?
2. Should the program be continued or should it be eliminated?

The Senior Vice-President for Academic Affairs, the dean in charge of the program, the program coordinator or faculty member in charge of the program, and the faculty member who wrote the program review report meet to discuss the report and the answers to the two questions above. They develop an action plan for the program. A copy of the report and action plan along with the answers to the two questions above will be sent to the Office of Institutional Planning and Effectiveness for archiving. The action plan will become part of the Annual Outcomes Assessment review for implementation and updates. Necessary curriculum changes will be submitted to the Curriculum Committee and the faculty in charge of the program will follow the procedures required by the Curriculum Committee to insure that the course syllabi are kept up to date. Appendix C has additional information concerning the Career Program Reviews.

Results for the Career Program Reviews

Graduates, employers of the graduates, and current students of the career program under reviewed are surveyed and asked standard questions concerning the program outcomes and expectations. The longitudinal results across multiple programs are:

| Graduate Survey - Positive Response Rates (Overall) | |
|--|-----|
| Overall, did you gain what you expected to from the program? | 91% |
| What is your current employment status? -- Working Full Time | 73% |
| Agreement with program outcomes as preparation for job | 74% |
| For you, was the program's mission met? | 97% |
| Would you recommend Edison's [Program] Program to others? | 88% |

| Employer Survey - Positive Response Rates (Overall) | |
|--|------|
| Does the Program's mission support your organization's goals? | 98% |
| Based on your knowledge of Edison graduates, how well is this mission being met? | 83% |
| The extent to which you agree with each expected program outcome | 87% |
| Importance of 9 Core Values/General Education Outcomes | 100% |
| Expertise Observed of 9 Core Values/General Education Outcomes | 93% |
| Considering your expectations for an entry-level [Program] employee, overall, have you been satisfied with Edison's graduates? | 96% |
| If you had an opening, would you consider hiring another Edison [Program] graduate? | 100% |

| Current Student Survey - Positive Response Rates (Overall) | |
|---|-----|
| Agreement with meeting learning outcome | 98% |
| How well is program's mission being met? | 93% |
| Would you recommend the [Program] Program to others? | 95% |

Ends Statement #1 – Student Success and Completion
Monitoring Report Authored By:

Scott Burnam, Vice President of Student Affairs
Dr. Patti Ross, Senior Vice President of Academic Affairs
Mona Walters, Dean of Institutional Planning and Effectiveness
Becky Telford, Director of Institutional Research

Appendix A

The Assessment of General Education Outcomes Rubrics

Introduction to Critical Thinking and Inquiry

Critical Thinking. Demonstrate critical thinking skills in order to understand complex relationships; to evaluate claims of truth, aesthetic value, ethics, and morality; and to make appropriate choices and draw defensible conclusions.

Inquiry. Use information resources and apply basic methods of inquiry from many fields, including scientific method, social and scientific observation, cause-effect analysis, and artistic criticism.

Outcomes and Indicators. Since habits of critical thinking and inquiry share common characteristics, even when applied in a range of contexts, this rubric is designed to be used across disciplines and for a wide range of different assignments. The relevant core values and outcomes/indicators measured by the rubric are included below.

The student will:

- Identify the most appropriate issue for assignment and effectively focuses on it
- Demonstrate strong interest in finding the best results and coming to the most convincing conclusions
- Examine evidence and its source and question the accuracy and the relevance
- Demonstrate the ability to integrate information to meet the assignment guidelines
- Question assumptions
- Considers own and others' biases
- Evaluates evidence in light of own bias
- Evaluate results and consider the quality and relevance of the evidence
- Qualify own assertions with balance
- Identify and consider alternative solutions
- Identify the best method of inquiry for the assignment and discipline
- Apply method of inquiry to the assignment effectively
- Identify and explain claims of truth, aesthetic value, ethics, and/or morality
- Effectively evaluate claims of truth, aesthetic value, ethics, and/or morality

Sampling. All full-time instructors are asked to identify an assignment in their course that would support the outcomes and indicators of the Critical Thinking and Inquiry rubric. Once these courses are identified a random sample is taken to determine which courses will be selected to provide a Critical Thinking and Inquiry assessment to a random sample of students in the class.

Methodology. The instructors will choose the assignment(s) to use and apply the Critical Thinking and Inquiry rubric to each of the students chosen. Students will be shown the rubric for the assessment. Results for all assessments will be reviewed by the members of the Assessment Committee at the end of the term and compiled for use in determining areas of strength and weakness.

Rationale for Sampling and/or Methodology. Selecting students randomly from the identified courses allows the process to sample students from a variety of programs across the College.

Critical thinking is the ability to apply internalized standards of thought: clarity, relevance, analysis, organization, recognition, evaluation, accuracy, depth, and breadth. Critical thinking requires detachment, the ability to examine critically one's own ideas and thoughts, as well as examining the ideas and thoughts of others. Possessing the fundamentals of critical thinking enables an individual to reason across a variety of disciplines and domains and to critique one's own thinking from many perspectives. Inquiry is the information gathering process through which the learner formulates essential questions, locates appropriate resources, and evaluates the applicability of the data for a particular situation.

Directions for Scoring the Rubric

When scoring an Outcome, always start reading from 1 (Deficient) and check each bullet that describes the student. Progress to the right until the correct assessment score is reached.

Ratings are to be assigned in the following way:

- A rating of 1 must be given if any of the indicators under 1 have been checked.
- A rating of 2 is given when **none** of the indicators under 1 are checked and *only part* of the indicators under 3 are checked.
- A rating of 3 is given when none of the indicators under 1 are checked and all indicators under 3 are checked.
- A rating of 4 is given when **none** of the indicators under 1 are checked and **none** of the indicators under 3 are checked and *only part* of the indicators under 5 are checked.
- A rating of 5 is given when all of the indicators under 5 are checked.



Start Here

Example Scoring 2 & 4

| Outcome | Deficient (1) | (2) | Acceptable (3) | (4) | Superior (5) | Score |
|--|---|-----|---|-----|--|----------|
| Attitude: The student demonstrates an attitude of intellectual inquiry | <input type="checkbox"/> Fails to identify an appropriate issue. <input type="checkbox"/> Demonstrates little or no curiosity about learning. | | <input checked="" type="checkbox"/> Identifies an appropriate issue and focuses on it for the most part, although occasionally sidetracked. <input type="checkbox"/> Demonstrates a curiosity about learning. | | <input type="checkbox"/> Identifies the most appropriate issue for assignment and effectively focuses on it. <input type="checkbox"/> Demonstrates strong interest in finding the best results and coming to the most convincing conclusions. | 2 |
| Information Literacy: The student demonstrates effective use of information resources | <input type="checkbox"/> Gathers some pertinent information. <input type="checkbox"/> Utilizes all sources of information found without regard for credibility. <input type="checkbox"/> Misses or does not recognize most assumptions or misleading language in sources. | | <input type="checkbox"/> Utilizes multiple sources of information. <input type="checkbox"/> Evaluates sources for academic credibility in regards to the assignment. <input type="checkbox"/> Recognizes and works with misleading language in sources. | | <input checked="" type="checkbox"/> Examines evidence and its source; questions accuracy and relevance. <input checked="" type="checkbox"/> Information is integrated to meet assignment. <input type="checkbox"/> Questions assumptions. | 4 |

Critical Thinking and Inquiry Rubric

| Outcome | Deficient (1) | (2) | Acceptable (3) | (4) | Superior (5) | Score |
|---|---|-----|--|-----|--|-------|
| Attitude: The student demonstrates an attitude of intellectual inquiry | <ul style="list-style-type: none"> <input type="checkbox"/> Fails to identify an appropriate issue. <input type="checkbox"/> Demonstrates little or no curiosity about learning. | | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies an appropriate issue and focuses on it for the most part, although occasionally sidetracked. <input type="checkbox"/> Demonstrates a curiosity about learning. | | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the most appropriate issue for assignment and effectively focuses on it. <input type="checkbox"/> Demonstrates strong interest in finding the best results and coming to the most convincing conclusions. | |
| Information Literacy: The student demonstrates effective use of information resources | <ul style="list-style-type: none"> <input type="checkbox"/> Gathers some pertinent information. <input type="checkbox"/> Utilizes all sources of information found without regard for credibility. <input type="checkbox"/> Misses or does not recognize most assumptions or misleading language in sources. | | <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes multiple sources of information. <input type="checkbox"/> Evaluates sources for academic credibility in regards to the assignment. <input type="checkbox"/> Recognizes and works with misleading language in sources. | | <ul style="list-style-type: none"> <input type="checkbox"/> Examines evidence and its source; questions accuracy and relevance. <input type="checkbox"/> Information is integrated to meet assignment. <input type="checkbox"/> Questions assumptions. | |
| Critical Thinking: The student demonstrates critical, analytical, and reflective thinking skills | <ul style="list-style-type: none"> <input type="checkbox"/> Misses biased points of view, including own. <input type="checkbox"/> Presents little or no analysis of results. <input type="checkbox"/> Makes assertions not warranted by facts. | | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies biases. <input type="checkbox"/> Presents reflective results without detailed analysis. <input type="checkbox"/> Makes assertions without balancing against competing possibilities. <input type="checkbox"/> Provides limited solutions. | | <ul style="list-style-type: none"> <input type="checkbox"/> Considers own and others' biases. <input type="checkbox"/> Determines value of assertions. <input type="checkbox"/> Evaluates evidence in light of own bias. <input type="checkbox"/> Considers the quality and relevance of evidence. <input type="checkbox"/> Evaluates results. <input type="checkbox"/> Qualifies own assertions with balance. <input type="checkbox"/> Identifies and considers alternative solutions. | |
| Inquiry: The student applies basic methods of inquiry from many fields, including scientific method, social and scientific observation, cause-effect analysis, and artistic criticism, as appropriate to the assignment. | <ul style="list-style-type: none"> <input type="checkbox"/> Fails to identify appropriate method of inquiry for assignment and discipline. <input type="checkbox"/> Fails to apply appropriate method of inquiry for discipline. | | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies appropriate method of inquiry for the assignment and discipline. <input type="checkbox"/> Partially applies method of inquiry to assignment, although sometimes using ineffective evidence and/or drawing less convincing conclusions. | | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the best method of inquiry for the assignment and discipline. <input type="checkbox"/> Applies method of inquiry to the assignment effectively, using the best evidence and drawing convincing conclusions. | |
| Evaluation: The student evaluates claims of truth, aesthetic value, ethics, and/or morality, as appropriate to the assignment | <ul style="list-style-type: none"> <input type="checkbox"/> Fails to identify basic claims of truth, aesthetic value, ethics, and/or morality. <input type="checkbox"/> Fails to include any evaluation of claims of truth, aesthetic value, ethics, and/or morality. | | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies claims of truth, aesthetic value, ethics, and/or morality. <input type="checkbox"/> Includes evaluation of claims of truth, aesthetic value, ethics, and/or morality, although may not be fully supported or convincing. | | <ul style="list-style-type: none"> <input type="checkbox"/> Fully identifies and explains claims of truth, aesthetic value, ethics, and/or morality. <input type="checkbox"/> Effectively evaluates claims of truth, aesthetic value, ethics, and/or morality. | |

Introduction to Interpersonal Skills and Teamwork

Interpersonal skills promote personal effectiveness when interacting with others, whether the interaction is one-on-one, in a small group, in an organization, or with an audience. To be skilled interpersonally, a person must first assess any situation to determine the expectations of others involved, and then adapt to those expectations.

Outcomes

The student will:

- demonstrate goal setting
- fulfill class and group responsibilities
- make reasoned decisions through participation and execution of applicable tasks
- provide contributions in class and in groups
- resolve conflicts constructively
- demonstrate ability to collaborate ethically with others regardless of personal or cultural differences
- exhibit positive morale in class and in groups
- support cohesion among all group members
- value complete assessment of the qualities of the group
- exhibit feelings of commitment that are visible and consistent
- encourage behaviors that are cooperative and supportive
- complete tasks on time
- use class time appropriately
- come to class prepared
- provide feedback that is dignified, clear, meaningful, respectful feedback
- demonstrate respect when receiving feedback
- reflect a professional attitude and disposition

Sampling. A random sample will come from courses identified by faculty on the Outcomes Matrix as being courses where Interpersonal Skills and Teamwork are embedded in the course. Once these courses are identified, a random sample of students is taken to determine which courses will be selected to provide an Interpersonal Skills and Teamwork assessment.

Methodology. The instructors will choose the assignment(s) to use and apply the Interpersonal Skills and Teamwork rubric to each of the students chosen. Results for all assessments will be reviewed by the members of the Assessment Committee at the end of the term and compiled for use in determining areas of strength and weakness.

Rationale for Sampling and/or Methodology. Selecting students randomly from the identified courses allows the process to sample students from a variety of programs across the College.

Directions for Scoring the Rubric

When scoring an Outcome, always start reading from 1 (Deficient) and check each bullet that describes the student. Progress to the right until the correct assessment score is reached.

Ratings are to be assigned in the following way:

- A rating of 1 must be given if any of the indicators under 1 have been checked.
- A rating of 2 is given when **none** of the indicators under 1 are checked and *only part* of the indicators under 3 are checked.
- A rating of 3 is given when none of the indicators under 1 are checked and all indicators under 3 are checked.
- A rating of 4 is given when **none** of the indicators under 1 are checked and **none** of the indicators under 3 are checked and *only part* of the indicators under 5 are checked.
- A rating of 5 is given when all of the indicators under 5 are checked.

Start Here

Example of 1, 4, and 3 Ratings

| Outcome | Deficient (1) | (2) | Acceptable (3) | (4) | Exemplary (5) | SCORE |
|---------------------------|--|-----|--|-----|--|----------|
| Goal Formulation | <ul style="list-style-type: none"> ✘ Never sets goals. ✘ Never fulfills responsibilities. ○ Never makes reasoned decisions through participation and execution of applicable tasks. | | <ul style="list-style-type: none"> ○ Often sets goals. ○ Often fulfills responsibilities. ✘ Often makes reasoned decisions through participation and execution of applicable tasks. | | <ul style="list-style-type: none"> ○ Always demonstrates goal setting. ○ Always fulfills responsibilities. ○ Always makes reasoned decisions through participation and execution of applicable tasks. | 1 |
| Time Management | <ul style="list-style-type: none"> ○ Never completes tasks on time. ○ Never uses class time appropriately. ○ Never comes to class prepared. | | <ul style="list-style-type: none"> ○ Often completes tasks on time. ○ Often uses class time appropriately. ○ Often comes to class prepared. | | <ul style="list-style-type: none"> ✘ Always completes tasks on time. ✘ Always uses class time appropriately. ○ Always comes to class prepared. | 4 |
| Feedback Giving | <ul style="list-style-type: none"> ○ Gives no feedback. ○ May be openly rude. | | <ul style="list-style-type: none"> ✘ Gives some feedback. ○ Feedback is given in a non-offensive manner and is somewhat meaningful. ✘ | | <ul style="list-style-type: none"> ○ Always provides feedback. ✘ Feedback is dignified, clear, meaningful, respectful feedback. | 3 |
| Feedback Receiving | <ul style="list-style-type: none"> ○ Refuses to listen to feedback. ○ Never reflects a professional attitude or disposition. | | <ul style="list-style-type: none"> ○ Often demonstrates respect when receiving feedback. ✘ Often reflects a professional attitude and disposition. | | <ul style="list-style-type: none"> ○ Always demonstrates respect when receiving feedback. ○ Always reflects a professional attitude and disposition. | 3 |

Interpersonal Skills and Teamwork Rubric

| Outcome | Deficient (1) | (2) | Acceptable (3) | (4) | Exemplary (5) | Score |
|--|--|-----|--|-----|--|-------|
| Goal Formulation | <ul style="list-style-type: none"> ○ Never sets goals. ○ Never fulfills responsibilities. ○ Never makes reasoned decisions through participation and execution of applicable tasks. | | <ul style="list-style-type: none"> ○ Often sets goals. ○ Often fulfills responsibilities. ○ Often makes reasoned decisions through participation and execution of applicable tasks. | | <ul style="list-style-type: none"> ○ Always demonstrates goal setting. ○ Always fulfills responsibilities. ○ Always makes reasoned decisions through participation and execution of applicable tasks. | |
| Collaboration and Conflict Resolution | <ul style="list-style-type: none"> ○ Never provides meaningful contributions. ○ Never resolves conflicts constructively. ○ Never demonstrates ability to collaborate ethically with others regardless of personal or cultural differences | | <ul style="list-style-type: none"> ○ Often provides contributions. ○ Often resolves conflicts constructively. ○ Often demonstrates ability to collaborate ethically with others regardless of personal or cultural differences. | | <ul style="list-style-type: none"> ○ Always provides contributions. ○ Always resolves conflicts constructively. ○ Always demonstrates ability to collaborate ethically with others regardless of personal or cultural differences. | |
| Teamwork | <ul style="list-style-type: none"> ○ Low morale always exists. ○ No cohesion among group members ○ No assessment of the qualities of the group. ○ No feelings of commitment exhibited. ○ No assessment of the qualities of the group. Behaviors are competitive or individualistic. | | <ul style="list-style-type: none"> ○ Exhibits more positive morale. ○ Some cohesion among group members. ○ There is some assessment of the qualities of the group. ○ Some feelings of commitment exhibited, but it is not consistent. ○ Behaviors range from competitive and individualistic to cooperative and supportive. | | <ul style="list-style-type: none"> ○ Very positive morale. ○ Supports cohesion among all group members. ○ There is complete assessment of the qualities of the group. ○ Feelings of commitment are visible and consistent. ○ Always encourages behaviors that are cooperative and supportive. | |
| Time Management | <ul style="list-style-type: none"> ○ Never completes tasks on time. ○ Never uses class time appropriately. ○ Never comes to class prepared. | | <ul style="list-style-type: none"> ○ Often completes tasks on time. ○ Often uses class time appropriately. ○ Often comes to class prepared. | | <ul style="list-style-type: none"> ○ Always completes tasks on time. ○ Always uses class time appropriately. ○ Always comes to class prepared. | |
| Feedback Giving | <ul style="list-style-type: none"> ○ Gives no feedback. ○ May be openly rude. | | <ul style="list-style-type: none"> ○ Gives some feedback. ○ Feedback is given in a non-offensive manner and is somewhat meaningful. | | <ul style="list-style-type: none"> ○ Always provides feedback. ○ Feedback is dignified, clear, meaningful, respectful feedback. | |
| Feedback Receiving | <ul style="list-style-type: none"> ○ Refuses to listen to feedback. ○ Never reflects a professional attitude or disposition. | | <ul style="list-style-type: none"> ○ Often demonstrates respect when receiving feedback. ○ Often reflects a professional attitude and disposition. | | <ul style="list-style-type: none"> ○ Always demonstrates respect when receiving feedback. ○ Always reflects a professional attitude and disposition. | |

Introduction to Oral Communication

Outcomes and Indicators

Use spoken English effectively in a free exchange of ideas.

- A. Oral presentations will demonstrate clarity and appropriateness of topic and purpose of the message.
- B. Oral presentations will proceed logically and according to social norms.
- C. Students demonstrate appropriate choice of words, visuals, and nonverbal symbols during oral presentations.
- D. During oral presentations students deliver their message using acceptable nonverbal behavior.
- E. Students will demonstrate effective content listening skills.

Sampling. Instructors are asked to identify an assignment in their course that would support the outcomes and indicators of the Oral Communication Assessment. Once these courses are identified a random sample is taken to determine which courses will be selected to provide an oral communication assessment to a random sample of students in the class.

Methodology. Results for all assessments will be reviewed by the members of the Assessment Committee at the end of the term and compiled for use in determining areas of strength and weakness.

Oral Communication Rubric

Oral Communication. Oral Communication, a skill basic to all college students, involves listening and speaking for the purpose of understanding and of being understood. A lifetime process, communication also involves the ability to use appropriate and reasonable language and dialects, acknowledging that audiences are diverse.

This rubric may be used to assess formal or planned student oral communication, such as presentations or reports.

NA (not applicable) may be used but at least 80% (10 out of 12 points) of the rubric must be completed.

Directions for Scoring the Rubric

When scoring an Outcome, always start reading from 1 (Deficient) and check each bullet that describes the student. Progress to the right until the correct assessment score is reached.

Ratings are to be assigned in the following way:

- A rating of 1 must be given if any of the indicators under 1 have been checked.
- A rating of 2 is given when **none** of the indicators under 1 are checked and *only part* of the indicators under 3 are checked.
- A rating of 3 is given when none of the indicators under 1 are checked and all indicators under 3 are checked.
- A rating of 4 is given when **none** of the indicators under 1 are checked and **none** of the indicators under 3 are checked and *only part* of the indicators under 5 are checked.
- A rating of 5 is given when all of the indicators under 5 are checked.



Example of 2 & 4 Rating

| Outcome | Deficient (1) | (2) | Acceptable (3) | (4) | Exemplary (5) | SCORE |
|---------------------|---|-----|---|-----|---|----------|
| Central Idea | <input type="checkbox"/> Demonstrates no awareness or understanding of purpose and audience. <input type="checkbox"/> Meets no assignment parameters. <input type="checkbox"/> Central message cannot be deduced. | | <input checked="" type="checkbox"/> Demonstrates some awareness of purpose and audience. <input checked="" type="checkbox"/> Meets required assignment parameters. <input type="checkbox"/> Central message is present and clear. | | <input type="checkbox"/> Demonstrates an effortless awareness of purpose and audience. <input type="checkbox"/> Integrates all assignment parameters in an exceptional manner. <input type="checkbox"/> Central Message is present, convincing, and polished. It is clearly integrated and strongly supported. | 2 |
| Organization | <input type="checkbox"/> No observable organizational pattern. <input type="checkbox"/> No Introduction. <input type="checkbox"/> No Body. <input type="checkbox"/> No Conclusion. | | <input type="checkbox"/> Organized with an introduction, body, and conclusion. <input type="checkbox"/> Introduction is clear and provides adequate direction for the presentation. <input type="checkbox"/> Body has logical order. Contains minimum number of points which are all relevant to the topic. <input type="checkbox"/> Conclusion is adequate but does not leave a memorable impression on the audience. | | <input checked="" type="checkbox"/> Exceptionally well organized. <input checked="" type="checkbox"/> Introduction is attention getting and appropriate. <input checked="" type="checkbox"/> Body is exceptionally well presented with logical order. <input type="checkbox"/> Conclusion leaves a memorable impression on the audience. | 4 |

Oral Communication Rubric: Characteristics of Rankings

| Outcome | Deficient (1) | (2) | Acceptable (3) | (4) | Exemplary (5) | SCORE |
|---|--|-----|---|-----|--|-------|
| Central Idea | <input type="checkbox"/> Demonstrates no awareness or understanding of purpose and audience. <input type="checkbox"/> Meets no assignment parameters. <input type="checkbox"/> Central message cannot be deduced. | | <input type="checkbox"/> Demonstrates some awareness of purpose and audience. <input type="checkbox"/> Meets required assignment parameters. <input type="checkbox"/> Central message is present and clear. | | <input type="checkbox"/> Demonstrates an effortless awareness of purpose and audience. <input type="checkbox"/> Integrates all assignment parameters in an exceptional manner. <input type="checkbox"/> Central Message is present, convincing, and polished. It is clearly integrated and strongly supported. | |
| Organization | <input type="checkbox"/> No observable organizational pattern. <input type="checkbox"/> No Introduction. <input type="checkbox"/> No Body. <input type="checkbox"/> No Conclusion. | | <input type="checkbox"/> Organized with an introduction, body, and conclusion. <input type="checkbox"/> Introduction is clear and provides adequate direction for the presentation. <input type="checkbox"/> Body has logical order. Contains minimum number of points which are all relevant to the topic. <input type="checkbox"/> Conclusion is adequate but does not leave a memorable impression on the audience. | | <input type="checkbox"/> Exceptionally well organized. <input type="checkbox"/> Introduction is attention getting and appropriate. <input type="checkbox"/> Body is exceptionally well presented with logical order. <input type="checkbox"/> Conclusion leaves a memorable impression on the audience. | |
| Language & Support Materials (*Support Materials may include: explanations, examples, illustrations, statistics, analogies, quotations from credible/authoritative sources, visual aids including charts, graphs, Power Points, or diagrams.) | <input type="checkbox"/> Language is inappropriate for audience with poor grammar and word choices that are not supportive of the presentation. <input type="checkbox"/> No supporting materials (*) were utilized. | | <input type="checkbox"/> Language targets specific audience and is consistent in tone and connotation. Uses appropriate grammar and word choices. <input type="checkbox"/> Utilizes minimal amount of supporting materials (*). <input type="checkbox"/> Materials are somewhat organized, but may not be fully relevant to presentation, and retrieved with some difficulty. | | <input type="checkbox"/> Language effortlessly targets specific audience with memorable and compelling language, tone, and connotation. Grammar and word choice create an effective and thoughtful presentation. <input type="checkbox"/> Utilizes a variety of supporting materials (*) to significantly enhance the topic. <input type="checkbox"/> Materials are organized, relevant, and easily retrieved. | |
| Delivery | <input type="checkbox"/> Delivery techniques (posture, gesture, eye-contact, vocal, and facial expression) are not present during the presentation. <input type="checkbox"/> Speaker does not appear confident and comfortable. <input type="checkbox"/> Speaker does not present in appropriate attire as required. | | <input type="checkbox"/> Delivery techniques (posture, gesture, eye-contact, vocal, and facial expression) contribute to an understandable presentation. <input type="checkbox"/> Speaker appears adequately comfortable with some observable nervousness. <input type="checkbox"/> Speaker presents in appropriate attire as required. | | <input type="checkbox"/> Delivery techniques (posture, gesture, eye-contact, vocal, and facial expression) greatly contribute to a clear and exemplary presentation. <input type="checkbox"/> Speaker appears exceptionally confident and comfortable. <input type="checkbox"/> Speaker presents in appropriate attire as required. | |

Introduction to Written Communication

The General Education outcome for writing is to “Use written English effectively in a free exchange of ideas.” Writing is used across the curriculum in varying degrees. To assess whether writing English is effective depends on the intentions of the assignment, the student’s ability to meet the assignment requirements, and the readers understanding of both. Effective writing communicates with the reader so the reader can understand what is on the page.

Indicators

The student will:

- A. Determine General Understanding of Context and Purpose
 - 1. Maintain the appropriate context within the work itself.
 - 2. Demonstrate purpose and works to support that purpose.
 - 3. Write for a specific target audience.
- B. Show Overall Organization and Development
 - 1. Contain a main idea or thesis that meets the assignment requirements.
 - 2. Contain a logical order that develops that supports that main idea or thesis.
 - 3. Contain a logical flow and style.
- C. Demonstrate Appropriate Writing for Topic and Discipline
 - 1. Follow the requirements of the assignment.
 - 2. Demonstrate appropriate complexity and depth of ideas.
 - 3. Address all issues related to the topics and are rational toward opposing points of view.
 - 4. Follow required formatting guidelines for layout and citations.
- D. Utilize Support and Evidence
 - 1. Support ideas by pertinent details.
 - 2. Provide sources when required that are credible and diverse.
- E. Demonstrate Proper Mechanics
 - 1. Use all elements of basic mechanics - vocabulary, grammar, and punctuation.
 - 2. Recognize that the severity of errors is considered within the context of the writing assignment.

Sampling. A random sample will come from courses identified by faculty on the Schinaman Matrix as being courses where writing is embedded in the course. Ten students are randomly chosen for the instructor to assess, along with two alternate students.

Methodology. The instructors will choose the assignment(s) to use and apply the writing rubric to each of the students chosen. Writing assessment is separate from the grading of the assignment. The results will be used to identify interventions, if needed.

Rationale for Sampling and/or Methodology. Selecting students randomly from the identified courses allows the process to sample students from a variety of programs across the College.

Directions for Scoring the Rubric

When scoring an Outcome, always start reading from 1 (Deficient) and check each bullet that describes the student. Progress to the right until the correct assessment score is reached.

Ratings are to be assigned in the following way:

- A rating of 1 must be given if any of the indicators under 1 have been checked.
- A rating of 2 is given when **none** of the indicators under 1 are checked and *only part* of the indicators under 3 are checked.
- A rating of 3 is given when none of the indicators under 1 are checked and all indicators under 3 are checked.
- A rating of 4 is given when **none** of the indicators under 1 are checked and **none** of the indicators under 3 are checked and *only part* of the indicators under 5 are checked.
- A rating of 5 is given when all of the indicators under 5 are checked.

NA (not applicable) may be used but at least 80% of the rubric must be completed.



Start Here

Example of 2, 4 & 3 Rating

| Outcome | 1 | 2 | 3 | 4 | 5 | SCORE |
|----------------------------|---|---|--|---|---|----------|
| Context & Purpose | <ul style="list-style-type: none"> ○ No attention to context. ○ No attention to audience. ○ No understanding of purpose. ○ Not written to be read by someone other than author. | | <ul style="list-style-type: none"> ✘ Awareness of context. ✘ Awareness of purpose. ✘ Support for purpose. ○ Awareness of audience and its perceptions and expectations. | | <ul style="list-style-type: none"> ○ Writing demonstrates higher attention context, purpose and audience. ○ Clear focus on purpose ○ Written for target audience by addressing expertise, content. | 2 |
| Development & Organization | <ul style="list-style-type: none"> ○ No main idea/thesis. ○ Confused in content. ○ Lack of form in sentences. ○ No overall organization. | | <ul style="list-style-type: none"> ○ Has main idea/thesis. ○ Content develops through connected ideas and sentences. ○ Poor sense of paragraphing. ○ Follows an organizational pattern | | <ul style="list-style-type: none"> ✘ Clear main idea/thesis pertinent to purpose of assignment. ✘ Correct diction and a mature sentence structure in relation to topic. ○ | 4 |
| Topic & Discipline | <ul style="list-style-type: none"> ○ Does not meet any requirements of assignment. ○ Shows lack of understanding | | <ul style="list-style-type: none"> ✘ Fulfills the general requirements of the assignment. ✘ Information included is adequate and | | <ul style="list-style-type: none"> ○ Exceeds assignment expectations. ○ Information is correct | 3 |

Written Communication Rubric

| Outcome | 1 | 2 | 3 | 4 | 5 | Score |
|----------------------------|--|---|--|---|--|-------|
| Context & Purpose | <ul style="list-style-type: none"> ○ No attention to context. ○ No attention to audience. ○ No understanding of purpose. ○ Not written to be read by someone other than author. | | <ul style="list-style-type: none"> ○ Awareness of context. ○ Awareness of purpose. ○ Support for purpose. ○ Awareness of audience and its perceptions and expectations. | | <ul style="list-style-type: none"> ○ Writing demonstrates higher attention context, purpose and audience. ○ Clear focus on purpose ○ Written for target audience by addressing expertise, content. | |
| Development & Organization | <ul style="list-style-type: none"> ○ No main idea/thesis. ○ Confused in content. ○ Lack of form in sentences. ○ No overall organization. | | <ul style="list-style-type: none"> ○ Has main idea/thesis. ○ Content develops through connected ideas and sentences. ○ Poor sense of paragraphing. ○ Follows an organizational pattern | | <ul style="list-style-type: none"> ○ Clear main idea/thesis pertinent to purpose of assignment. ○ Correct diction and a mature sentence structure in relation to topic. ○ Presents distinctive voice, complex ideas, reflection, and/or insight, ○ Logical organizational pattern. | |
| Topic & Discipline | <ul style="list-style-type: none"> ○ Does not meet any requirements of assignment. ○ Shows lack of understanding about writing in the topic or discipline. ○ No citations or documentation if required. | | <ul style="list-style-type: none"> ○ Fulfills the general requirements of the assignment. ○ Information included is adequate and appropriate to the assignment. ○ Contains citations and documentation for sources if required. | | <ul style="list-style-type: none"> ○ Exceeds assignment expectations. ○ Information is correct and presented in a clear manner that demonstrates mastery of topic or discipline. ○ Required citations and documentation are formatted correctly. | |
| Support & Evidence | <ul style="list-style-type: none"> ○ No attempt to support for statements. ○ No sources used (as required). | | <ul style="list-style-type: none"> ○ Contains support, but support may be weak. ○ Sources are credible, but awkwardly integrated. | | <ul style="list-style-type: none"> ○ Work contains pertinent details that clearly support or illustrate ideas. ○ Essay is engaging and convincing. | |
| Mechanics | <ul style="list-style-type: none"> ○ Work is unreadable due to spelling, grammar, punctuation, or mechanical errors. ○ Errors alter fulfillment of assignment. | | <ul style="list-style-type: none"> ○ Acceptable college level writing. ○ Spelling, grammatical, punctuation, or mechanical errors, are one-time errors resulting from poor proofreading. ○ Errors do not interfere with meaning or purpose of assignment. | | <ul style="list-style-type: none"> ○ Writing is error free. ○ Demonstrates mastery of English language conventions or to meet goals of assignment. | |

Appendix B

Samples of the Annual Assessment of Career Program Outcomes

Business Management Annual Outcomes Assessment Report

| | |
|--------------------|-------------------------|
| Degree or Program: | Business Management AAB |
| Faculty Member: | Bill Waxman |
| Academic Year: | 2013-2014 |
| Date of Submission | August 21, 2014 |

Please complete the following information. The tables will expand as you type. If more rows are needed, simply press TAB at the end of the last row.

Total number of students being evaluated: 11

Number of Outside Assessors: 4

1. Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria. **Please attach a blank copy of the form, including the rubric or scale that was used.**

| Program Outcomes | | | | | |
|--|-----------------|----------------------|----------------|----------------------|----------------------------------|
| Value | | | | | |
| <i>Use a numeric scale 1-5 and descriptors such as the examples shown here.</i> | Superior | Above Average | Average | Below Average | Does Not Meet Requirement |
| <i>Please change the descriptors to meet your evaluation rubric.</i> | | | | | |
| 2013-2014 Academic Catalog | 5 | 4 | 3 | 2 | 1 |
| <i>List program outcomes that are being assessed by the outside evaluator(s).</i> | | | | | |
| 1. Demonstrate skills in oral and written communication. | 8 | 2 | 1 | | |
| 2. Recognize the value of good ethical standards and their application to business. | 7 | 3 | 1 | | |
| 3. Recognize the culturally diverse workplace and the need to respect varying points of view. | 7 | 3 | 1 | | |
| 4. Analyze business case studies and provide recommendations for problem solving and implementation. | 7 | 2 | 1 | | |
| 5. Use good interpersonal skills and interact in a team environment by being open-minded to input from others. | 8 | 2 | 1 | | |
| 6. Identify the American business system, how it is organized, and how the external environment influences change. | 6 | 3 | 1 | | |

| | | | | | |
|--|---|---|---|---|--|
| 7. Apply the management principles and concepts necessary for effective, efficient business practices. | 5 | 3 | 3 | | |
| 8. Apply the principles of accounting, finance, marketing, and economics to evaluate fiscal decision making. | 7 | 1 | 2 | | |
| 9. Demonstrate the skills of applying and interpreting international, federal, state and local laws on business operations. | 5 | 3 | 2 | 1 | |
| 10. Recognize the dynamics in the business community and be open to accepting new concepts and technologies. | 4 | 4 | 1 | 2 | |
| 11. Demonstrate the ability to use computer software to facilitate manipulation of data and to use the Internet to retrieve information. | 9 | 1 | | | |

2. What is the trend for meeting the program outcomes?

| Program Outcomes | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Number of students assessed: | 25 | | 29 | 15 | 19 | 22 | 19 | 11 |
| 1. Demonstrate skills in oral and written communication | 4 | NA | 4.1 | 5.0 | 6.0 | 4.3 | 4.5 | 4.6 |
| 2. Recognize the value of good ethical standards and their application to business | NA | NA | 4.0 | 5.0 | 4.5 | 4.2 | 4.3 | 4.6 |
| 3. Recognize the culturally diverse workplace and the need to respect varying points of view | NA | NA | NA | NA | 4.0 | 4.1 | 4.2 | 4.6 |
| 4. Analyze business case studies and provide recommendations for problem solving and implementation | NA | NA | 4.0 | 5.0 | 4.75 | 4.2 | 4.0 | 4.6 |
| 5. Use good interpersonal skills and interact in a team environment by being open-minded to input from others | 4 | NA | 4.3 | 5.0 | 6.33 | 4.4 | 4.2 | 4.6 |
| 6. Identify the American business system, how it is organized, and how the external environment influences change | NA | NA | NA | NA | 4.75 | 3.9 | 3.8 | 4.5 |
| 7. Apply the management principles and concepts necessary for effective, efficient business practices | NA | NA | 4.3 | 5.0 | 5.67 | 4.1 | 4.3 | 4.2 |
| 8. Apply the principles of accounting, finance and economics to evaluate fiscal decision making | NA | NA | 4.3 | 3.75 | 4.75 | 4.1 | 3.9 | 4.5 |
| 9. Demonstrate the skills of applying and interpreting international, federal, state, and local laws on business operations | 4 | NA | NA | 5.0 | 3.6 | 4.1 | 4.2 | 4.1 |
| 10. Recognize the dynamics in the business community and be open to accepting new concepts and technologies | NA | NA | 4.1 | 5.0 | 4.5 | 3.9 | 4.1 | 3.9 |
| 11. Demonstrate the ability to use computer software to facilitate manipulation of data and to use the Internet to retrieve information | NA | NA | NA | NA | 4.75 | 4.3 | 4.5 | 4.9 |

3. What interventions or changes from the previous year were applied, and what were the results?

| Intervention/Change | Effect/Results |
|---|------------------------|
| Stressed American business system in BUS 110. | Improvement 3.8 to 4.5 |

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

| Outcome Needing Improvement | Planned Intervention/Change | Target Measureable Goal |
|---|--|------------------------------------|
| #10 Recognize the dynamics in the business community and accept new concepts. | Stress the need for change in the business environment and why it is needed. Also, teach methods of adapting to change in BUS 221, BUS 110, and MKT 216. | Improve from 3.9 to 4.1 or higher. |

5. How do the results of the evaluations and changes support student learning for your program?

| |
|--|
| Overall the program is doing well. Eight outcomes improved and three were slightly lower by .1-.2 overall. Change and innovation must be stressed. |
|--|

Medial Assistant Annual Outcomes Assessment Report

| | |
|--------------------|-------------------|
| Degree or Program: | Medical Assistant |
| Faculty Member: | Heather Young |
| Academic Year: | 2013-2014 |
| Date of Submission | 9/16/2014 |

Please complete the following information. The tables will expand as you type. If more rows are needed, simply press TAB at the end of the last row.

Total number of students being evaluated: **11**

- Are the program outcomes being met? Use the appropriate columns based on your evaluation form to enter the aggregated data for each criteria. **Please attach a blank copy of the form, including the rubric or scale that was used.**

| Program Outcomes | | | | | | | |
|--|---|----------|----------|-----------|--------------|---------------------------|----------------------------------|
| Value <i>Use a numeric scale and descriptors for your program.</i> | Yes/No scoring is used for Competency check-offs only. | | | Very Good | Satisfactory | Needs some Improvement | Needs Significant Improvement |
| | Yes | No | | | | | |
| 2013-2014 Academic Catalog | 4 | 3 | 2 | 1 | | | |
| | Competency | | | | | | |
| <i>List program outcomes that are being assessed by the outside evaluator(s).</i> | | | | | | | |
| 1. Demonstrate professionalism in regards to ethical and responsible behavior. | Y | | | 11 | | | |
| 2. Demonstrate effective interpersonal skills with patients, physicians, and co-workers. | Y | | | 11 | | | |
| 3. Demonstrate competent written and medical terminology skills. | Y | | | 11 | | | |
| 4. Apply administrative policies and procedures effectively in the performance of duties. | Y | | | 11 | | | |
| 5. Apply clinical policies and procedures effectively in the performance of duties. | Y | | | 11 | | | |
| 6. Apply ethical and legal policies and procedures effectively in the performance of duties. | Y | | | 11 | | | |
| 7. Adapt methods and techniques to the individual needs or capabilities of patients. | Y | | | 11 | | | |
| 8. Apply skills, attitudes, and dispositions to reflect Edison's Academic Core Values. | Y | | | 11 | | | |

2. What is the trend for meeting the program outcomes?

| Program Outcomes | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|--|-------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Number of students assessed: | | | | 26 | 30 | 38 | 28 | 27 | |
| 1. Demonstrate professionalism in regards to ethical and responsible behavior. | SE | 4.69 | 4.47 | 4.50 | 3.78 | 3.88 | 3.86 | 3.88 | 3.92 |
| | COMPT | 4.54 | 4.59 | 100% | 100% | 100% | 100% | 100% | 100% |
| 2. Demonstrate effective interpersonal skills with patients, physicians, and co-workers. | SE | 4.65 | 4.45 | 4.56 | 3.73 | 3.88 | 3.85 | 3.87 | 3.90 |
| | COMPT | 4.36 | 4.47 | 100% | 100% | 100% | 100% | 100% | 100% |
| 3. Demonstrate competent written and medical terminology skills. | SE | | | | | 3.84 | 3.79 | 3.84 | 3.84 |
| | COMPT | 4.41 | 4.47 | 100% | 100% | 100% | 100% | 100% | 100% |
| 4. Apply administrative policies and procedures effectively in the performance of duties. | SE | 4.22 | 4.44 | 4.43 | 3.81 | 3.87 | 3.83 | 3.88 | 3.89 |
| | COMPT | 4.42 | 4.55 | 100% | 100% | 100% | 100% | 100% | 100% |
| 5. Apply clinical policies and procedures effectively in the performance of duties. | SE | 4.09 | 4.33 | 4.46 | 3.83 | 3.89 | 3.86 | 3.88 | 3.92 |
| | COMPT | 4.42 | 4.55 | 100% | 100% | 100% | 100% | 100% | 100% |
| 6. Apply ethical and legal policies and procedures effectively in the performance of duties. | SE | 4.64 | 4.42 | 4.52 | 3.69 | 3.88 | 3.83 | 3.85 | 3.90 |
| | COMPT | 4.52 | 4.56 | 100% | 100% | 100% | 100% | 100% | 100% |
| 7. Adapt methods and techniques to the individual needs or capabilities of patients. | SE | 4.43 | 4.43 | 4.50 | 3.80 | 3.87 | 3.80 | 3.83 | 3.86 |
| | COMPT | 4.36 | 4.50 | 100% | 100% | 100% | 100% | 100% | 100% |
| 8. Apply skills, attitudes, and dispositions to reflect Edison's Academic Core Values. | SE | 4.50 | 4.40 | 4.46 | 3.83 | 3.95 | 3.88 | 3.92 | 3.94 |
| | COMPT | 4.50 | 4.62 | 100% | 100% | 100% | 100% | 100% | 100% |

3. What interventions or changes from the previous year were applied, and what were the results?

| Intervention/Change | Effect/Results |
|--|--------------------------------|
| Continue to approach the topic of adapting methods and techniques to the individual needs or capabilities of patients throughout the MED courses; continue to discuss the importance of patient-centered care, how culture can affect healthcare, continue to work on therapeutic communication skills | SE increased from 3.83 to 3.86 |

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

| Outcome Needing Improvement | Planned Intervention/Change | Target Measureable Goal |
|---|---|--|
| #3 Demonstrate competent written and medical terminology skills | Continue to encourage students to learn & apply proper medical terminology, continue to work on verbal/written communication in MED & OSA courses | SE will not reflect a significant drop |

5. How do the results of the evaluations and changes support student learning for your program?
(*box will expand as you type*)

| |
|--|
| Performing the yearly assessment makes me aware of areas that need to be monitored, discussed with my Advisory Committee and staff, and improved upon. |
|--|

Appendix C

Career Program Review Schedule

| PROGRAM | INITIAL REVIEW | 2 nd REVIEW | 3 rd REVIEW | 4 th REVIEW | 5 th REVIEW | 6 th REVIEW |
|---|-----------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Accredited Programs - Submitting report from Accrediting body as Program Review - alternating with internal review if beyond 5 years | | | | | | |
| Early Childhood Development | 1994-1995 | 1999-2000 | 2004-2005 | 2009-2010 NAEYC | 2014-2015 | |
| Medical Assisting ¹ – Began Aug., 2005 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2015-2016 ECC |
| Medical Laboratory Technology ² | Accredited 2011 | 2016-2017 | | | | |
| Nursing ³ | 1987 | 1994-1995 | 2002-2003 | 2007-2008 | 2012-2013 | 2017-2018 |
| Phlebotomy ^{1,5} – Began January 2006 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2014-2015 |
| Physical Therapist Assisting - Began 09/10 self-study | 2010-2011 | 2014-2015 ECC | 2015-2016 | | | |
| Programs under Edison Program Review Process | | | | | | |
| Accounting | 1996-1997 | 2001-2002 | 2006-2007 | 2011-2012 | 2016-2017 | |
| Business Management | 1999-2000 | 2004-2005 | 2009-2010 | 2014-2015 | | |
| Computer Information Technology | 1994-1995 | 1999-2000 | 2004-2005 | 2009-2010 | 2012-2013 | 2015-2016 |
| Criminal Justice – Began 2005 | 2011-2012 | 2016-2017 | | | | |
| Electronics Engineering Technology | 1995-1996 | 2005-2006 | 2010-2011 | 2015-2016 | | |
| Equipment Maintenance Technology ⁷ | 2015-2016 | | | | | |
| Industrial Management | 1994-1995 | 1999-2000 | 2008-2009 | 2013-2014 | 2018-2019 | |
| Mechanical Engineering Technology | 2005-2006 | 2010-2011 | 2015-2016 | | | |
| Office Systems Administration | 1997-1998 | 2002-2003 | 2008-2009 | 2013-2014 | 2018-2019 | |
| Paralegal Studies | 1997-1998 | 2002-2003 | 2007-2008 ⁴ | 2010-2011 | 2015-2016 | |
| Social Services ⁶ | 1995-1996 | 2000-2001 | 2005-2006 | 2014-2015 | | |

¹ Medical Assisting and Phlebotomy will complete annual self-study reporting in addition to accreditation review mandated by their accrediting bodies.

² Medical Laboratory Technology self-study submission is due 5/1/2013. Align program review with the self study; 5 year cycle

³ The Nursing program uses alternate review process and schedule mandated by its accrediting body. Dates listed correspond with OBN site-visits. NLNAC review was held in 2011. Next scheduled NLNAC review is in 8 years.

⁴ Paralegal completed the Program Review through the ABA approval process

⁵ Phlebotomy had initial review in 2007 and was approved through 2011. Next accreditation point is April 2015

⁶ SSV 2010-2011 postponed due to intensive curricular redesign

⁷ Equipment Maintenance Technology was first in 10/11 Catalog.

CIT is on a three-year cycle due to fast pace changes in technology

An example of the Program Review Report submitted to the Dean and Senior Vice President. The resulting Action Plan follows.

Physical Therapist Assisting Program Review Report

December 2, 2014

It was determined that the program's mission statement is in alignment with the college mission statement. It was noted that, due to increased opportunities, graduates are often employed at facilities that are in cities such as Dayton. Employment information is obtained through a survey that is sent to the students following their graduation. Since the return rate of the surveys is fair, information is somewhat limited.

There was discussion related to students experiencing difficulty passing Physics which is being taken concurrently with the program courses. It was discussed whether it would be beneficial to have Physics be a prerequisite instead. The issue with this is that, if a prerequisite, it would need to be included in the actual program hours. The correlation between success in Physics and success in the program will continue to be evaluated. Regarding admission criteria, it was noted that students' high school math and science scores are weighted more heavily than other criteria.

It was determined that the program's outcomes are appropriate and current. The grading tool that is used contains CPI statements that are measurable. These are assessed on an annual basis for all students that are enrolled in the program. It is a review of the students' experiences over the year as a whole, recognizing that there are sometimes limited opportunities to use particular equipment on actual patients.

There was discussion as to the benefit of differentiating between early and late measures of outcomes; some measures would be evaluated after the first year, and others after the second year. It might be helpful to level the outcomes, determining which outcomes are expected to be achieved after several semesters, and which ones are graduate outcomes that are to be measured at the end of the program.

It was also identified that there are many items being measured. Could the wording be condensed? If so, it is important that the items listed are broad yet still measurable.

There are many methods to assess the students' achievement of outcomes, including performance in the patient setting, competency check-offs, demonstrations in lab, knowledge-based test questions, and others.

The criterion of "airway clearance" was discussed and whether it is still relevant. It was clarified that this includes pulmonary drainage techniques which is still being prescribed.

The skills and knowledge provided by the program match those required by employers and CAPTE. Employer feedback is often difficult to retrieve due to a limited number of employers that return their surveys; the return rate is higher when there are several Edison graduates employed at the facility. The program objectives are in alignment with the CAPTE criteria. Bloom's taxonomy is used throughout all levels of the program. The feedback from clinical instructors was that the students are well-prepared for their clinical rotations.

The qualifications of the full-time and adjunct faculty are appropriate and meet CAPTE requirements. Joe Bair is a physical therapist with teaching experience. He has a Master's Degree and will soon start the Doctorate program. He has experience with curriculum development and creating course objectives. The course instructors meet the qualifications specified by Edison Community College, specifically, that, for career programs, faculty must have a Master's Degree or a Bachelor's degree with experience. The instructors are kept up-to-date, and student feedback has been that the instructors have knowledge of current practice and relate patient care experiences.

It was determined that the facilities, equipment and other college support are adequate and appropriate. There is an additional room, near the classroom, that is being renovated; the room will be similar to a patient care treatment area. The equipment will remain set-up in the room and will be ready for student use.

The library serves as an excellent resource for the students. A student related positive feedback about the tutoring services offered. A librarian presents information to the class to familiarize the students with the research process. There are excellent databases available to the students and, following recent upgrades, there is increased access to the information. The students are required to submit an evidence-based practice assignment. There will be continued evaluation of enhancing this element even further.

The IT department is very supportive of the program, offering prompt technical assistance when needed. Guest lecturers can be videotaped and kept on file for student access and review.

The computer software is up-to-date and appropriate. Blackboard is used. Students reported that it is easy to upload videos and that Blackboard can accommodate large files. Many area colleges also utilize Blackboard. When Blackboard is down (not working), the students related that the faculty assist them with assignment completion, deadlines, etc.

There were several strengths of the program that were identified. One is the consistency and knowledge of the staff. Another is the opportunities for learning in the patient care settings; each student has an inpatient and an outpatient clinical rotation. The students can rotate in a specialized unit also. The change to students participating in clinicals for six weeks at a time, 5 days a week, has been well received. This allows the students to perform the skills they learned in class on a more consistent basis. If an alternative clinical site is requested, faculty members can often accommodate the request, based upon their evaluation of the site and the completion of a contract with the site. Feedback related to the industrial rehab clinical has been positive.

Edison's PTA graduation rate is greater than the national average. The program is supported by Edison and initiatives for student retention are implemented. Several activities and assignments are in place to increase the students' success rate on the state board exam. They include a Boards Review class and a mandatory Score Builders course. Class test questions are created to correspond to the style used by the state board.

One program weakness was identified. Students felt that documentation skills practice is limited. Committee members made suggestions for practical and affordable computer programs that are designed to provide for practice with PTA-related documentation; these will be considered for purchase and implementation. It was noted that narrative SOAP documentation would still need to be taught since there are state board questions that ascertain student knowledge of this type of documentation. It was

suggested, too, that clinical instructors require students to document patient care treatment (even if it is not in the patient's medical record) for additional practice and learning.

Recommendations for improvement included increased hands-on learning and more repetition of therapy. It was suggested to offer time after class for additional practice; this would be optional for students. It was noted that it is sometimes difficult to simulate abnormal findings and determine patient progress when lab skills are performed on fellow students which usually present with no or few deficits. An idea was shared in which a program reached out to the community, soliciting community members with PT-related concerns to set up an appointment time with the PTA students. This allowed for opportunities for the PTA students to perform skills on people with potential or actual problems.

It was also suggested to mix students up more, assigning different lab partners throughout the year. It was also suggested to set up patient scenarios in which the patient had several "lines" or devices (IVs, oxygen tubing, catheter tubing, etc.); this requires the caregiver to identify how to perform treatments safely when there are other considerations and accommodations that need to be made. It was also suggested to obtain specific reports compiled by the state board that provide information about how well the students scored in each category of the exam.

The committee members identified no concerns that warrant action or immediate response. All suggestions will be given consideration for ongoing program improvement.

Respectfully submitted by

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Facilitator of the discussion of the review and writer of the above report

2014-15 PROGRAM REVIEW

PTA

STRENGTHS OF THE PROGRAM

| 1 | Clinical skills of students upon entering clinical rotations | | | | |
|---|--|---|---------------------------------|----------------------------|------------------------|
| 2 | Consistency and knowledge of staff | | | | |
| 3 | Adequate number and variation of clinical sites | | | | |
| 4 | Graduation rate of PTA program students and employment rate exceed national average and CAPTE requirements | | | | |
| 5 | Licensure pass rate meets CAPTE requirement | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| | WEAKNESSES OF THE PROGRAM | Action | Proposed Completion Date | Assigned to | Completion Date |
| 1 | Retrieving employer feedback via surveys | Hand deliver and collect surveys at clinical sites who employ our past graduates to improve return % | Fall Clinical 2015 | Erynn Hanford | Anticipating Fall 2015 |
| 2 | Documentation skills entering clinical rotations | Add more practice with documentation skills each week during Biomechanics course | Spring 2015 | Joe Bair and Erynn Hanford | Spring 2015 |
| 3 | Difficult to simulate patient scenarios in class | Schedule Edison employees or community members to share their personal therapy stories/have them volunteer as lab subjects | Spring 2015 | Joe Bair and Erynn Hanford | Spring 2015 |
| 4 | Lack of class time to practice hands-on skills | Open lab prior to and after class as needed, add practice space. Restructure Biomechanics course to allow more time on each joint | Spring 2015 | Joe Bair and Erynn Hanford | Spring 2015 |
| 5 | Lack of readiness to treat acute care patient (IV lines, catheters, feeding tube, etc.) | Practice these acute care scenarios in lab and add to lab practicals to assure competence | Fall 2015 | Joe Bair and Erynn Hanford | Anticipating Fall 2015 |