Mid-Cycle Report

Prepared for Northwest Commission on Colleges and Universities

March 16, 2015

Table of Contents

Part I: Overview of entire assessment plan: Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?

The Cascadia College mission is supported by two overarching planning and assessment processes, *Strategic Planning* and *Accreditation*. Strategic Planning is the College's process for moving the institution forward. Accreditation documents mission fulfillment and addresses the requirements for the Northwest Commission on Colleges and Universities (NWCCU). Both processes feed into the resource allocation of human and financial capital for the College.

Strategic Planning and Accreditation take place simultaneously: they are two separate but related processes that work together to ensure the mission of the college is fulfilled. The chart below illustrates these related processes.

Cascadia College continues to enhance a systematic and effective process for showing mission fulfillment. The new standards strengthen planning and assessment into established campus-wide committees that ensure an inclusive focus. The College works to make information available to constituents to enhance the understanding of the role of planning and assessment in systematic continuous improvement. Planning and assessment processes, mid-point check-ins, and final wrap-ups are available on the College website and the internal My.Cascadia site. The processes are organized and tracked in an online service solution through CampusLabs allowing stakeholders to view the documents related to Strategic Directions, Core Themes, Operational Plans, the Ten-Year Academic Plan, Learning Outcomes Assessment, and Program Review.

Assessing Mission Fulfillment

Selecting Core Themes

The College began this accreditation cycle with a newly approved mission statement and two core themes. The mission was first vetted at fall convocation in 2012 by approximately 130 college employees who participated in activities to locate themselves in the mission and define how their role supports it. On September 19, 2012 the Board of Trustees approved the new mission statement.

Mission: Transforming lives through integrated education in a learning-centered community.

Through the College Navigators (a cross-sectional group of the campus comprised of representation from classified, exempt, and faculty areas) two core themes were identified that encompassed the heart of the mission: *Learning-Centered Community* and *Integrated Education*. The first core theme, *Learning-Centered Community* is a slightly modified theme (previously called learning-centered education). The second core theme, *Integrated Education*, was added to represent the newest element adopted in the mission.

These two themes embody the primary foundations through which the mission is realized and encompass the college work with transfer education, basic education for adults, professional technical offerings, and professional development for college personnel. The themes overlap and interface with each other. They also work in harmony with the four Institutional Learning Outcomes:

- Think creatively, critically, and reflectively
- Learn actively
- Interact in complex and diverse environments
- Communicate with clarity and originality.

The two themes also embody the student success support systems of the College.

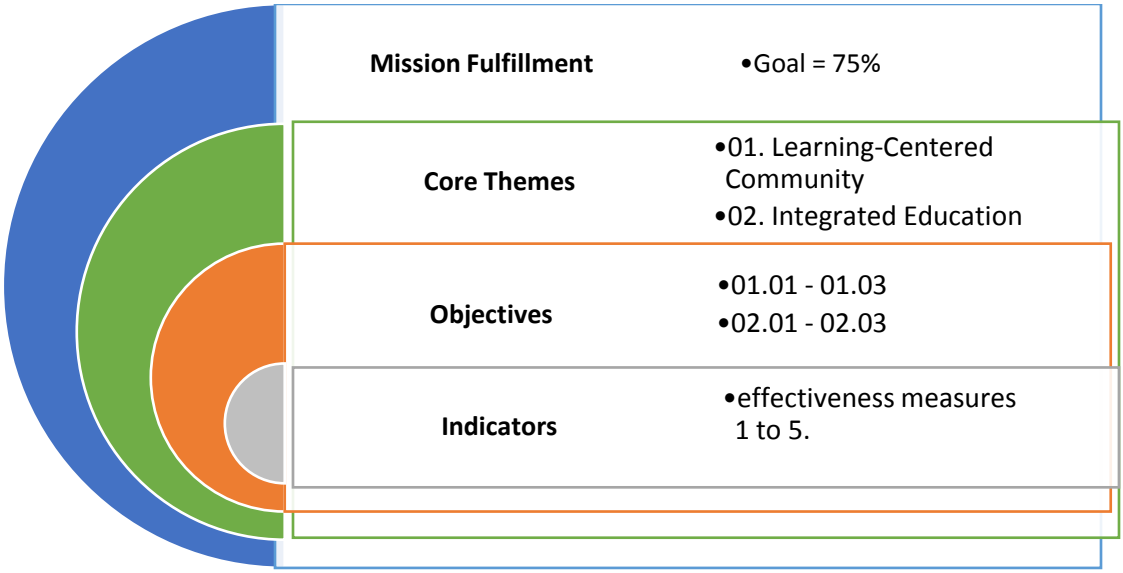
In fall 2014, work began on a 10-year Academic Plan intended to bridge the Mission and Operational Plans. The Academic Plan was organized around Access and the two core themes: Learning-Centered Community and Integrated Education. The process began with campus-wide charrettes, widely distributed draft documents to various campus constituent groups and the incorporation of suggestions and comments. The Board of Trustee approved the Academic Plan in winter 2014.

Evidencing Core Themes

The College employed Core Theme Teams during Year One of the accreditation cycle in order to identify campus-wide objectives and indicators with effectiveness measures. The Core Theme Teams had representation from all levels of staffing, a chair to lead the group, and the Director for Institutional Effectiveness who served as a facilitator and bridge among the groups. During Year One the indicators along with the effectiveness measures were presented to the campus in a variety of forums for input and feedback through the internal website. The final Core Themes were submitted to the Commission in the Year One Report. The Core Theme Teams continued to meet throughout Year One to incorporate any feedback from the Commission and to develop scoring rubrics for the indicators.

Each indicator is scored in the fall of each academic year based on evidence collected from the previous year. The scoring is based on rubrics consist of 1 to 5 effectiveness measures. Each indicator rubric is rolled up to establish a score for each objective; the objective scores roll-up to score each of the two core

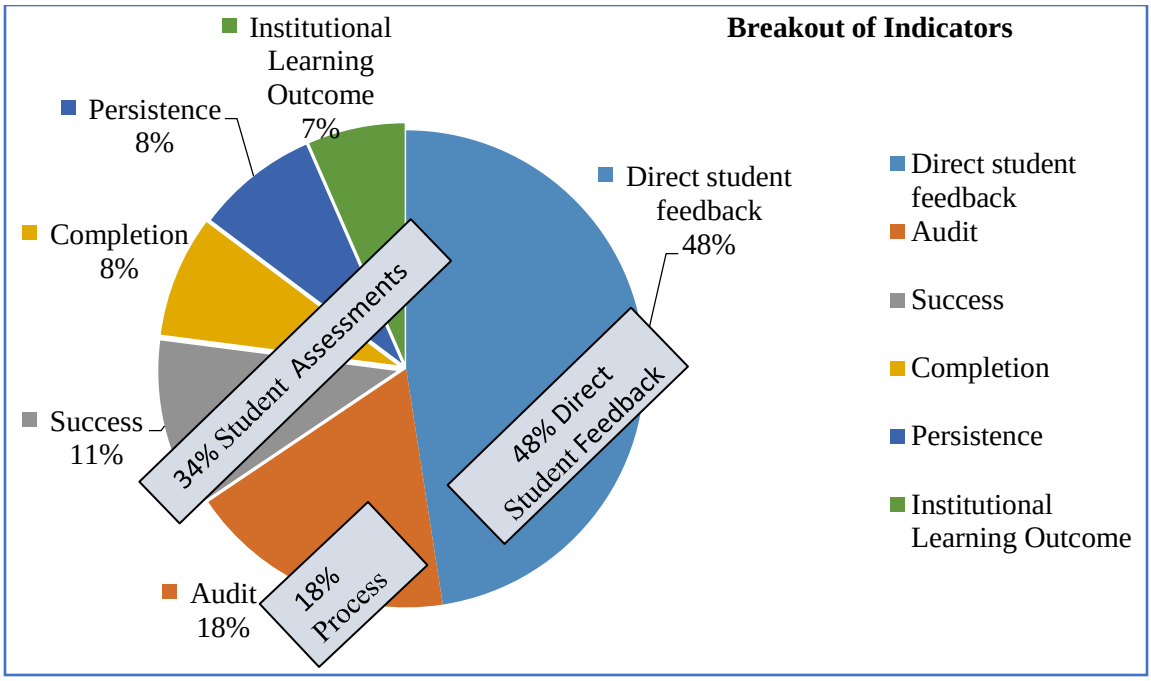
themes. The two core theme scores, embracing the essential elements of the mission, are averaged to establish the mission fulfillment score.



The Core Theme Teams dissolved at the end of Year One and will not meet again until Year Seven of the process. From Year Two through Year Seven of the Accreditation cycle the College's well established Assemblies and Navigators, (standard committees with regular meetings) are used to gain feedback. This approach also serves to further embed the processes for the Accreditation into institutional practices.

The measures of effectiveness were developed during Year One. Some measures came from established performance tracking; others were developed before baseline data could be established. Each year effectiveness measures are monitored to maintain viability and reliability, establish thresholds and are adjusted as needed to ensure improvements. This process, along with the campus-wide review, allows for observation and tracking of the indicators that is intentional and ensures alignment with the mission.

Great care was taken to select indicators that provide evidence for strategies that will improve learning and direct continuous improvement. Measures of the current indicators breakout into three main categories of evidence; 34% are direct Student Assessments, 48% are direct Student Feedback, and 18% are Process indicators. While process indicators (attendance, percent participating, some counts, etc.) are low level, the College included them to assist in establishing the newest elements of the mission.



By the end of each fall quarter after scoring is complete, Institutional Effectiveness produces a full report for the Executive Team's review. Individual Indicator Update reports including scoring notes and recommendations for the upcoming year are shared with each functional area responsible for an indicator. Functional areas may decide to discontinue an indicator if it is not providing information that leads to strategies for improvement. Changes in indicators are coordinated with the Director for Institutional Effectiveness and vetted through the College Navigators and the Accreditation Steering Committee. Indicator update reports are made available to the Navigators, to the entire campus via the college My.Cascadia site, the President's blog, and to the Board of Trustees.

This timing is an improvement on the original plan as it facilitates the use of assessment information in planning and resource allocation. The scoring information is available at the beginning of the process for resource allocation planning, as a guide for mid-point check-ins for current strategies, and as an influencer for future strategies. The reports are incorporated by the functional areas into decision-making processes for creating Action Items for the Operational Plans in the upcoming year. The College believes this adds depth to the use of the assessments and brings the cycle full circle back to future planning and resource allocation.

Are your core themes and objectives still valid?

Academic Year 2014-15 will be the first year for the College conducts the complete scoring/improvement process. While the activities thus far were consistent with the plan the documentation and distribution did not occur in Year One as systematically as intended. Processes in Year Two are more closely aligned with the original design.

Academic year 2013-14 saw a major shift in personnel for the Student Learning area. A new vice president started in the fall, and one Dean and one Associate Dean were also new. The new personnel had many tasks in front of them and worked tirelessly to absorb the new processes while successfully completing the challenge of creating a ten year academic plan. The validity of the core themes and

objectives have been vetted through these on-going changes and found to still be relevant and valid expressions of the mission.

Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

While the validity of core themes and objectives are deemed sufficient to assess mission fulfillment, the College continues to work to refine the indicators with appropriate measurements. Ideally, there would be two complete years of data for every indicator; however, several baselines were only established with the 2013-14 data. Initial plans identified ambitious coding to track changes for the new core theme for Integrated Education. In Year Two some of the new coding did not come to fruition due to staffing and priority changes. Having multiple measures for indicators proved highly effective at allowing the indicators to remain with fewer measures.

During academic year 2014-15 the College is taking time to evaluate some of its major learning outcome assessment processes such as Learning Outcomes Assessment and Program Review. The review teams are looking at streamlining the processes, the effectiveness of the processes, and refining the processes to ensure the results are measurable and sufficient to inform data-driven decision-making for improved learning and student success.

No changes are anticipated for the core themes or objectives. There may be some modifications in the measures used to score the indicators.

Core Theme 01: Learning-Centered Community

A ***learning-centered community*** is one that provides educational opportunities that engages and supports learners and promotes lifelong learning. To foster this engagement and culture, the word "learner" includes students, staff, faculty, and community stakeholders. The three objectives for this core theme are:

- The community is engaged in a learning-centered environment (01.01)
- Strong engagement with other educational institutions (01.02)
- Learners are supported to achieve educational goals (01.03).

Measures of each indicator are recorded on individual rubrics – some measures are based on a percentage increase, some on mean survey score increases, and some on narrowing a performance gap. Indicators and measures are summarized in the next three tables.

The point scale is standard across all rubrics with customized criteria to fit each of the measures. Those scores roll up into a score for each objective. These objective scores roll up into core theme scores which are then averaged to show the percentage of mission fulfillment. The full Core Theme Indicator Update Report with roll ups is available in Appendix A.

Objective 01.01: The community is engaged in a learning-centered environment

Indicator	*Measure*
01.01.01 Learners report strong engagement	• Amount of emphasis by college: Providing the support you need to help you succeed at this college (CCSSE 9b) • Discussed grades or assignments with an instructor (CCSSE 4l) • The mission, purpose, and values of this institution are well understood by most employees (CESS-CP) • This institution involves its employees in planning for the future (CESS-CP) • This institution has a good reputation within the community. (SSI45)
01-01.02 Foundation scholarships reflect support	• 5% increase in internal donations to the Foundation (with respect to employee count/retention) • 5% increase in community gifts for scholarships • 5% increase in student awards each year as a of increased gifting
01.01.03 Learners rate campus environment positively	• There is a spirit of teamwork and cooperation at this institution (CESS-CP) • Cascadia provides an accessible, inclusive and welcoming environment for all students. (CQ - CCSSE) • Students are made to feel welcome on this campus. (SS36) • The college provides students with exposure to issues and cultures needed to become globally and environmentally aware. (CQ - all 3 surveys) • This institution's focus on environmental sensitivity is obvious in how and what faculty teach. (CQ - CCSSE, CESS)
01.01.04 Professional development activities enhance work/work life	• My work/work life is enhanced by attending the professional development activities both on and off campus. (CESS-PD) • I have adequate opportunities for professional development. (CESS-PD) • I am supported in a continuing process of self-assessment and improvement through participating in professional development activities. (CESS-PD)

Objective 01.02: Strong engagement with other educational institutions

Indicator	*Measure*
01.02.01 College readiness improvement	• 2% increase in college level math enrollments/new degree seeking recent high school enrollments • 3% increase in successful completion of recent high school students taking a college level math course • 2% increase in students completing a fourth year of high school math • Increase school district agreements for student transcript placement into college level courses • 2% increase of recent high school grads placed into college level English and Math via transcript review
01.02.02 Service area high school enrollments increase with 1 year persistence	• 2% increase in enrollments from service area high schools • 2% increase in new recent high school graduate persistence through the first year
01.02.03 Success of academic transfers	• Average time to degree completion for Cascadia transfer students at top five transfer institutions • Cascadia student GPA for first year completion as compared to native student GPA at the top 5 transfer institutions

Objective 01.03: Learners are supported to achieve educational goals

Indicator	*Measure*
01.03.01 Outcomes assessment reflects learning	• Outcomes Assessment (OAC) rubric scores by distribution area based on student work samples - score on decrease in absent and increase in sophisticated
01.03.02 Retention rates reflect persistence and success.	• SBCTC retention points from the Student Achievement Initiative • Fall to fall retention •]Degree Seeking (by cohort) • Fall to spring retention (by cohort) • Success Rates
01.03.03 Completion and Transfer rates demonstrate progress and success	• SBCTC points received from the Student Achievement Initiative • National Student Clearinghouse completion rates of Cascadia at 4 • year institutions • IPEDS cohort data for completions rates • IPEDS cohort data for transfer rates • Internal completion and transfer rates
01.03.04 Learners report being supported	• Meeting with an academic advisor helped me create a plan to meet my academic goals. (CQ- SSI,CCSSE) • This school does whatever it can to help me reach my educational goals. (SS52) • This institution treats students as its top priority. (CESS-CP) • Financial aid awards are announced to students in time to be helpful in college planning (SS13) • Classes are scheduled at times that are convenient for me. (SS8)
01.03.05 Technology support receives positive ratings	• The use and availability of technology at the institution meet my expectations. (CQ all 3 surveys) • The equipment in the lab facilities is kept up to date(SS42) • Computer labs are adequate and accessible (SS34) • Online student services at Cascadia (e.g., advising, registration, paying tuition, applying for financial aid, tutoring, etc.) meet my expectations. (CQ - SSI, CCSSE)

Core Theme 2: Integrated Education

Integrated Education is the connection of disciplinary and interdisciplinary ideas to complex contexts, the building of knowledge across the curriculum and co-curriculum, and the application of this education to situations on and off campus. The three objectives for this core theme are:

- Learners connect disciplinary knowledge to interdisciplinary and multidisciplinary contexts (02.01)
- Learners build knowledge across the curriculum and co-curriculum (02.02)
- Learners apply integrated education to situations on and off campus (02.03).

Indicators and measures are summarized in the next three tables.

02.01 Learners connect disciplinary knowledge to interdisciplinary and multidisciplinary contexts

Indicator	Measure
02.01.01 Enrollment and successful completion in a: 1. learning community, a class that engages the campus-wide integrated learning theme 2. class with a multi-class project 3. class with a community-based learning project	• Increase of successful completion (2.0 GPA or better) from baseline academic year • Increases in enrollments from baseline academic year • Increases in offerings from baseline academic year
02.01.02 Courses contain information about integrative approaches	• Percent of COGs that include communication about an integrative approach • Percent of syllabi that include communication about an integrative approach • This institution's learning model that stresses active and collaborative learning contributes to student success. (CQ - three surveys)
02.01.03 Students complete projects that require integration of ideas or information from various sources	• Worked on a paper or project that required integrating ideas or information from various sources (CCSSE 4d)
02.01.04 Board of Trustee are well versed on the concept of integrated education	• Overall anonymous assessment of each group results in an aggregate rating of comprehension

02.02 Learners build knowledge across the curriculum and co-curriculum

Indicator	Measure
02.02.01 College 101 Students recognize and understand integrated education as articulated in the college mission statement.	• Percent of decrease for absent scores of evaluated OAC student work for College Foundations distribution area • Percent of increase for sophisticated score of evaluated OAC student work for College Foundations distribution area
02.02.02 Students complete assignments which require them to put together concepts,	• In your experience at this college during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class discussions?

ideas from different courses, or a project that requires integration of ideas or information from various sources	(CQ - CCSSE/SSI)
02.02.03 Campus organizations design or present co-curricular activities and events that relate to the campus wide IL theme	• Number of events and activities engaging the campus-wide theme • Percent of campus that attends at least one event or activity related to the campus-wide integrated learning theme each year

02.03 Learners apply integrated education to situations on and off campus

Indicator	*Measure*
02.03.01 Learner presentations at quarterly assessment fair involve the campus-wide integrated learning theme, a multi-class project, or a community-based learning project.	• Number of classes presenting at the assessment fair that incorporate integrative methods or content
02.03.02 Conference presentations by faculty and staff involve the campus-wide integrated learning theme, multiclass activities, or community-based learning project	• Number of presentations delivered and publications written
02.03.03 Students successfully complete internships, externships, or community-based learning projects as part of their degree.	• Internships or practical experiences are provided in my degree/certificate program (SS9) • Participated in a community-based project as part of a regular course (CCSSE 4i) • Percent of employer/organization completed evaluations containing positive responses.
02.03.04 Students discuss ideas from coursework with students, family members, coworkers, etc. and apply concepts to practical problems and new situations.	• Applying theories or concepts to practical problems or in new situations (CCSSE 5e) • Discussed ideas from your reading or classes with others outside of class (students, family members, coworkers, etc.) (CCSSE 4r)

The objectives and indicators appear, thus far, to be meaningful. However, some of the measures have not produced the type of information that informs strategy development. Having multiple measures for the majority of indicators are beneficial as the measures can be adjusted and refined while the integrity of the objective and indicator remain strong. Examples of adjustment of measures appear in part two of this report. The scoring report and changes are made available to the campus through the internal My.Cascadia site. Feedback is reviewed and when deemed necessary approved by the Accreditation Steering Committee.

The College is confident it has developed a methodology for assessing progress with annual check points for the indicators and entire process. The College is strengthening its indicators in order to show integration and learning in a meaningful way. This advanced challenge requires creating and revamping the collection and assessments of evidence. Data collection for 2014-15 will be pivotal in assessing the effectiveness of the indicators as it incorporates the first full annual cycle including recommendations, data, and personnel resources.

Cascadia College is intentional in assessment of the themes, objectives, and in increasing the internalization of this self-study process. Despite the challenge of replacing key administrators for the Student Learning area, the College made great efforts to close the loop during the first and second year of this process.

The data collection/assessment plan has taken shape as follows:

Year 1: 2012-13 – establish themes, objectives, and indicators, design coding/tracking

Year 2: 2013-14 – score Year 1 data when available, establish baselines as needed, implement new coding/tracking, and report out with recommendations to functional leads and campus assemblies for decision-making and improvement strategy development

Year 3: 2014-15 – score Year 2 data, review effectiveness of indicators and the measures, and report out with recommendations to functional leads and campus assemblies for decision-making and improvement strategy development

Year 4: 2015-16 – score Year 3 data, review effectiveness of indicators and establish any needed thresholds, and report out with recommendations to functional leads and campus assemblies for decision-making and improvement strategy development

Year 5: 2016-17 – score Year 4 data, review effectiveness of indicators and establish any needed thresholds, and report out with recommendations to functional leads and campus assemblies for decision-making and improvement strategy development

Year 6: 2017-18 – score Year 5 data, review effectiveness of indicators and establish any needed thresholds, and report out with recommendations to functional leads and campus

assemblies for decision-making and improvement strategy development

Year 7: 2018-19 – score Year 6 data, review effectiveness of indicators and establish any needed thresholds, and report out with recommendations to functional leads and campus assemblies for decision-making and improvement strategy development

*Year 8: 2019-20 – score Year 7 data, prepare year 8 comprehensive report, and report out with recommendations to functional leads and campus assemblies

Due to baseline establishments and missing data the first year the reports were only minimally distributed as indicator measures for the newest core theme were implemented.

*NWCCU has moved Cascadia College's Comprehensive Report to 2020 in order to facilitate the schedule of evaluations. The letter is available in Appendix B **E** Part II: Representative Examples

Part II: The institution will provide two representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be from your core theme focused on student learning.

Example 1: Core Theme 01 Learning-centered community

Objective: 01.03 Learners are supported to achieve educational goals

Indicators
01.03.01 Outcomes assessment reflects learning
01.03.02 Technology support receives positive ratings
01.03.03 Completion and Transfer rates demonstrate progress and success
01.03.04 Learners report being supported
01.03.05 Retention rates reflect persistence and success

Are the indicators proving to be useful?

The five indicators are sufficient to inform strategies for improvement; however, modifications to several of the measures are needed (see table on next page for details on indicators and measures).

- Indicator 01.03.03, *Completion and transfer rates demonstrate progress and success,* should be separated into two individual IPEDS measures related to completion and transfer.
- Survey questions included should be from both the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE). These surveys are offered in alternating years so utilizing both in the measures provides a continual scoring effectiveness method.

The current overall objective level at 49% is slightly under halfway to the goal achievement of 75%. The College is confident it can realize this goal by year seven.

Example 1: Core Theme 01 Learning-centered community

Objective 01.03 **Learners are supported to achieve educational goals.**		**Year 1**	**Score Year 1**	**Year 2**	**Score Year 2**
Indicator	**Measure**	**01:03 Total Score**	**2.63**	**49%**	**1.25**
01.03.01 Outcomes assessment reflects learning			NA		NA
	Outcomes Assessment (OAC) rubric scores by distribution area based on student work samples. Scored on decrease in "absent" or increase in "sophisticated" on rubric.	Baseline: absent = 21%; sophisticated = 13%	NA	New baseline due to scale change: absent-14%; sophisticated = 12%	NA
01.03.02 Retention rates reflect persistence and success			**3.00**		**4.00**
	SBCTC retention points from the Student Achievement Initiative	Baseline: 1,174	NA	1,266	4
	Fall to fall retention Degree Seeking (by cohort)	increased by 3%	4	Data available January 2015	NA
	Fall to spring retention (by cohort)	increased by 3%	4	increased by 3%	4
	Success rates	unchanged	1	increased by 2%	4
01.03.03 Completion and transfer rates demonstrate			**2.00**		**1.00**
	SBCTC completion points from the Student Achievement Initiative	Baseline: 386	NA	decreased by 6%	0

progress and success	National Student Clearinghouse completion rates of Cascadia at 4 year institutions	--	NA	Baseline: 32%	NA
	IPEDS cohort data for transfer rates	decreased by 5%	0	decreased by 1%	0
	IPEDS cohort data for completions rates	increased by 4%	4	decreased by 1%	0
	Internal completion rates. (200% of time)	Baseline: 25%	NA	increased by 2%	4
01.03.04 Learners report being supported			**3**		**0**
	Meeting with an academic advisor helped me create a plan to meet my academic goals. (CQ SSI,CCSSE)	increased by 8%	4	decreased by 1.5%	0
	This school does whatever it can to help me reach my educational goals. (SS52)	Median score increase of .17	2	Data available August 2015	NA
	This institution treats students as its top priority. (CESS CP)	Baseline median score gap: .67	NA	Data available August 2015	NA
	Financial aid awards are announced to students in time to be helpful in college planning. (SS13)	Median score increase of .46	3	Data available August 2015	NA
	Classes are scheduled at times that are convenient for me. (SS8)	Median score increase of .49	3	Data available August 2015	NA
01.03.05 Technology support receives positive ratings			**2.50**		**0**
	The use and availability of technology at the institution met my expectations. (CQ all 3 surveys)	Median score increase of .02	2	Median score decrease of .01	0
	The equipment in the lab facilities is kept up to date. (SS42)	Median score increase of .04	2	Data available August 2015	NA
	Computer labs are adequate and accessible.	Median score	2	Data available	NA

	(SS34)	increase of .05		August 2015	
	Online student services at Cascadia (e.g., advising, registration, paying tuition, applying for financial aid, tutoring, etc.) meet my expectations. (CQ: SSI, CCSSE)	increased by 2%	4	decreased by 3%	0

What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?

The College is learning to refine the measurement rubrics to inform specific strategies. Some of the rubrics were compound statements (two distinct related measures) that should be scored individually as they inform different strategies. Other measures need refined criteria under the standard scale headings. The scoring option of NA (Not Applicable) is needed in special circumstances e.g., when a measure has no data to be scored. A specific example of this was with *01.03.01. Outcomes assessment reflects learning.* This indicator used 2012-13 to establish a baseline score but the scale was changed during the 2013-14 which did not allow for a direct comparison to the previous year. However, the assessment of student learning did take place, educational improvements were implemented during 2013-14, and recommendations for additional improvements for distribution areas and faculty were shared out with stakeholders. This faculty-led process is a yearlong assessment of student work by faculty and makes significant contributions for improved student learning. The full report is available in Appendix C.

Additional changes based on the data related to the objective to improve learning include:

- Information Services created and achieved an action item to '*Establish a Tier 1 help desk service that is perceived as accessible and helpful.'*

- The Strategic Enrollment Management Committee examined Cascadia's retention rates and continues to work with the Director for Institutional Effectiveness to filter this information further to gain a better understanding of which students are most successful and which students are most at risk. Student Success Services uses the data from both the SSI and the CCSSE at their area planning retreat to improve support services for students. This includes advising, transfer information, and completion evaluation. Faculty members also conduct workshops to review the survey results and discuss possible strategies to improve the student engagement and satisfaction with the college.

Overall, the data supports action items in the Annual Operational Plans and Budget Action Plans for resource allocation. Currently, these items are linked to the overall core theme, but beginning in 2014-15 action items and plans will have the option to link directly to the academic plan. This will create a stronger tie from allocation to planning and assessment. Sample Operational Plan Action Items and Budget Action Plans are available in Appendix D.

How are data being collected, analyzed, and utilized and the findings communicated to constituents?

The College began a partnership with CampusLabs in 2010-11 in an effort to effectively show links between planning, assessment, student learning improvements, and resource allocation. The first years focused on accreditation and completion of the Comprehensive Report. More recently the focus is on data collection, utilization, and access. The system houses the College's documents on Strategic Planning, Academic Planning, Operational Planning, Learning Outcomes Assessment, and Program Review. The 2015-16 Budget Request process will also be housed in CampusLabs. It is anticipated much of the data scoring will move to the CampusLab module – Baseline as soon as the company finishes Beta testing their system to link Learning Outcomes Assessment records into the Compliance-Assist module for reporting.

The Office for Institutional Effectiveness collects the majority of the data summarized on the My.Cascadia site in useable report formats and spreadsheets. Committees and task forces during annual planning sessions analyze these data through full and summary versions of the Operational Plan Report.

Standard key data points including demographics, transfer reports, and completion information are on the website and the My.Cascadia site. Samples are in Appendix E.

Example 2: Core Theme 02. Integrated Education

Objective 02.01 Learners connect disciplinary knowledge to interdisciplinary and multidisciplinary contexts.

Indicators:
02.01.01 Enrollment and successful completion in a: 1. learning community, a class that engages the campus-wide integrated learning theme 2. class with a multiclass project 3. class with a community-based learning project
02.01.02 Courses contain integrated assignments that are communicated by faculty syllabi including both disciplinary and interdisciplinary or multidisciplinary approaches
02.01.03 Students complete projects that require integration of ideas or information from various sources
02.01.04 Board of Trustee are well versed on the concept of integrated education

Are the indicators proving to be useful?

There are four indicators that roll up to comprise the score for objective 02.01, *Learners connect disciplinary knowledge to interdisciplinary and multidisciplinary contexts* (see table next page*).* The majority of indicators and measures are proving useful for improving outcomes; however there are four measures that are recommended for removal (in italics in the table)

- 02.01.01: Two measures (changes in offerings and enrollment) are low level indicators and do not contribute to improving student learning.
- 02.01.02: Two measures (percentage of Syllabi and COGS that communicate the integrative learning approach) are low level indicators and cannot currently be tracked in a valid and reliable way. There is value in developing tracking methods for this information and it could serve as support for the measure. This is reflected in the recommendations to the functional areas regarding this indicator.

The fall 2014 scoring, using the current measures, shows an achievement of 25% after the first two years. This is low compared to the achievement goal of 75%. However, the College is confident it can realize this goal with improved measures.

Example 2 Core Theme 02 Integrated Education

Objective 02.01 Learners connect disciplinary knowledge to interdisciplinary and multidisciplinary contexts.		Year 1	Year 1 Score	Year 2	Year 2 Score
Indicator	**Measure**	**2:01 total score**	**0.50**	**25%**	**1.50**
02.01.01 Enrollment and successful completion in a: 1. learning community, a class that engages the campus-wide integrated learning theme 2. class with a multi-class project 3. class with a community-based learning project			NA		NA
	Increase of successful completion (2.0 or better) from baseline academic year.	Design / coding	NA	Baseline: fall: 2.88,winter: 2.88, spring: 2.92	NA
	*Increases in enrollments from baseline academic year**	Design /coding	NA	Baseline: fall: 9, winter: 16, spring: 18	**NA**
	*Increases in offerings from baseline academic year**	Design /coding	NA	Baseline: fall: 307, winter: 439, spring: 318	**NA**
02.01.02 Courses contain information about integrative approaches.			**1.00**		**1.00**
	*Percent of COGs that include communication about an integrative approach**	Develop tracking	NA	Tracking not feasible	NA
	*Percent of syllabi that include communication about an integrative approach**	Develop tracking	NA	Tracking not feasible	NA
	This institution's learning model that stresses active and collaborative learning contributes to student success. (CQ - all three surveys)	unchanged	1	unchanged	1
02.01.03 Students complete projects that require integration of ideas or information from various sources			**NA**		**2.00**
	Worked on a paper or project that required integrating ideas or information from various sources. (CCSSE 4d)	Data available August 2014	NA	Median score increase of .01	2

02.01.04 Board of Trustee and Foundation Board of Directors are well versed on the concept of integrated education			**NA**		**3.00**
	Overall anonymous assessment of each group results in an aggregate rating of comprehension.	Baseline: 2	NA	increased by 1	3

**Measures recommended for removal*

What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?

The College has learned that a few of the measures are not of a sufficient level to form improvement strategies and that several of the measures cannot be tracked. Recommendations for the measures to include are CCSSE and SSI for both Example 1 and Example 2.

Introducing Integrated Education as an essential element of the mission meant that not all stakeholders understand the concept. Consequently, the College arranged a presentation and baseline assessment on Integrated Education for the Board of Trustees in spring 2014. The Trustees expressed a great desire to understand the concept and be able to speak to it with a sophisticated level of understanding. Below is part of the scoring notes on the measure:

> *"Integrated Education is a big piece of the College story that needs to be shared out by the Board of Trustees to their constituents. It is not enough to say Cascadia is different; the difference must be able to be articulated especially in the communications from the top level of the institution. The Integrated Education pre-inquiry demonstrated that the Board of Trustees possessed an emerging knowledge level: the majority had a good, solid understanding of the theory of integrated education, but lacked experience with the concept. After the presentation there was an increase in the knowledge level to a developed stage having experienced integrated education through a hands-on exercise lead by Jessica Ketcham Weber, tenured English faculty. The Trustees felt the activity was productive and enjoyable."*

The Board of Trustees meeting in November 2014 included an additional workshop on the topic with a follow-up assessment in December 2014.This most recent assessment shows an increase to a sophisticated level of knowledge. Improvements will continue so the Trustees are confident and able to discuss the topic with colleagues and adequately represent the College's mission. This process will also be completed with the Learning-Centered Community theme and wrap-up the last two years with a combination of the themes into mission fulfillment communications.

Additionally, the coding for the baseline data for *Enrollment and successful completion in a: 1. learning community, 2. class with a community-based learning project, 3. academic internship, or 4. academic study abroad* was implemented successfully and data for 2013-14 was established. The information was shared with Student Learning and the Integrated Learning Education committee in November of 2014 for use in strategy development and in resource allocation planning and planning for 2015-16.

Additional contributions from the objective to improve learning:

- Review of CCSSE scores, a direct measure from students regarding the College's learning model, remained constant at 80%. Strategies are being developed to embed the learning model to further establish life-long learning skills.
- Students reported integrating ideas and information from various sources more than in previous years. This reflects the work of the Integrated Learning Committee and the new strategies developed with this focus to align with the new mission.

Data are used to further strengthen and develop strategies for improved learning and to support action items submitted in the Annual Operational Plans and Budget Action Plans for resource allocation. Currently, these items are linked to the overall core theme, but beginning in 2014-15 action items and plans will have the option to link directly to the academic plan. This will create a stronger tie from allocation to planning and assessment. Sample Operational Plan Action Items and Budget Action Plans are available in Appendix D.

How are data being collected, analyzed, and utilized and the findings communicated to constituents?

The same process mentioned earlier regarding the partnership with CampusLabs is used in an effort to effectively show links between planning, assessment, student learning improvements, and resource allocation. The Office for Institutional Effectiveness collects the majority of the data. The data is summarized on the My.Cascadia site in useable report formats and spreadsheets. During annual planning sessions committees and task forces analyze the data in order to implement specific strategies. Full and summary Operational Plan Reports including completion information is on the website and the My.Cascadia site. Samples are provided in Appendix E.

Part III: Moving Forward

In light of your analysis in Part I of your overall assessment plan and in light of your analysis of the representative examples you provided in Part II please respond to the following question: Moving forward to the Year Seven what will you need to do?

Academic year 2014-15 is the first full cycle of scoring and loop closing during this accreditation cycle. Several improvements are being put into practice and the College continues to tighten the process of evidencing mission fulfillment. Cascadia is moving forward with a full staff and a solid path from Strategic Planning and Academic Planning. This year will help to internalize the processes of planning and assessment into the assemblies, committees, and functional areas. This deeper understanding is in great part due to the role of the Academic Plan. The ten-year Academic Plan was designed as the catalyst that executes Strategic Planning and evidences the Accreditation Self-Study. The essence of the Academic Plan is manifest through Operational Plan action items and the outcomes of those contribute to continuous improvements and evidence mission fulfillment. Since this plan became operational in fall 2014 work is underway to integrate it and all it represents into the process. The synthesis of all the pieces into a cohesive, sustainable system will be completed over the next few years.

In spring of 2014-15, Institutional Effectiveness will meet with the lead/committee for each measure to analyze the report, the scoring, and the recommendations. This helps to internalize the process and ensure understanding from all involved. It also encourages communication about the measures and the ability for them to provide evidence for improving decision-making. All recommendations and improvements go through the review of the Navigators and Accreditation Steering Committee.

Additionally, the College recently received approval from the State Board for Washington Community and Technical Colleges and the Northwest Commission on Colleges and Universities to offer its first four-year degree, a Bachelor of Applied Science in Sustainable Practices. This degree begins accepting students in fall 2015. The addition further strengthens the College's mission and will support several measures to reinforce mission fulfillment.

The Cascadia College community is committed to achieving mission fulfillment and dedicated to the internalization of a self-reflective, systematic, transparent, documented process. The College has made great strides in linking planning and assessment to resource allocation and improved learning. By continuing to fortify these links the College believes it will demonstrate mission fulfillment by the Year Seven Comprehensive Report.

The Cascadia community looks forward to the advice from the Commission as the college strives to fulfill the mission with a passion for transforming lives through Integrated Education in a Learning-Centered Community

Core Theme Progress Report and Recommendations								
This report is provided as an update to the progress on the Core Themes for the 2012-2020 Accreditation Cycle*								
	Mission Fulfillment Score		**41%**	**Goal 75% by 2020**				
	Overall Core Theme Score			**1.56**	**Maximum score possible is 4**	**1.72**		
				39%		**43%**		
Core Theme #		**Measures**	**2012-13 Data**	**2012-13 Score**	**2013-14 Data**	**2013-14 Score**	**Recommendataions**	**Functional Area**
Core Theme 01	**Learning-Centered Community**			**1.87**		**1.11**		
Objective 01.01	**The community is engaged in a learning-centered environment.**			**2.19**		**0.67**		
Indicator 01.01.01	Learners report strong engagement			1.67		1.00		
		Measure: Amount of emphasis by college: Providing the support you need to help you succeed at this college (CCSSE 9b)	Data available August 2014	NA	Median score decrease of .11	0		Student Learning / Student Success Services
		Measure: Discussed grades or assignments with an instructor (CCSSE 4l)	Data available August 2014	NA	Median score increase of .06	2		Student Learning
		Measure: The mission, purpose, and values of this institution are well understood by most employees (CESS CP)	Median score decrease of .03	0	Data available August 2015	NA		eTeam
		Measure: This institution involves its employees in planning for the future (CESS CP)	Median score increase of .43	3	Data available August 2015	NA		eTeam
		Measure: This institution has a good reputation within the community. (SSI45)	Median score increase of .29	2	Data available August 2015	NA		eTeam
Indicator 01.01.02	Foundation scholarships reflect support			2.67		NA		
		Measure: 5% increase in internal donations to the Foundation (with respect to employee count/retention)	increased by 6%	4	On Hold	NA	Recommend removing due to restructuring	Foundation
		Measure: 5% increase in community gifts for scholarships	decreased by 43%	0	On Hold	NA	Recommend removing due to restructuring	Foundation
		Measure: 5% increase in student awards each year as a of increased gifting	increased by 17%	4	On Hold	NA	Recommend removing due to restructuring	Foundation
Indicator 01.01.03	Learners rate campus environment positively			2.25		0.33		
		Measure: There is a spirit of teamwork and cooperation at this institution (CESS CP)	decreased gap score by .33	3	Data available August 2015	NA		eTeam
		Measure: Cascadia provides an accessible, inclusive and welcoming environment for all students. (CQ CCSSE)	Data available August 2014	NA	unchanged	1		Student Learning / Student Success Services
		Measure: Students are made to feel welcome on this campus. (SS36)	Median score increase of .29	2	Data available August 2015	NA		eTeam
		Measure: The college provides students with exposure to issues and cultures needed to become globally and environmentally aware. (CQ all 3 surveys)	Median score increase of .17	2	Median score decrease of .6	0		Student Learning
		Measure: This institution's focus on environmental sensitivity is obvious in how and what faculty teach. (CQ CCSSE, CESS)	Median score increase of .02	2	Median score decrease of .01	0		Student Learning
Indicator 01.01.04	Professional development activities enhance work/work life development			NA		NA		
		Measure: My work/work life is enhanced by attending the professional activities both on and off campus.	Baseline median score .94	NA	Data available August 2015	NA		Human Resources
		Measure: I have adequate opportunities for professional development. (CESS-PD)	Baseline median score .54	NA	Data available August 2015	NA		Human Resources
		Measure: I am supported in a continuing process of self assessment and improvement through participating in professional development activities. (CESS PD)	New question for 2015	NA	Data available August 2015	NA		Human Resources

Core Theme #	Measures		2012-13 Data	2012-13 Score	2013-14 Data	2013-14 Score	Recommendataions	Functional Area
Objective 01.02	**Strong engagement with other educational institutions. College readiness improvement**			**0.78**		**1.40**		
Indicator 01.02.01	College Readiness Improvement			1.33		2.20		
		Measure: 2% increase in college level math enrollments/new degree seeking recent high school enrollments	increased by 1%	2	increased by 5%	4		Student Learning
		Measure: 3% increase in successful completion of recent high school students taking a college level math course	decreased by 7%	0	increased by 2%	4		Student Learning
		Measure: 2% increase in students completing a fourth year of high school math	increased by 1%	2	decreased by 2%	0		Student Learning
		Measure: Increase school district agreements for student transcript placement into college level courses.	1-5	NA	1-5	1	Recommend removing, low level, tracking challenges	Student Learning
		Measure: 2% increase of recent high school grads placed into college level English and Math via transcript review	Baseline 1 students	NA	Increased by 1%	2	Recommend removing, low level, tracking challenges	Student Learning
Indicator 01.02.02	Service area high school enrollments increase with 1 year persistence			1.00		2.00		
		Measure: 2% increase in enrollments from service area high schools	decreased by 4%	0	increased by 7%	4		College Relations
		Measure: 2% increase in new recent high school student persistence through the first year	increased by 1%	2	decreased by 1%	0		Student Learning
Indicator 01.02.03	Success of academic transfers			0		0		
		Measure: Average time to degree completion for Cascadia transfer students at top five transfer institutions	2.01 years	NA	data requested	NA		Student Learning
		Measure: Cascadia student GPA for first year completion as compared to native student gpa at top 5 transfer institutions	decreased by .15 (gpa)	0	decreased by .21 (gpa)	0	Recommend tightening definitions and calculations with four-years	Student Learning
Objective 01.03	**Learners are supported to achieve educational goals.**			**2.63**	**0.49**	**1.25**		
Indicator 01.03.01	Outcomes assessment reflects learning			NA		NA		
		Measure: Outcomes Assessment (OAC) rubric scores by distribution area based on student work samples - score on decrease in absent or increase in sophisticated.	Baseline: absent = 21%; sophisticated = 13%	NA	New baseline due to scale change: absent-14%; sophisticated = 12%	NA		Student Learning
Indicator 01.03.02	Retention rates reflect persistence and success			3.00		4.00		
		Measure: SBCTC retention points from the Student Achievement Initiative	Baseline: 1,174	NA	1,266	4		Student Learning
		Measure: Fall to fall retention Degree Seeking (by cohort)	increased by 3%	4	Data available January 2015	NA		Student Learning
		Measure: Fall to spring retention (by cohort)	increased by 3%	4	increased by 3%	4		
		Measure: Success rates	unchanged	1	increased by 2%	4		Student Learning
Indicator 01.03.03	Completion and transfer rates demonstrate progress and success			2.00		1.00		
		Measure: SBCTC completion points from the Student Achievement Initiative	Baseline: 386	NA	decreased by 6%	0		Student Learning
		Measure: National Student Clearinghouse completion rates of Cascadia at 4 year institutions	--	NA	Baseline: 32%	NA		
		Measure: IPEDS cohort data for transfer rates	decreased by 5%	0	decreased by 1%	0		
		Measure: IPEDS cohort data for completions rates	increased by 4%	4	decreased by 1%	0		Student Learning
		Measure: Internal completion rates. (200% of time)	Baseline: 25%	NA	increased by 2%	4		Student Learning
Indicator 01.03.04	Learners report being supported			3		0		
		Measure: Meeting with an academic advisor helped me create a plan to meet my academic goals. (CQ SSI,CCSSE) PERCENTAGE	increased by 8%	4	decreased by 1.5%	0		Student Success Services

Core Theme #		Measures	2012-13 Data	2012-13 Score	2013-14 Data	2013-14 Score	Recommendataions	Functional Area
		Measure: This school does whatever it can to help me reach my educational goals. (SS52)	Median score increase of .17	2	Data available August 2015	NA		Student Success Services
		Measure: This institution treats students as its top priority. (CESSI CP)	Baseline median score gap: .67	NA	Data available August 2015	NA		eTeam
		Measure: Financial aid awards are announced to students in time to be helpful in college planning. (SS13)	Median score increase of .46	3	Data available August 2015	NA		Student Success Services
		Measure: Classes are scheduled at times that are convenient for me. (SS8)	Median score increase of .49	3	Data available August 2015	NA		Student Learning
Indicator 01.03.05	Technology support receives positive ratings			2.50		0		
		Measure: The use and availability of technology at the institution meet my expectations. (CQ all 3 surveys)	Median score increase of .02	2	Median score decrease of .01	0		Student Learning / Student Success Services
		Measure: The equipment in the lab facilities is kept up to date. (SS42)	Median score increase of .04	2	Data available August 2015	NA		Student Learning / Student Success Services
		Measure: Computer labs are adequate and accessible. (SS34)	Median score increase of .05	2	Data available August 2015	NA		Student Learning / Student Success Services
		Measure: Online student services at Cascadia (e.g., advising, registration, paying tuition, applying for financial aid, tutoring, etc.) meet my expectations. (CQ: SSI, CCSSE) PERCENTAGE	increased by 2%	4	decreased by 3%	0		Student Learning / Student Success Services
Core Theme 02	**Integrated Education**			**1.25**		**2.33**		
Objective 02.01	**Learners connect disciplinary knowledge to interdisciplinary and multidisciplinary contexts.**			**0.50**		**1.50**		
Indicator 02.01.01	Enrollment and successful completion in a: 1. learning community, a class that engages the campus-wide integrated learning theme 2. class with a multi-class project 3. class with a community-based learning project			NA		NA		
		Measure: Increase of successful completion (2.0 or better) from baseline academic year.	Design / coding	NA	Baseline: fall: 2.88,winter: 2.88, spring: 2.92	NA		Student Learning
		Measure: Increases in enrollments from baseline academic year.	Design /coding	NA	Baseline: fall: 9, winter: 16, spring: 18	NA		Student Learning
		Measure: Increases in offerings from baseline academic year.	Design /coding	NA	Baseline: fall: 307, inter: 439, spring: 318	NA	Additional measure or replace "offerings"; WA Center Online Learning Community Survey	Student Learning
Indicator 02.01.02	Courses contain information about integrative approaches.			1.00		1.00		
		Measure: Percent of COGs that include communication about an integrative approach.	Develop tracking	NA	Tracking not feasible	NA	Replace with WA Center questions or some CIEs	Student Learning
		Measure: Percent of syllabi that include communication about an integrative approach.	Develop tracking	NA	Tracking not feasible	NA	Replace with WA Center questions or some CIEs	Student Learning
		Measure: This institution's learning model that stresses active and collaborative learning contributes to student success. (CQ - all three surveys)	unchanged	1	unchanged	1		Student Learning
Indicator 02.01.03	Students complete projects that require integration of ideas or information from various sources			NA		2.00		
		Measure: Worked on a paper or project that required integrating ideas or information from various sources. (CCSSE 4d)	Data available August 2014	NA	Median score increase of .01	2		Student Learning
Indicator 02.01.04	Board of Trustee and Foundation Board of Directors are well versed on the concept of integrated education			NA		3.00		
		Measure: Overall anonymous assessment of each group results in an aggregate rating of comprehension.	Baseline: 2	NA	increased by 1	3	Scoring for 2014-15 showed increase to sophisticated level, will reflect in 2014-15 scoring	Student Learning
Objective 02.02	**Learners build knowledge across the curriculum and co-curriculum.**			**NA**		**4.00**		
Indicator 02.02.01	College 101 Students recognize and understand integrated education as articulated in the college mission statement.			NA		NA		
		Measure: Percent of decrease for absent scores of evaluated OAC student work for College Foundations distribution area.	Baseline: 23%	NA	New baseline due to scale change: 35%	NA	Consider a pre-post test for integrated learning instead	

Core Theme #		Measures	2012-13 Data	2012-13 Score	2013-14 Data	2013-14 Score	Recommendataions	Functional Area
		Measure: Percent of increase for sophisticated scores of evaluated OAC student work for College Foundations distribution area.	Baseline: 12%	NA	New baseline due to scale change: 22%	NA	Consider a pre-post test for integrated learning instead	Student Learning Student Learning
Indicator 02.02.02	Students complete assignments which require them to put together concepts, ideas from different courses, or a project that requires integration of ideas or information from various sources			NA		4.00		
		Measure: In your experience at this college during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class discussions? (CQ - CCSSE/SSI - PERCENTAGE Responding Very Often/Often)	Data available August 2014	NA	increased by 6.8%	4		Student Learning
Indicator 02.02.03	Campus organizations design or present co-curricular activities and events that relate to the campuswide IL theme			NA		NA		
		Measure: Number of events and activities engaging the campus-wide theme.	Develop tracking	NA	Baseline: 8	NA		Student Learning
		Measure: Percent of campus that attends at least one event or activity related to the campus-wide integrated learning theme each year.	Develop tracking	NA	Baseline: 595	NA	Possibly use question from employee survey	eTeam
Objective 02.03	**Learners apply integrated education to situations on and off campus.**			**2.00**		**1.50**		
Indicator 02.03.01	Learner presentations at quarterly assessment fair involve the campuswide integrated learning theme, a multi-class project, or a community-based learning project			NA		NA		
		Measure: Number of classes presenting at the assessment fair that incorporate integrative methods or content	Develop tracking	NA	Baseline: 21 classes	NA		Student Learning
Indicator 02.03.02	Conference presentations by faculty and staff involve the campus-wide integrated learning theme, multiclass activities, or community-based learning project.			NA		NA		
		Measure: Number of presentations delivered and publications written	Develop tracking	NA	Tracking not feasible	NA	Recommend removing or incorporate into part of the faculty workload meeting for tracking.	Student Learning
Indicator 02.03.03	Students successfully complete internships, externships, or community-based learning projects as part of their degree.			2.00		2.00		
		Measure: Internships or practical experiences are provided in my degree/certificate program. (SS9)	Median score increase of .02	2	Data available August 2015	NA		Student Learning
		Measure: Participated in a community-based project as part of a regular course. (CCSSE 4i)	Data available August 2014	NA	Median score increase of .03	2		Student Learning
		Measure: Percent of employer/organization completed evaluations containing positive responses.	Develop tracking	NA	Tracking not feasible	NA	Recommend removing criteria, work with area to develop new criteria for next cycle.	Student Learning
Indicator 02.03.04	Students discuss ideas from coursework with students, family members, coworkers, etc. and apply concepts to practical problems and new situations.			NA		1.00		
		Measure: Applying theories or concepts to practical problems or in new situations. (CCSSE 5e)	Data available August 2014	NA	Median score increase of .04	2		Student Learning
		Measure: Discussed ideas from your reading or classes with others outside of class (students, family members, coworkers, etc.) (CCSSE 4r)	Data available August 2014	NA	Median score decrease of .07	0		Student Learning

** the Comprehensive report is now due Spring of 2020 (change from the NWCCU)*

8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
NWCCU

January 9, 2015

Dr. Eric W. Murray
President
Cascadia College
18345 Campus Way NE
Bothell, WA 98011

Dear President Murray:

I bring you greetings from the Northwest Commission on Colleges and Universities. We appreciate all of your efforts and cooperation as we have launched our new standards and the evaluation process. As you know we have made several revisions to the process based on thoughtful input from member institutions and evaluators.

In a review of our evaluation calendar it became evident that beginning with spring 2017 the current schedule includes more Year Seven *Mission Fulfillment and Sustainability* evaluations than we are able to staff with peer evaluators. Therefore, it is necessary to revise the schedule of evaluations beginning with the spring of 2017. Be assured, no institution will have a Year Seven evaluation earlier than currently scheduled. The dates in this letter supersede any previously communicated dates.

The dates of the evaluations for your institution will be as follows:

Mission Fulfillment and Sustainability (Year Seven):	**Spring 2020**
Mission and Core Themes (Year One):	**Spring 2021**
Mid-Cycle Evaluation:	**Spring 2023**
Mission Fulfillment and Sustainability (Year Seven):	**Spring 2027**

All evaluations scheduled prior to 2017 remain as scheduled.

Please feel free to contact me with questions on the implementation of the revised schedule. Best wishes for a productive new year.

Sincerely,

Les Steele

Les Steele
Executive Vice President

cc: Ms. Susi Hamilton, Director of Institutional Research

OAC Distribution Area Reports

CKR

Methodology
Start: 7/1/2013
End: 6/30/2014
Readers: OAC Reviewer (Rice, Kolya), OAC Chair (Saneda, Tori)
Distribution Area: CKR

Distribution Requirement Outcome
Learners will use a variety of conceptual and theoretical approaches to think critically about and reflect on their own underlying assumptions and consider alternative views of power and inequality regarding such topics as sexuality, ethnicity, gender, and religion.

Which key assessment was examined
Because the CKR courses span multiple disciplines there is no common key assessment. Faculty choose which assignment they want to submit.

How many papers were read from each section
ANTH234.01 - 8
ART100.01 - 0
CMST150.OL2 - 5
GS220.01- 8
HIST126.01 - 6
HIST146.OL1 - 6
HIST150.01 - 7
HIST214.H1 - 8
SOC101.02 - 8
SOC231.01 - 9

Analysis
Please comment on what you learned from this process, addressing the following points:
The rubric and criteria - how did they work, how could they be improved?
Only three of the courses assessed, CMST150, HIST150, and SOC231, have all of the CKR Think Critically outcome embedded in the course outcome guide (COG). All of the courses include the part of the outcome related to using a "variety of conceptual and theoretical approaches." The issue appears to revolve around reflecting on or considering personal assumptions.

Before any COGs are revised to include the Think Critically outcome as currently written, there should be a discussion among faculty who teach CKR courses about the outcome to determine if it reflects what they think the outcome should measure.

The course, distribution area, and college wide outcomes - what did you learn? Where are changes needed
Faculty should revisit the Think Critically outcome to determine whether or not revisions are needed with reference to the college-wide outcome. Once this is done, then COGs need to be revised either with the new language in mind or with the current language in mind. History faculty may want to have a broader discussion about whether all of their courses that are listed as CKR should be CKR, e.g., the CKR outcome is not explicit in HIST126, 146, or 214.

The COGs and prerequisites - do you see changes needed
ANTH234: While the majority of the outcome is embedded in the COG, the personal assumption piece is missing.

ART100:

CMST150: OK

GS220: The COG should be revised to explicitly include the Think Critically outcome not only in the Think Critically outcome but in the description or content.

HIT126: The CKR outcome itself is not explicitly called out in the COG. History faculty should consider reviewing the COG in general to more clearly address CKR, and more explicitly the Think Critically outcome.

HIST146: The CKR outcome itself is not explicitly called out in the COG. History faculty should consider reviewing the COG in general to more clearly address CKR, and more explicitly the Think Critically outcome.

HIST150: OK

HIST214: The CKR outcome itself is not explicitly called out in the COG. History faculty should consider reviewing the COG in general to more clearly address CKR, and more explicitly the Think Critically outcome.

SOC101: While the majority of the outcome is embedded in the COG, the personal assumption piece is missing.

SOC231: OK

The programs - is the distribution area meeting the needs of each program for the outcome assessed
Based on this year's results, CKR courses have room for improvement in meeting the Think Critically outcome, which suggests that currently we are not meeting the needs of degrees requiring CKR for graduation.

For Standard 1, 32% of students scored emerging or developing (29% Emerging/3% Developing). 56% scored zero (Absent). Twelve percent were not assessed for this standard.
For Standard 2, 46% scored Emerging, 25% Developing, and 3% Sophisticated. Seventeen percent scored zero (Absent), while 9% were not assessed for this standard.
For Standard 3, all but 1% of students were assessed for this standard. Sixty percent scored zero (Absent), 25% Emerging, 11% Developing, and 4% Sophisticated.

The assignments and key assessment - what did you learn? any changes recommended
While faculty had the opportunity to indicate which of the standards the assignment met, many times the assignment did not in fact meet the standards. In those cases, rarely were students asked to meet that standard. In particular, Standard 1: Think critically or reflect on personal assumptions about views of power and inequality regarding such topics as sexuality, ethnicity, gender, and religion, was problematic. HIST150.01, GS220.01, HIST146.OL1, SOC101.02, CMST150.01, ANTH234.01, HISt126.01, and HIST214.H1 were all assessed for Standard 1, but none of the assignments asked students to identify or reflection on their own assumptions. Faculty either need to revise assignment instructions to more specifically ask students to meet this standard or choose an assignment that does meet the standard. OAC CKR distribution area might want to consider discussing the outcome with faculty who teach CKR courses to determine whether or not the outcome language reflects what CKR Think Critically should be or discuss what the outcome means using its current language.

Student competency - what did you learn? are there particular strengths and weaknesses that stood out? was the student competency appropriate to the level of the courses you were assessing (i.e. 100 level, 200 level)
There is little difference in student competency based on the course level, i.e., 100-level vs. 200-level courses. The difference in student competency was clearly based on whether the assignment asked students to specifically meet the various standards. Where students were asked to meet the standards, e.g., SOC231.01, the students did a better job of meeting the standards. In the SOC231.01 assignment, students were asked to think about gender norms--how do they "do gender" and how did they feel when they violated the gender norm before analyzing the norm and the responses to violation of the norm using sociological concepts.

Next Steps
Suggestions for next steps - e.g., next assessments, curricular changes, future learning outcome review ideas
Recommendations:
- Faculty either need to revise assignment instructions to more specifically ask students to meet standards or choose assignments that meet one or more of the standards.

- A question should be added to the Submission Form that specifically asks faculty where outcomes that are not assessed are met in the course.
- There seems to be disconnect between how faculty anticipated how their students would do meeting the outcome and how they actually did. Again, a closer look at assignment instructions might help. A discussion with other CKR faculty about the meaning of the standards might also help.
- The CKR distribution area might want to consider discussing the outcome with faculty who teach CKR courses to determine whether or not the outcome language reflects what CKR Think Critically should be or discuss what the outcome means using its current language.
- COG revisions: ANTH234 and SOC101: add the personal assumption piece; GS220: explicitly include the Think Critically outcome not only in the Think Critically outcome language but in the description or content; HIST126, HIST146 and HIST214: the CKR outcome itself is not explicitly called out in the COG. History faculty should consider reviewing the COG in general to more clearly address CKR, and more explicitly the Think Critically outcome.

College Foundations

Methodology
Start: 7/1/2013
End: 6/30/2014
Readers: OAC Reviewer (Watson, Megan), OAC Member (Hudsick, Walter)
Distribution Area: College Foundations
Distribution Requirement Outcome
Think.

Which key assessment was examined
Various; mostly info lit required assessment.

How many papers were read from each section
Approximately 20%

Analysis
Please comment on what you learned from this process, addressing the following points:
The rubric and criteria - how did they work, how could they be improved?
The individual components of this outcome are both critical to College Foundations. However, combining them into one outcome means that faculty really need to be familiar with the articulated outcomes if they are to create an assessment that gets at both components. Since the COLL 101 COG has changed recently, the lack of this understanding was evident in the assignments reviewed.

The course, distribution area, and college wide outcomes - what did you learn? Where are changes needed
For College Foundations, because there is essentially only one course in the distribution area, the course, distribution area, and college-wide outcomes are the same, so alignment is not an issue. In general, we probably need to simplify the language of all the outcomes, across the board.

The COGs and prerequisites - do you see changes needed
The COLL 101 COG is under almost constant review. It has recently been almost completely rewritten. No specific changes needed at this time.

The programs - is the distribution area meeting the needs of each program for the outcome assessed
Yes.

The assignments and key assessment - what did you learn? any changes recommended
As stated above, it is very difficult for one assessment to capture performance in both elements of this outcome. Most assignments reviewed caught the sense of one of the elements very well, but the other only showed up incidentally if at all. As faculty become cognizant of the details of the new COG and outcomes, this should show improvement.

Student competency - what did you learn? are there particular strengths and weaknesses that stood out? was the student competency appropriate to the level of the courses you were assessing (i.e. 100 level, 200 level)
Demonstrated student competency was fairly low: mostly Emerging and Developing, with very little Sophisticated results. This is right in line with the nature of COLL 101 students and the intent of the class. The outcomes are not necessarily aimed at proficiency, but rather with engagement, experience, and familiarity with the topics. The students are usually new to higher education, or have been away from it for some time.

Next Steps
Suggestions for next steps - e.g., next assessments, curricular changes, future learning outcome review ideas
2014-2015 is a review year for the entire OAC process. COLL 101 should, of course, be considered in that context.

Composition & Communication

Methodology
Start: 7/1/2013
End: 6/30/2014

Readers: OAC Member (Kay, Susan), OAC Reviewer (Putnam, Courtney)
Distribution Area: Composition & Communication
Distribution Requirement Outcome
Learners will use a variety of conceptual and theoretical lenses and reflect on how these lenses provide alternative views of the experience and points of view of self, individuals, and groups; critically reflect on their own attitudes, values, behavior, and assumptions as well as those presented to them; and translate content between contexts with an awareness of different points of view and mediums.

Which key assessment was examined
No common assignment was used; instead, instructors submitted an assignment that they perceived reflected the course goals.

How many papers were read from each section
Winter: Montoya - 8; Sagura - 8; Mckenzie - 8; Putman- 7; Sadashivan- 9 ; Bucci-8
Spring: Bucci - 7; Davenport -8; Montoya - 8; Sadashivan- 6; Tsai - 7 ; Steinke - 7; Sagura - 8

Analysis
Please comment on what you learned from this process, addressing the following points:
The rubric and criteria - how did they work, how could they be improved?
The rubric's standards did not work well. Here's an explanation:
During an OAC workshop held in October that previewed the assessment rubric, a group of instructors worked on revising the language of each of the three standards. This proved a difficult task. The possibility that these standards were not the qualities that capture the critical or creative thinking process or that many assignments in composition courses would not meet these standards was discussed.

Nevertheless, the group refined several of the concepts, clarified language use, and a final draft was written. Interpreting this language as we assessed student work was a complex task. We strongly suggest that more revision, of both the terminology used to express the standard as well as more refinement of how the critical and creative thinking process surfaces in student texts, is needed. Applying the standards and interpreting the terminology was a quite labored process! In one sense, this illustrates the problem of applying somewhat abstract concepts to student writing. On the other hand, it might suggest that the standards themselves need to be reconsidered and rewritten.

Here are comments regarding the most difficult one, that of standard #3, to access:
Summary of results for #3: With nearly 50% of students at the "developing" level and with slightly less than 25% at the "emerging" level, 72% of all students show a basic awareness of this standard. As noted, the difficulty of assessing this standard arose during the norming session and grew murkier as the assessment progressed. Several assignments, those that engaged several types of genres, such as film /video analysis or engaged visual images in some manner, easily meet the "developing"

level and consequently were easy to assess. In contrast, text-based assignments did not clearly show an awareness of genre or context. Particular assignments, ones where the assignment prompt specified analyzing point of view, were more likely to reach either "emerging" or "developing" such as annotated bibliographies or ones that prompted students to examines the stance taken by an author. Of interest, and likely indicative of the lack of clarity of this standard, is that most instructors' submission forms correctly guessed that only a small percentage of students would meet this standard.

Overall Recommendations:
Our recommendations fall within these two areas: 1. Revision of outcome language needs consideration. 2. More communication among English instructors that examines what type of assignment design best addresses critical and creative thinking skills would encourage a robust conversation regarding the ambiguities surrounding these two learning skills.

Outcome language:

Standard #2:
As we worked through the assessment, we frequently had to review standard #2 and compare it with standard #1 in terms of the duplication of these two phrases: own point of view and personal attitudes and . . . assumptions. This was confusing as one's point of view generally surfaces in one's personal attitude. To clarify a bit: standard #1 notes for the "developed" level that multiple points of view are present, but this is partly duplicated in standard #2 for the "developed" level in the phrase " identifies . . . personal attitudes." Second, some student work seemed to show an implied awareness of their own point of view although their language usage might not have stated this explicitly.

Standard #3:
This standard created an equal amount of confusion. It reads as follows:

"Reflect on how differences in context, points of view, medium, and genre affect content and meaning."

Here, the use of points of view is repeated, but its meaning seemed to be somewhat more understandable than was the case for standard #1 because the concept is linked with content and meaning. Less confusing for us was the phrase medium and genre, but very few assignments analyzed (or engaged in any manner) mediums or genres that were not written texts.

We concluded that more succinct language for this outcome is needed, such as "distinguish between own perspective with that of a source." Limiting the range of skills to be assessed is also needed: To focus on just context and point of view and eliminate medium and genre would greatly simplify. In general, the descriptors simply seemed to cover too many concepts.

Perhaps as important as a lack of clarity is the near omission of one of the key terms of the outcome: creativity. The distribution area outcome being assessed was to "think critically and creatively." However, only standard #2 mentioned the term creative. Including the term in at least one other standard might have lent more importance to this skill. Some student work had strong elements of creativity, but this seemed to depend on assignment design. If this characteristic were to receive the same amount of emphasis as does critical, then it deserves more mention in the standards. This addition would necessitate two clarifications: a description of what constitutes creative thinking as well as the characteristics of how it surfaces in student work.

Type of assignment design – Some specific assignments lacked an awareness of relatively basic critical thinking outcomes. As noted by both Travis and Louise in last year's assessment report, instructors would benefit from knowledge of course outcomes as well as our more informal disciplinary expectations, an exchange that might occur at departmental meetings.

In particular, the markedly lower scores for the 102 sections suggest that a conversation concerning the pedagogical and critical thinking skills differences between these two courses is warranted. Whether this difference was attributable to an unwise choice in type of assignment, or to student skill levels being unusually low, or as mentioned above, to a lack of awareness of critical thinking outcomes, seems a timely and worthwhile discussion.

The course, distribution area, and college wide outcomes - what did you learn? Where are changes needed
See the last three questions here that address our observations and recommendations.

The COGs and prerequisites - do you see changes needed
As noted, this outcome's language is very broad: skills that show "to think critically and creatively" in composition courses needs to be highly specific.

Prerequisites are not a concern.

The programs - is the distribution area meeting the needs of each program for the outcome assessed
No, the distribution area needs to revise this outcome as much clearer language for this outcome needs to be developed. See the first question (above) regarding rubrics and standards for an explanation of the problem and solutions.

The assignments and key assessment - what did you learn? any changes recommended
See the question above (regarding rubric and criteria) for a summary of suggested changes.

Besides rewording of the outcome and standards, discussions concerning assignment design that addresses both critical and creative thinking needs to occur. Assignment design is critical; several assignments scored high and this was partly due to a clear requirement of critical thinking skills.

However, we were pleased with the very positive results for standards #1 and #2. Here is a summary:
#1 Standard:
Summary: With 58% of students at the "developing" level and with slightly over 33% at the "emerging" level, this standard is clearly being met. The most successful assignments clearly prompted students to examine their own attitudes, but with some assignments, this might not have been the instructor's objective.

Specific instructors: For "developing," only two instructors' tallies did not exceed 52%: An instructor whose results for "developing" were 38% then received a 62% for "emerging", which might simply indicate that the sample group was at the lower end of the skill set. Of some significance is a course with the lowest rating, where "developing" was met by only 6% , but 63% then scored an "emerging." We suspect that these lower figures were due to an assignment that did not require entry-level critical thinking skills.

#2 Standard:
Summary: With 39% of all students at the "developing" level and with close to 50% of students at the "emerging" level, this standard is also clearly being met.

Specific instructors: For "developing," only two instructors did not exceed 29%: An instructor whose results for "developing" were at 24%, then received a 52% for "emerging." The lowest rating was for a course where "developing" was met by only 6%, but 75% were at "emerging."

Student competency - what did you learn? are there particular strengths and weaknesses that stood out? was the student competency appropriate to the level of the courses you were assessing (i.e. 100 level, 200 level)
Student competency for standards #1 and #2 were very good. For standard #3, levels dropped somewhat, but as noted previously, this lack of clarity in the wording of this standard made the assessment difficult. In addition, assignment design had to more carefully address this standard.

A significant difference emerged between Engl&101 and Engl&102: The final category of results compared scores of the 101 courses with those of 102 courses. For standard #1, 63% of the 101 courses reached a "developing" level in comparison to 53% of the 102 courses. For standard #2, 46% of 101 courses reached a "developing" level in comparison to 32% of the 102 courses. The greatest difference between 101 and 102 surfaced in standard #3, where fully 71% of 101 courses reached a "developing," but only 31% of the 102 courses attained this level.

In sum, for each standard, 101 courses scored more highly than did 102 courses with the largest range found in standard #3.

This result is troubling as 102 students should have higher critical thinking skills. Whether this result indicates poor assignment design, a group of students with lower than average skills, or a lack of awareness of what constitutes critical thinking skills warrants both analysis and discussion.

Next Steps
Suggestions for next steps - e.g., next assessments, curricular changes, future learning outcome review ideas
As noted in the previous questions, the discipline area needs to clarify outcome language so that how student work illustrates "critical thinking" and "creative thinking" is more easily assessed. In addition, these clarifications need to be communicated to all English faculty so that course expectations are clearly established. The lower ranges of scores for Engl&102 in comparison to Engl&101 needs to be analyzed further: Is this due to the online courses that were included or might this be attributed to poor assignment design or a combination of both? Finally, the somewhat lower scores for online courses needs to be further evaluated.

Global Studies

Methodology
Start: 7/1/2013
End: 6/30/2014
Readers: OAC Reviewer (Field, Michelle), OAC Member Lead (Fralick, Heather)
Distribution Area: Global Studies
Distribution Requirement Outcome
Think Critically, Creatively, and Reflectively: Learners will develop the ability to identify key issues, understand the assumptions underlying arguments, and recognize the way that historical and cultural context affect meaning. They will learn the ways that identity is shaped by varying degrees of power and privilege, in relation to both local contexts and an interconnected world.

Which key assessment was examined
The Global Studies distribution area encompasses many disciplines so that there is no key assessment common to all of the selected courses. Faculty are free to choose whatever assignment they want.

How many papers were read from each section
- Between 4 and 10 student submissions were reviewed for each course. The average number of submissions reviewed was 6.

- One section of material for Nutr&101 was discovered to not have a GS designation after one reviewer completed her assessment.
- One section of material SPAN&122 was only assessed by one reviewer with Spanish language skills.

Analysis

Please comment on what you learned from this process, addressing the following points:

The rubric and criteria - how did they work, how could they be improved?

Generally, the rubric and criteria worked well, however, there were a few components that could use clarification.

In the reviewers' standardizing meeting, the question about how to define or evaluate "assumptions" came up. One reviewer took the standard to mean that students should specifically use the word assumption in identifying and discussing their own assumptions and/or author assumptions. The other interpreted assumptions to mean how the student identifies and discusses causes and effects in relation to course material, or for example, synthesizing material with if- then statements. The reviewers agreed to use the second interpretation in their assessments of student work. Had the first interpretation been used, it is likely most of the work would have been assessed at a 0-absent to 1- emerging. However, the second interpretation allowed for assessing student work at 2-Developed and 3-Sophisticated. Clarification for this standard may be helpful for instructors trying to create assignments with the outcome rubric in mind, as well as for future reviewers.

Outcomes submission forms submitted with student work were often not completed in completely helpful ways. Some instructors checked a couple of the standards but then completed ALL of the expectation percentage estimates on the rubric, indicating that reviewers should be reviewing ALL of the standards, instead of the specific standards checked. Others seemed to misunderstand the percentage scale for expectations regarding where their students would fall on the rubric. Clarifying the directions on the submission form might help instructors to more clearly communicate how they expect their students' work are meeting the standards within the learning outcome.

The course, distribution area, and college wide outcomes - what did you learn? Where are changes needed

The Global Studies statement of Think Critically and Creatively reflects and aligns itself well with the college wide outcome of Think Critically, Creatively and Reflectively. One suggestion is that the committee reword the GS title of "Think Critically and Creatively" to reflection the college wide outcome of "Think Critically, Creatively and Reflectively". In doing so, the committee may need to have an additional discussion of whether or not the reflective component is acceptably present in the current standards or if another standard needs to be added to capture that specific element of the learning outcome.

The COGs and prerequisites - do you see changes needed
Prerequisites were not indicated on any of the outcomes submission forms, nor did any reviewer comments reference prerequisites.

ECON&201 MICROECONOMICS - GS Thinking Critically and Creatively language is implicitly incorporated into the course outcomes, however, it could be made more explicit. Historical and cultural references especially need to be more explicitly incorporated in both the course description and course outcomes.

ECON&202 MACROECONOMICS - The first three standards listed in the GS Thinking Critically and Creatively language are incorporated almost verbatim into the course COG under Communicate with Clarity and Originality outcome, but not under the Critical Thinking outcome. There are no specific references to identity in either the course description or course outcomes, although power and privilege are present.

ENVS150 THEMES AND METHODS ENVS Collin-Claus (not assessed due to different class material being submitted)
The first three standards listed in the GS Thinking Critically and Creatively language are incorporated almost verbatim into the course COG under both Thinking Critically, Creatively AND Reflectively and Communicate with Clarity and Originality. Identity and history are missing from both description and outcomes although history is implied. Power and privilege are implied in both description and outcomes but could be made more specific as well.

PHIL238 PHILSPHY OF HUMAN RIGHTS. The first three standards listed in the GS Thinking Critically and Creatively language are incorporated almost verbatim into the course COG under Communicate with Clarity and Originality standard. Power and privilege are implied in both description and outcomes but could be made more specific in the course description. Under the Learn Actively outcome, one standard hints at identity (own judgments) "Reflect explicitly on how one's own global situation informs one's own judgments and perspective on Humans rights (GS) Western and non-Western culture." but not explicitly discussed as identity.

SPAN&122 SPANISH II - GS Thinking Critically and Creatively language is not addressed in the course description or COG beyond references to historical and cultural context.

HIST210 ISLAMIC CIVILIZATION - GS Thinking Critically and Creatively language is explicitly incorporated in the course description and Think Critically, Creatively and Reflectively outcome.

ANTH&205 BIOLOGICAL ANTHROPOLOGY - GS Thinking Critically and Creatively language is explicitly incorporated in the course description The first three standards listed in the GS Thinking Critically and Creatively language are incorporated almost verbatim into the course COG under Communicate with Clarity and Originality.

GS150 GLOBLZTION, CULTURE & ID - GS Thinking Critically and Creatively language is completely incorporated in the course description and Think Critically, Creatively and Reflectively outcome. The first three standards listed in the GS Thinking Critically and Creatively language are also incorporated almost verbatim into the course COG under Communicate with Clarity and Originality standard.

POLS205 POLI OF MID EAST & N.AFR – The first three standards listed in the GS Thinking Critically and Creatively language are incorporated almost verbatim into the course COG under both Thinking Critically, Creatively AND Reflectively and Communicate with Clarity and Originality. Identity, power and privilege are implied in both description and outcomes but could be made more specific.

PSYC251 ORGANIZATIONAL BEHAVIOR.- GS Thinking Critically and Creatively language is not incorporated in the outcomes and could be more explicit in course description. "Power, privilege and forms of oppression", part of the fourth standard within the GS Thinking Critically and creatively, is listed in the course content.

The programs - is the distribution area meeting the needs of each program for the outcome assessed

For the most part, the Global Studies Think Critically and Creatively did seem to meet the program needs with one major exception - Spanish &122.

The instructor noted that the assignment did not seem lend itself well to assessment for the Global Studies Think Critically and Creatively. A few suggestions were made by the reviewer for how to alter the assignment to better meet one of the GS outcome standards. However, in looking at the COG for Spanish 122 elements of the GS outcome are implicit but secondary to language development, (which makes sense, since language development is the primary reason for taking a language course). This raises the issue of how the GS designation might be altered to account for the differences between studying global issues in subject specific courses and studying how to write, read and converse in a language.

The assignments and key assessment - what did you learn? any changes recommended

- While not all assignments are necessarily going to be able to meet all four standards within one learning outcome, one thing to note from the data is that roughly a little over a third of the student submissions were not assessed on any given outcome. This was due to instructors not checking off standards. Both reviewers believed some of the assignments not assessed could have been assessed on excluded standards. Careful review/consideration of the "outcomes assessment form" before submission would provide clear information to reviewers and improved accuracy for assessment in the future.
- Assignment instructions varied from quite detailed with the inclusion of a grading rubric to general questions or guidelines and no point values/percentages or indications of instructor expectations. It may be that instructors provided this

information to students and simply did not submit it with the assessment materials, however, it would be helpful for reviewers to have a sense of instructor expectations as well.

- Assignment instructions that explicitly incorporated the GS standards for thinking critically and creatively were much more likely to result in student work that reflected those standards at Developed and Sophisticated levels.
- All of the assignments addressed critical thinking quite clearly. However, some assignments did not explicitly connected to Global Studies (PSYC251). This may be due to a variety of reasons including: the assignment meeting the critical thinking outcome for the course COG, the course COG not incorporating GS outcomes, or global issues are addressed in other assignments that do not lend themselves to assessment well.

Student competency - what did you learn? are there particular strengths and weaknesses that stood out? was the student competency appropriate to the level of the courses you were assessing (i.e. 100 level, 200 level)

- Of the courses assessed, only 2 were at the 100 level - GS150 and SPAN&122. Given this incredibly small sample size, there appeared to be no differences in skill level that could be attributed to a difference in 100 and 200 level course designations.
- Students seem to be particularly strong across the board on identifying key issues. All student work received ratings of 2- developed or 3 - sophisticated, of the work assessed.
- Of the materials assessed, there was a broader range on their ability to identify and discuss the assumptions underlying arguments with the majority of student work receiving a rating of 2 - developed, but ranging from 1-Emerging to 3-Sophisticated.
- Of the student work assessed on the recognition of historical and/or cultural context on meaning, almost half received a 3- Sophisticated. A small number of assignments received a 0- Absent, and the remaining received 1- Emerging and 2 - Developing.
- While a few student assignments (4) were missing acknowledgement of how identity is shaped by power and privilege, nearly equal numbers of the assignments (about 22 each) were assessed to be 1-Emerging and 3-Sophisticated. 26 student assignments were assessed to be 2-Developing the ability to "identify the ways that identity is shaped by varying degrees of power and privilege, in relation to both local contexts and an interconnected world."
- Three of the courses assessed were online (ECON 101, ECON202, PSYC251) while 7 (excluding the assessed Nutrition class that does not have a GS designation) courses were face to face. Interestingly all three online courses opted out of evaluating the third standard of recognizing cultural and historical context. There doesn't seem to be any glaring differences between student work online and face-to-face. Students seems a little more likely to receive a 1- emerging in their ability to meet standard 2 - identify and discuss the assumptions underlying the arguments and substantially less likely to receive a 3-Sophisticated on meeting standard 4 - Identifying ways identity is shaped by power and privilege. However, given the

small sample size and the multiple variables these differences could be attributed to, this information has limited value.

Next Steps

Suggestions for next steps - e.g., next assessments, curricular changes, future learning outcome review ideas

1. Alter the Outcomes Submission sheet with clearer instructions about how to fill out the information to maximize the usefulness of the information for reviewers and include space for prerequisite information to be included.
2. Discuss and clarify what is meant by "assumptions" in the standards.
3. Review Course Descriptions and Course Outcome Guidelines (COGs) to better address GS outcomes particularly for SPAN&122 and PSYC 251
4. Edit Global Studies Outcome Think Critically and Creatively to include "and Reflectively" to align with campus wide learning outcomes and review standards to discuss how they address the "reflectively" piece.
5. Discussion how GS Think Critical and Creatively might be altered to better accommodate course outcomes for language courses like SPAN&122.
6. Instructors may want to review assignments for opportunities to more clearly communicate about grading and global studies outcome standard expectations.

Humanities

Methodology

Start: 7/1/2013

End: 6/30/2014

Readers: OAC Reviewer (Glezen, Paul), OAC Member (Shapiro, David)

Distribution Area: Humanities

Distribution Requirement Outcome

In our outcomes assessment work on the Think Critically, Creatively, and Reflectively outcome for Humanities, we began with the Distribution-level Learning Outcome:

"Learners will refine knowledge through analysis, evaluation, experimentation, and innovation, working with ideas and artifacts that already exist and bringing new ideas and artifacts into existence to enrich our understanding of humanity."

We rendered that, through a series of meetings and discussions into a set out outcomes that learners will be able to do upon completion of their Humanities coursework.

Specifically, we said, learners will be able to …

* Refine knowledge through analysis or evaluation
* Refine knowledge by experimenting with ideas and artifacts
* Innovate to bring new ideas and artifacts into existence

* Evaluate, experiment, or innovate to enrich our understanding of humanity
Those outcomes were then put into rubric that looks like this:

Courses were randomly selected in winter and spring quarter to pull student work from.
Eight Humanities courses were selected in winter; eight in spring, (although work was submitted for only seven of them.)
Instructors chose a key assessment, filled out a form that indicated which of the outcomes were being assessed along with a prediction of where they thought their students were likely to score on the assessment.
Over the summer, David Shapiro and Paul Glezen worked through these assessments and scored them, using the above rubric. In each class, a number of students--about six to eight--were randomly selected for assessment. Scores were assigned, to the best of the reviewers' ability, based on the work submitted.

Which key assessment was examined
Each instructor chose an assignment that he or she felt required students to engage in critical, reflective, and/or creating thinking. Assignments were quite varied, but each clearly addressed the Think Critically, Creatively, and Reflectively outcome.

Assignments included straightforward analytical essays, short-answer take-home exam questions, autobiographical writing projects, drawing assignments with reflective and analytical writing components, group poetry projects--in short, a range of student work that one would expect to see in the Humanities discipline.

In some ways, this reveals both a strength and a weakness of Humanities as a discipline to be assessed: it's not obvious that a single rubric can really work for assessing critical, creative, and/or reflective thinking. A creative poetry writing project or a drawing assignment, while both have elements of critical and reflective thinking, are primarily about creative thinking; an analytical essay, while inspiring creativity, is asking students to do analysis primarily.

The rubric that we used to do the assessment allows us to consider these different types of thinking, but in some ways, it sets up a hierarchy that is misleading. It's much more likely, for instance, for a student whose doing a project that is primarily about creating a work of art or literature to "achieve" the "sophisticated" level when it comes to "enriching our understanding of humanity" that it is to do so in an analytical essay. A student who writes a poem or creates a drawing will more naturally be assessed as "creating something fresh, new, or innovative that helps us understand the human condition," than a student who is comparing and contrasting themes in an historical movement, for instance. This may give the misleading perception in some cases that students in one course are meeting the outcome at a higher level; while, technically, according to the rubric, they may be, it's not clear that this isn't mainly a function of how the rubric is written and applied to different courses/assignments.

How many papers were read from each section
As indicated above, a minimum of 6 students were assessed in each course. In the larger courses, as many as 10 students were assessed. Students were chosen randomly, using the course roster and a random number generator.

Analysis
Please comment on what you learned from this process, addressing the following points:
The rubric and criteria - how did they work, how could they be improved?
The rubric and the criteria were effective insofar as they could be. As mentioned several times, there are real challenges in using a single rubric for all the sorts of assignments/assessments we see in the Humanities in the Think Outcome. Consider the rubric:
E

Consider the "refine knowledge" standard. We've identified refining knowledge through analysis, experiments, and innovation; a case can be made that these are three different ways of thinking and ought to assess differently.

Or consider the standard that says, "Evaluate, experiment, or innovate to enrich our understanding of humanity." It seems likely (and seems to have been borne out in our assessment work) that certain kinds of assignments are more likely to lead students to reach the "sophisticated" level than others. Assignments that deliberately ask students to create something new, for instance, are more likely to lead to this level than ones that are more strictly analytical. Whether this is a problem, is an open question, but it is something to observe.

We have had discussions about breaking Humanities up into sub-disciplines; short of doing this, I'm not exactly sure how the rubric could be improved. Maybe making it more explicit in each case whether the assignment being assessed is primarily about critical, reflective, or creating thinking could help.

The course, distribution area, and college wide outcomes - what did you learn? Where are changes needed?
The main thing I learned was how effective our instructors are at creating meaningful assignments that do assess students' abilities to think critically, reflectively, and/or creatively. I think there's no question that we are assessing students' abilities to meet the Think outcome and that we are doing it in a way that challenges students to be critical, reflective, and/or creative thinkers. Not every assignment does all three, (in fact, I'm sure that any do all three fully), but each and every assignment challenged students and required them to grow as critical, reflective, and/or creative thinkers.

The COGs and prerequisites - do you see changes needed?

I don't see any immediate need to change COGS or prerequisites. As part of our ongoing 5-year COG reviews, it makes sense to keep checking the Humanities COGS against the Humanities Distribution outcomes (as we've been doing in SLC).

The programs - is the distribution area meeting the needs of each program for the outcome assessed?
This is a much larger question than this summer's Outcomes Assessment work can answer completely.

It's clear to this assessor, though, that in any program that requires one or more of the courses that were assessed in order to complete that program, that the course is requiring students to meeting the Think outcome. Insofar as this is consistent with the program needs, then yes, the distribution area is meeting that program's needs, by definition.

The assignments and key assessment - what did you learn? Any changes recommended
I would say that the most profound learning I had was how creative and effective Cascadia's instructors are at writing meaningful assessments that authentically require students to demonstrate competency with the learning outcomes.

Each and every assignment challenged students to THINK--whether that was critical thinking, reflective thinking, creative thinking, a mix of the three, or some other type of thinking not specifically called out by the Think outcome.

The only change I would recommend, really, is to try to figure out a way to share the experience I had as an assessor, reviewing other instructors' assignments and student work, with the broader faculty. I learned a lot about how I might my own assignments stronger by reviewing other instructors' assignments. This, to me, is really the most eye-opening aspect of the assessment work and I think it's something we ought to try to make available to more faculty on a regular basis. I don't really think doing the scoring is necessary for faculty to have the learning; just sharing assignments and student work is profound.
Student competency - what did you learn? are there particular strengths and weaknesses that stood out? was the student competency appropriate to the level of the courses you were assessing (i.e. 100 level, 200 level)
The answer to this is specific to the assignment. Depending on the type of assignment and type of thinking being asked for, students demonstrated different sets of strengths and weaknesses.

In general, would say that, in the student work I observed, students are stronger at reflective and creative thinking than they are at analytical thinking. This may be something of an overstatement, as, indeed, assignments that called for analysis brought analytical thinking to the forefront, but overall, students seemed more fluent in reflecting on personal experiences and developing creative projects than they did on strictly analytical pieces.

Again, this may be an artifact of the courses that were assessed, but it is a general impression I was left with.

As to the second question, about appropriate competency depending on the level of the course, I'm not sure I can answer that. Some students in some courses were more competent than others, but because, for the most part, Humanities courses are not sequenced, I think this is something that wasn't really assessed in our work. Rubric results will be populated here after entry for use in the above analysis

Next Steps
Suggestions for next steps - e.g., next assessments, curricular changes, future learning outcome review ideas
The Outcomes Assessment Committee, having completed the complete "cycle" of outcomes (Interact, Learn, Communicate, and Think) over the past four years, plans to spend the 2014-2015 year "assessing the assessment." The committee plans to reflect upon what we've learned over the past four years before jumping into another four-year cycle.

When it comes to the Think Outcome for the Humanities, probably the most important task at hand is to really explore whether Humanities should be assessed as a single distribution outcome or whether we might want to creative sub-categories that are, perhaps, identified by an emphasis on one of the three types of thinking that we assess in the outcome: critical, creative, or reflective. It may be, for instance, that the sort of thinking that is emphasized in a Poetry class is different enough than the type that is emphasized in a Philosophy class that using the same rubric to assess them isn't the best way to go.

Alternately, we night think of a separate rubric for each of the types of thinking. Perhaps, on an assignment-by-assignment basis, we'd designate a rubric that assesses for critical thinking, or creative thinking, or reflective thinking, respectively. We accomplished some of that this time around by giving instructors an opportunity to say which of the outcomes were being assessed in a given assignment, but perhaps it should be even more explicit.

Another possible suggestion is to significantly simplify the rubric. If, in fact, what we are assessing is students' ability to think critically, reflectively, and or/creatively, maybe we just need a rubric with those three standards and far more simplified indicators. This might not be nuanced enough to capture the particulars of the Humanities Distribution Area outcomes, but it might make it easier to identify whether the college-level outcomes are being met.

I don't seen any need for curricular changes, but I would like to keep revisiting the Outcomes Assessment review. As I have mentioned several times, the real learning in this process seems to take place when an instructor gets to look at other instructors' assignments and the student work that these assignments produce. I

keep wondering how we might make this experience available to more instructors while at the same time, perhaps, taking some of the burden of outcomes assessment off the back of the Outcomes Assessment Committee. Perhaps if the work was spread more widely, it would be better and easier for all involved.

Natural Science

Methodology
Start: 7/1/2013
End: 6/30/2014
Readers: OAC Reviewer (Harbol, Peg), OAC Member (Kesler, Natasa)
Distribution Area: Natural Science
Distribution Requirement Outcome
Think: Learners will use components of the scientific method to generate and modify hypotheses through critical analysis of data and information; they will evaluate known and needed information as a process in problem-solving; they will assess and respond to current global issues in the context of evidence-based conclusions.

Which key assessment was examined
The Natural Science distribution area spans several disciplines. For that reason there is no key assessment that every course is required to assign. Faculty chose which assignment they wish to be assessed.

How many papers were read from each section
Byrne Wtr 14 Phys 223.01- 7 submissions
Tavenner Wtr 14 Astr101-01 - 5 submissions
Raj Wtr 14 Phys222.03 - 7 submissions
Field Spr 14 Anth205.01 - 8 submissions
Collin-Clausen Spr 14 Ntr101.OL1 - 5 submissions
Corey Sp 14 Chem 131.01 - 8 submissions
Ghanbeigi Sp 14 Phys223.02 - 5 submissions
Kosa-Postl Sp 14 Ntr101.01 - 6 submissions
Kosa-Postl Sp 14 Ntr101.02 - 6 submissions
Lund Sp 14 Chem139.01 - 10 submissions

Analysis
Please comment on what you learned from this process, addressing the following points:
The rubric and criteria - how did they work, how could they be improved?
Rubric was general enough to be applied for multiple assignments - it applied to problems in general, not just calculations. Perhaps the distinction between Emerging - Developed - Sophisticated could be more clearly defined; perhaps provide examples of key identifiers. For future reviewers It would be helpful to have

examples of already assessed assignments and the reasoning for particular scoring. This would be useful to have for several natural science disciplines (chemistry, nutrition, astronomy etc...)

There is an issue with standard number three being rarely (if at all) present in any of the submitted assignments. If we are assessing this particular outcome only once every four years this particular standard might not be assessed at all over the course of many years.

The course, distribution area, and college wide outcomes - what did you learn? Where are changes needed

1. None of the submitted student work assessed Standard 3 (Assess and respond to current global-issues ...). This reviewer has cause to reflect on attention to global-issues in her own courses.
2. Providing opportunities to students to articulate their critical thinking in words and diagrams allows instructors to distinguish between application of an equation and a conceptual understanding. The students miss a learning opportunity when we do not demand this of them.

The COGs and prerequisites - do you see changes needed

Overall COGs corresponded well with the assignments. The assignments collected during the first week of the course could not be used to assess outcomes of the course. Instructors could consider collecting assignments at some later point in the quarter in order to truly demonstrate that course outcomes are being met.

The programs - is the distribution area meeting the needs of each program for the outcome assessed

We believe distribution area is meeting the needs of each program for this particular outcome.

The assignments and key assessment - what did you learn? any changes recommended

1. If students are not explicitly asked to explain or justify their answers to reveal their critical thinking, then they will not do so. This was evident on some of the assessments.
2. Many assignments are missing the description of the Purpose of the assignment (or any description of how the assignment ties into the overall plan for the course) as well as clear grading rubrics
3. Assignment instructions could include format models (if possible)
4. Some assignment submissions were very long and only a small portion of the assignment related to the particular outcome. If possible, we could collect only the relevant portion of the assignment.
5. Some assignments were completed as group work and each student had to complete their own write up. As a result it was not possible to distinguish between group and individual work. We might consider in the future collection only individual assignments.

Student competency - what did you learn? are there particular strengths and weaknesses that stood out? was the student competency appropriate to the level of the courses you were assessing (i.e. 100 level, 200 level)
Student competency did seem to be appropriate for the 100- vs. 200-level courses. Interestingly, while upper division students were very competent in solving problems, in general, they did not articulate their critical thinking well. This could be improved buy providing more explicit instructions for the assignments (such as specifically addressing the need to demonstrate critical thinking and providing specific examples). It could be helpful to include the same exact vocabulary from the rubric into the assignment or at least work on a better alignment of the two.

Here are the means of the two assessed standards:
1. Use components of the scientific method to generate and modify hypotheses (plan, solution, explanation) through critical analysis of data and information - 1.8
2. Evaluate known and needed information (data) as a process in problem solving - 1.59

According to our numbers the students are between emerging and the developed side for this particular outcome. The concern is that the third standard was not assessed at all...

Next Steps
Suggestions for next steps - e.g., next assessments, curricular changes, future learning outcome review ideas
Some of the suggestions for the future:
1. Develop different assessment methods (such as visiting a classroom, videotaping etc.)
2. Work together on better alignment of the assessment rubric and rubrics for the actual course assignments or at least provide instructors with all outcomes assessment rubrics well before they begin planning their course assignments.
3. Work on making sure that all submitted work can be clearly visible. Handwriting and poor scanning quality can negatively impact the assessment process.
4. We were not able to evaluate the third rubric standard at all (this particular standard was missing from all submitted work). We should brainstorm how this can be improved in the future.

Pre-college

Methodology
Start: 7/1/2013
End: 6/30/2014
Readers: OAC Reviewer (Dorratcague, Dave), OAC Member (Serianni, Natalie)
Distribution Area: Pre-college
Distribution Requirement Outcome

Think critically, creatively, and reflectively.
Reason and imagination are fundamental to problem solving and critical examination of self and others.

Which key assessment was examined
There are no key assessments that are shared throughout all Pre-College classes, so faculty selected individual assignments from their courses.

How many papers were read from each section
Because of variations in class size and work submitted, different percentages of student work were assessed from each classes. In general, anywhere from 5-15 submissions were assessed per course.

Analysis
Please comment on what you learned from this process, addressing the following points:
The rubric and criteria - how did they work, how could they be improved?
The assessors felt, for the most part, that the rubric and criteria worked well in assessing the levels and various types of Pre-College assignments. We had a few rubric-specific suggestions for improvement, most of which include tweaking individual components to better suit assignments.

In particular, we found that rubric item #4 -- Analyzes information and reflects on learning -- was certainly appropriate for Pre-College learners, but that it was an item that was difficult to assess, given the varying levels. Analysis and reflection is an integral part of Pre-College work and therefore was included on the rubric, but the assessors felt that it might often be considered "absent" or "not assessed" since there was varying degrees of analysis included in assignments.

In particular, we found that rubric item #4 -- Analyzes information and reflects on learning -- was certainly appropriate for Pre-College learners, but it was an item that was difficult to assess, given the varying levels of work . Analysis and reflection is an integral part of Pre-College work and therefore was included on the rubric; however, it was often considered "absent" or "not assessed" since there was varying degrees of analysis included in assignments. Perhaps analysis/reflection was not captured in the scope of the assignment, or it was not easily detected; either way, this particular rubric item will more than likely have the most varied results.

In that vein, we felt that rubric items #1(Develops thought appropriate to purpose and audience) and #3 (Demonstrates reason and creativity to critically examine material) were difficult to assess since they were incredibly similar. Our suggestions would be to carefully consider the ideas of "delivery" vs "content" when creating and designing rubrics for assessment.

Lastly, a more creative suggestion would be to create the rubric once all of the work has been collected. We felt that, perhaps, if all of the assessors could create and design the rubric upon examination of all of the assignments and submissions that more accurate assessments could take place. While we know that there already is a "norming session" with the rubric, we felt that creating a rubric, together, after receiving student work, would ensure that all the assessors were on the same page.

The course, distribution area, and college wide outcomes - what did you learn? Where are changes needed

We've learned quite a bit from assessing student work this summer, including:
1) Videos as student work are a nice change of pace to assess
2) That we have a wide range of levels in the Pre-College English program, ranging from EFUND 2, all the way to ENGL 96. This type of work illuminates the cross-section of students that populate these classes.
3) It is often a tricky task to find the "norm" in student work when the scope of students and the spectrum of work is so wide.
4) It can be challenging (and deeply satisfying!) to assess the lowest levels of Pre-College English Program. It is a broad spectrum to assess accurately. The difficult task is over compensating (?) and identifying the strongest parts of the work and thinking of them as "sophisticated." . It would be helpful for assessors to have a better idea of what writing looks like at the lower levels of PC English before the next round of assessment, or include a faculty member who has expertise in those areas to become a part of the summer assessment review team.

The COGs and prerequisites - do you see changes needed

No, no changes are needed.

The programs - is the distribution area meeting the needs of each program for the outcome assessed

Yes, the distribution area is meeting the needs of each program for the outcome assessed.

The assignments and key assessment - what did you learn? any changes recommended

We were impressed with the variety of individual assignments that allowed students to "think critically, creatively and reflectively." We learned that the more specific and detailed the assignment instructions were, the more focused and on-target the student work. Thus, the more accurately we could assess the student work. Our overall recommendation calls for detailed instructions on assignments.
Student competency - what did you learn? are there particular strengths and weaknesses that stood out? was the student competency appropriate to the level of the courses you were assessing (i.e. 100 level, 200 level)

Our team learned that student competency and work was appropriate to the Pre-College level. As well, we found that students were competent in achieving the goals of the assignment, and thinking creatively and reflectively, but that they were not

always able to develop their thoughts and communicate their ideas as clearly. Our overall "trend" was that most students were "developing" as writers and thinkers. If there were particular strengths in student work, or if student work was deemed "sophisticated," we wondered about the broader implications of placement, meaning: was this student accurately placed? This gave us pause, and connects with broader conversations at the Pre-College level regarding placement, movement and acceleration between levels. Indeed, transitioning students and preparing them for college level work will remain an important priority. Overall, the students were competent and creative in their thinking, and it is gratifying to see their potential as writers, thinkers and learners captured in these assignments.

Next Steps
Suggestions for next steps - e.g., next assessments, curricular changes, future learning outcome review ideas
Next Steps for Pre-College Assessment at Cascadia:

1) Connect broader conversations of placement, acceleration among levels, and transitioning of Pre-College students.
2) Involve new ABE faculty in Pre-College OAC conversations.
3) Update the English Flowchart to become a live document (perhaps through Prezi) that includes names and descriptions of classes, as well as student work at that level and how they scale.
4) Implement statewide best practices on campus (namely, acceleration and I-BEST models) and include these items in our assessment plan.
5) Ensure multi-level Pre-College English courses are populated and able to assess on Compliance Assist.
6) Involve and engage all Pre-College English faculty in the assessment process: from creation of rubric to submission of student work, to closing the loop and reflecting on assessment.

Prof-Tech

Methodology
Start: 7/1/2013
End: 6/30/2014
Readers: OAC Member (Bansenauer, Brian), OAC Member Lead (Alexander, Gail)
Distribution Area: Prof-Tech
Distribution Requirement Outcome
Which key assessment was examined
How many papers were read from each section

Analysis
Please comment on what you learned from this process, addressing the following points:
The rubric and criteria - how did they work, how could they be improved?
The course, distribution area, and college wide outcomes - what did you learn? Where are changes needed
The COGs and prerequisites - do you see changes needed
The programs - is the distribution area meeting the needs of each program for the outcome assessed
The assignments and key assessment - what did you learn? any changes recommended
Student competency - what did you learn? are there particular strengths and weaknesses that stood out? was the student competency appropriate to the level of the courses you were assessing (i.e. 100 level, 200 level)
Next Steps
Suggestions for next steps - e.g., next assessments, curricular changes, future learning outcome review ideas

Quantitative

Methodology
Start: 7/1/2013
End: 6/30/2014
Readers: OAC Member (Yramategui, Steve), OAC Reviewer (Tellez, Hernando)
Distribution Area: Quantitative
Distribution Requirement Outcome
Think Critically.

Learners will analyze and interpret mathematical concepts and data correctly while constructing well supported and organized arguments using appropriate mathematical symbols and models that lead to valid conclusions; learners will justify mathematical conclusions in a concise organized manner.

Which key assessment was examined
A variety of assessments were collected from classes in winter and spring of 2014.

How many papers were read from each section
After the random selection process of the courses, then eight papers were randomly selected from each class. The selection of the eight papers was made from only those students that turned in work rather than from the class roster.

Analysis

Please comment on what you learned from this process, addressing the following points:

The rubric and criteria - how did they work, how could they be improved?

The rubric worked well for outcomes assessments. For the most part, we were able to designate which part of the assignments related to which part of the rubric. However, there was some crossover at times. I think it would have been better to get more detailed feedback from the individual instructors regarding how each one of the faculty members saw his/her assignment as it related to the different aspects of the rubric.

The course, distribution area, and college wide outcomes - what did you learn? Where are changes needed

Based upon the data collected regarding all four of the outcomes for the quantitative reasoning distribution over the past several years, the students scored their highest in think critically. It is probably the easiest outcome to assess for the quantitative reasoning distribution area. Taking into account only the student work that was assessed, 51% of the students received a score a 2.0 while only 13% received a score of 0. Some student work that was collected could not be assessed because it didn't fit within the guidelines of the rubric. This was not a case of a poor rubric but just not a good assignment in which to assess the think critically outcome.

Going forward, it would be beneficial if faculty members could expand on how the assignment can be assessed within the guidelines of the rubric. Have each of the faculty member explain how the assignment relates to each part of the rubric. Have the faculty member provide an answer key with expectations of what makes a 0, 1, or 2.

The COGs and prerequisites - do you see changes needed

No changes to our COGS or prerequisites are required at this time.

The programs - is the distribution area meeting the needs of each program for the outcome assessed

Yes, the quantitative reasoning distribution area is meeting the needs of the program for the think critically outcome.

The assignments and key assessment - what did you learn? any changes recommended

The assignments worked well for assessing the think critically outcome. However, as mentioned previously, having more faculty input regarding how the assignments related to the different aspects of the rubric would be beneficial.

Student competency - what did you learn? are there particular strengths and weaknesses that stood out? was the student competency appropriate to the level of the courses you were assessing (i.e. 100 level, 200 level)

It appears that one of the strengths of the students is in analyzing and interpreting data correctly as 60% of the students that were assessed received a 2. Another strength of the students is in utilizing appropriate mathematical models and symbolic reasoning to problem solve as 60% of the students that were assessed received a 2 there as well. It was in constructing clear and well-supported arguments that students struggled with only 39% of the students assessed receiving a 2. This isn't surprising as the students struggled with the quantitative reasoning communicate outcome as well in years past.

When a comparison is made within the different courses, it's difficult to determine if any courses scored higher or lower than others. It appears that the students in MATH&146, Introduction to Statistics, and MATH&148, Business Calculus, didn't score as well as students in other courses but the results aren't conclusive. For MATH&146, the prerequisite is MATH 085 and this could be the first college-transfer level course that a student is taking. Based upon that, one could expect the scores to be lower. This has more to do with the maturity level of the student and commitment on part of the student coming into his/her first college-transfer level course than on the difficulty of the course itself.

Next Steps
Suggestions for next steps - e.g., next assessments, curricular changes, future learning outcome review ideas
In next steps, the results of this year's assessment of think critically will be communicated with faculty members. This will include the overall results along with the suggestion regarding more faculty input with the assessing of student work and how we can achieve this. In addition to that, we will discuss how to improve student scores on constructed well-supported arguments. Additionally, we will look at the process of how we assess our outcomes and what improvements we can make to the process including more faculty involvement and overall efficiency.

Social Science

Methodology
Start: 7/1/2013
End: 6/30/2014
Readers: OAC Reviewer (Redwood, Loren), OAC Member Lead (Hornbeck, Matt)
Distribution Area: Social Science
Distribution Requirement Outcome
THINK: Learners will acknowledge the complexities of specific social issues and analyze underlying assumptions and multiple perspectives on those issues. They will identify and evaluate evidence to draw conclusions about human behavior; they will distinguish between social scientific and other ways of knowing; and they will

combine or synthesize course material in original and exploratory ways to apply that information to hypothetical or real world situations.

Which key assessment was examined
As the THINK learning outcome crosses multiple disciplines, there is no one key assessment. It seems as though faculty chose the assignment they thought best illustrated the process of critical thinking (as it pertained to their specific course content) and submitted work from all students who completed the assignment. A random sample was pulled from the submitted work.

How many papers were read from each section
5 – 8 artifacts/assignments from each class were reviewed.

Analysis
Please comment on what you learned from this process, addressing the following points:
The rubric and criteria - how did they work, how could they be improved?
The rubric and criteria were exceptionally clear and direct; they worked very well for the assessment.
Our interpretation of the rubric and criteria is as follows:

- Standard 1 – Analyze underlying assumptions and multiple perspectives on social issues. A score of 0 indicates that that standard is not present in the student work. A score of 1 indicates that a student acknowledges that there are differing perspectives on a social issue, but does not analyze the assumptions behind these perspectives. A score of 2 indicates that a student acknowledges that there are differing perspectives on a social issue and analyzes some of the assumptions underlying at least one of those perspectives. A score of 3 indicates that a student analyzes assumptions underlying multiple perspectives on a social issue.
- Standard 2 - Uses social scientific knowledge or evidence to draw conclusions. A score of 0 indicates that the standard is not present in the student work. A score of 1 indicates that a student uses social scientific knowledge or evidence to draw conclusions but may not use sound reasoning. A score of 2 indicates that a student uses social scientific knowledge or evidence to draw conclusions using sound reasoning. A score of 3 indicates that a student uses social scientific knowledge or evidence to draw conclusions using complex reasoning
- Standard 3 - Distinguishes between social scientific and other ways of knowing. A score of 0 indicates that the standard is not present in the student work. A score of 1 indicates that a student begins to use social scientific ways of knowing but does not distinguish between social scientific and other ways of knowing. A score of 2 indicates that a student uses primarily social scientific ways of knowing and distinguishes this type of knowing from non-social scientific ways of knowing. A score of 3 indicates that a student uses primarily social scientific ways of knowing and uses this type of knowing to challenge or explain non-scientific ways of knowing.
- Standard 4 - Applies course material to hypothetical or real world situations. A score of 0 indicates that the standard is not present in the student work. A score of

1 indicates that a student's attempt to apply course material to hypothetical or real world situation is underdeveloped or is not an appropriate application. A score of 2 indicates that a student applies course material to simplistic or obvious hypothetical or real world situations. A score of 3 indicates that a student applies course material to complex or innovative hypothetical or real world situations.

The course, distribution area, and college wide outcomes - what did you learn? Where are changes needed

One thing we learned through reviewing the data is that the THINK learning outcome's emphasis on acknowledging multiple perspectives and applying content to hypothetical, real world scenarios is definitely a feature of all courses sampled, however, the focus on including and distinguishing scientific evidence from other ways of knowing was not clearly evident in the majority of COGs (see recommendations below for specifics). The focus on multiple perspectives, as reflected in the student work, seems to be indicative of a larger institutional emphasis on exposing students to a variety of perspectives and is clearly stated in all COGs reviewed. If faculty, within their specific discipline, concludes greater emphasis and/or clarity could be made in integrating the THINK outcome emphasis on the incorporation and distinction of scientific evidence from other ways of knowing with the larger discipline-appropriate concepts and theories, then students would undoubtedly draw clearer connections and stronger supported conclusions in their assignment responses. This is also something that might be discussed with faculty across disciplines.

The COGs and prerequisites - do you see changes needed

We make no recommendations on prerequisites; that should be left up to faculty in the discipline area. COGs for each course were reviewed with the following findings:

- ECON 201: THINK outcome is not explicitly discussed in either the course description/content or the course outcomes. Faculty may want to reevaluate the THINK outcome language to include emphasis on the incorporation of scientific evidence to support conclusions and distinguish between other modes of knowing.
- HIST& 148: Topics are embedded in the course description/content, however, the THINK outcome language is a bit unclear and faculty may want to reevaluate COG wording to highlight the emphasis on incorporating scientific evidence in student work.
- HIST 150: Topics are embedded in the course description/content, however, the THINK outcome language is a bit unclear and faculty may want to reevaluate COG wording to highlight the emphasis on incorporating scientific evidence in student work.
- POLS 204: THINK outcome is embedded in the course description/content and the THINK outcome description includes a clear emphasis on incorporating scientific evidence and distinguishing between various ways of knowing.
- PSYC 100: THINK outcome is embedded in the course description/content and the THINK outcome description includes a clear emphasis on incorporating scientific evidence and distinguishing between various ways of knowing.

- PSYC 171: THINK outcome is not explicitly discussed in either the course description/content or the course outcomes. Faculty may want to reevaluate the THINK outcome language to include the emphasis on the incorporation of scientific evidence to support conclusions and distinguish between other modes of knowing.
- PSYC 250: THINK outcome is not explicitly discussed in either the course description/content or the course outcomes. Faculty may want to reevaluate the THINK outcome language to include the emphasis on the incorporation of scientific evidence to support conclusions and distinguish between other modes of knowing.
- SOC& 101: THINK outcome is embedded in the course description/content and the THINK outcome description includes a clear emphasis on incorporating scientific evidence and distinguishing between various ways of knowing.
- SOC 151: THINK outcome is embedded in the course description/content and the THINK outcome description includes a clear emphasis on incorporating scientific evidence and distinguishing between various ways of knowing.

The programs - is the distribution area meeting the needs of each program for the outcome assessed

A mean of 78% of the students scored a 1 or higher for the standards, with a mean of 14% scoring a 0, 22% scoring a 1, 30% scoring a 2, and 26% scoring a 3. While the "Developed" score of 2 was the highest cumulative score, this can be explained by understanding the scoring of Standard 4, in which each course had a clear emphasis on applying content to real world or hypothetical situations, thus resulting in a higher than average score for the “Developed” score. Overall, there was an equal distribution amongst each scoring level. Discipline faculty should discuss what goal they would like to see for the outcome.

The assignments and key assessment - what did you learn? any changes recommended

Individual instructors should take this opportunity to review assignment instructions to more clearly address THINK outcomes if they wish to achieve outcome expectations. Specifically, certain assignments didn't seem to have any clear emphasis/connection to the THINK outcome, or seemed only dependent on the content of the readings students chose to incorporate into their responses. If faculty considered providing more interpretation of the outcomes to students on the assignment rubric, then students might have a clearer understanding as to how to incorporate the outcomes into their assignment responses.

Student competency - what did you learn? are there particular strengths and weaknesses that stood out? was the student competency appropriate to the level of the courses you were assessing (i.e. 100 level, 200 level)

While the data showed that 78% of students score 1 or higher on each of the standard questions, having a mean of 20% of students scoring 0 on Standard 2 and Standard 3 shows a potential need for increased student capacity to incorporate scientific knowledge and evidence, and to distinguish between ways of knowing. While a large percentage had a strong application to real world or hypothetical situations, many identified this connection as their own perspective, thus lacking

the potential to support their response with at least one or more external points of evidence. There were only two, 200-level courses studied. Without having a discussion with faculty as to whether 200-level courses require a "higher" level of course competency, we could not make any conclusion accordingly with the data provided.

Next Steps

Suggestions for next steps - e.g., next assessments, curricular changes, future learning outcome review ideas

The THINK outcome could benefit from an assignment review and revision across disciplines to more clearly articulate the integration of the outcome into the discipline-appropriate content research methodology taught. It is clear that students are doing a good job applying discipline-appropriate content to real life or hypothetical situations (92% scoring 1 or above). This could be augmented by a greater clarity in connection to the THINK outcome as well as emphasis on scientific research and the distinguishing of various modes of knowing (anecdotal, conventional, etc.).

The following COGs should be reviewed and revised: ECON 201, HIST& 148, HIST 150, PSYC 171, and PSYC 250.

Action Plan Submission

Action Plan Title: Language Learning Center Support

Amount: $ 14,638

Expense Type: One-time

Area: Student Learning

Requestor: Dianne Fruit

Additional Requestor(s): Erik Tingelstad

List the numbers of the plans and objectives this proposal supports: AP-E3; AP-E4; AP-E5; AP-E6; AP-G5; SD1C; SD3A; SD3B; SD5A; LC-01; LC-02; LC-03; IE-01

List the numbers of the Assessment Outcomes this proposal impacts: AI-01.01.01; AI-01.01.03; AI-01.02.03; AI-01.03.04; AI-01.03.05; AI-02.02.03; SAI-06

Summary Description:

The Language Learning Center provides much-needed help and support for our language students in the form of free tutoring, reference materials, language-learning games, study space and innovative programming such as film screenings, museum and festival visits, the World Languages Café conversation group, and art.

College-level language classes are very fast-paced, and for a large number of our students, this has been a significant challenge to their success. With these students in mind, we initiated the tutoring program this year, with a work-study student tutoring Spanish in the LLC 15 hours/week each quarter. Students have received help with writing and listening assignments, test review, study skills, conversation practice, and topic review explained by a peer. The Language Learning Center Monitor is instrumental in running this service as well as providing support in promoting events and maintaining our learning materials and supplies. She has a large impact on the feel of the LLC and regularly provides feedback and offers suggestions. We would like to continue this program next year with a second Language Learning Center Monitor who can tutor an additional language. While we could continue to fund the LLC Monitors through work-study funds, that program significantly limits an already small number of students who have the skills to effectively tutor a language well and support the activities of the LLC. We would prefer to fund this program in another way to give us the best chance of finding student workers with the required skills to do this work.

During the fall and winter quarters of this year, Cascadia provided one-third reassigned time for Dianne Fruit, a full-time faculty member, to design and launch the facility, to hire and supervise a language tutor, and to plan and implement activities and events sponsored by the LLC. These included drop-in conversation groups every Wednesday (offered jointly with UWB), guided tours of the Peru and Miró exhibitions at the Seattle Art Museum, foreign-language film screenings, and origami and sugar-skull art workshops. The reassigned time has been absolutely essential to the successful functioning of the LLC this year. We are requesting one-third reassigned time for next fall to continue the work of designing and implementing hands-on learning activities to supplement and support what students are doing in their language classes, as well as to promote the many culturally enriching activities available on- and off-campus. We are also requesting 25 hours a week for tutors and $170 in supplies.

Language Learning Center Proposal

Faculty Reassignment - Fall	5,368
Supplies	170
Spanish Tutor @15 hrs/week	5,460
Other Language Tutor@ 10hrs/week	3,640
Total	14,638

Cascadia currently runs approximately 30 sections of language classes per year, not including our ESL and ELP programs. All Cascadia students are welcome to participate in our events, receive tutoring and use our resources and facilities. The activities and events the LLC facilitates and promotes further support student learning and success and foster critical thinking, creativity, interaction and global perspectives. Thank you for considering this request.

Assessment Plan:

We will continue to track student usage and participation in all LLC programs, events and tutoring, as well as conduct quarterly student evaluations of the tutors and the LLC facilities and programing. We will collect data on student retention and GPA in world languages.

Action Plan Dependency: This plan is not dependent on another Action Plan, but we have also requested funds for tutoring and supplies from the S & A Budget as a contingency plan.

Planning Indicators:

AP-E3: Access: Increasing access to students in northeast King and southeast Snohomish counties; streamlining access to Bachelor's Degree attainment.

AP-E4: Excellence: Strengthening integrated education through the expansion of interdisciplinary programs, community-based learning, and the implementation of a model globalization plan; improving faculty support.

AP-E5: Excellence: Strengthening integrated education through the expansion of interdisciplinary programs, community-based learning, and the implementation of a model globalization plan; extending Academic Support for Students.

AP-E6: Excellence: Strengthening integrated education through the expansion of interdisciplinary programs, community-based learning, and the implementation of a model globalization plan; creating physical spaces that support integrated education.

AP-G5: Growth: Increases retention over the next five years.

SD1C: Increasing our focus on academic transfer; work to increase goal achievement.

SD3A: Becoming a center for national community college best practices; model community college success.

SD3B: Becoming a center for national community college best practices; document and publish activities, share Best Practices.

SD5A: Helping students complete their education; "complete," meaning to transfer, earn a degree or certificate, find a job, or complete an educational goal.

LC-01: The community is engaged in a learner-centered environment.

LC-02: Strong engagement with other educational institutions.

LC-03: Learners are supported to achieve educational goals.

IE-01: Learners connect disciplinary knowledge to interdisciplinary and multidisciplinary.

Assessment Indicators:

AI-01.01.01: Learners report strong engagement.

AI-01.01.03: Learners rate campus activities positively.

AI-01.02.03: Success of academic transfer.

AI-01.03.04: Learners report being supported.

AI-01.03.05: Retention rates reflect persistence and success.

AI-02.02.03: Members of the campus community design, present, and/or participate in co-curricular activities and events that relate to the campus-wide integrated learning theme.

SAI-06: Completion Point: Students earn 45 college credits + a short or long certificate, degree and/or apprenticeship.

2013-14 OP Final Wrap-up
Operational Plan Action Item

Grouping	Action Item	Action Item	Progress	%Complete
Emergency Preparedness				
Emergency Preparedness	01	All Hazards Emergency Preparedness Plan	Delayed	50%
Emergency Preparedness	02	Emergency Operations Center	Delayed	20%
Emergency Preparedness	03	Emergency Training	Delayed	20%
Emergency Preparedness	04	EPC Collaboration	Delayed	7%
Facilities Services and Sustainability				
Facilities Services and Sustainability	1	CC4 Building Project	Completed	100%
Facilities Services and Sustainability	2	Library Elevator Replacement	Completed	100%
Facilities Services and Sustainability	3	3 Way Valve Project	Completed	100%
Facilities Services and Sustainability	4	Facilities Use Realignment	Completed	100%
Facilities Services and Sustainability	5	Student Activities Center	On Schedule	100%
Finance				
Finance	1	Information Security	In Progress	75%
Finance	2	CTC-Link Readiness Assessment	Delayed	0%
Information Services				
Information Services	1	Information Security	In Progress	90%
Information Services	2	Technology Replacement	In Progress	75%
Information Services	3	Cloud Infrastructure	Completed	100%
Information Services	4	Help Desk Implementation	On Schedule	90%
Information Services	5	Technology Plan	On Schedule	90%
International Programs				
International Programs	1	Peer Mentor Program	In Progress	80%
International Programs	2	Faculty Engagement	In Progress	35%
International Programs	3	Transfer Support	Ongoing	90%
International Programs	4	Internationalization Roadmap	In Progress	80%
International Programs	5	Enrollment Capacity Development	Delayed	5%
International Programs	6	Short Term Program Development	Completed	100%
College Relations				
College Relations	01	Crisis Communication Plan	Delayed	70%
College Relations	02	Public Web Site Optimization	On Schedule	100%
College Relations	3	Recruit for fall 2014 BAT degree	Delayed	0%
College Relations	4	Pilot ongoing student intern program for college relations	Ongoing	67%
College Relations	5	Cultivate student event support staff	Canceled	0%
Foundation				
Foundation	01	Increase the Foundation Board to 20 members.	In Progress	75%
Foundation	02	Increase Cascadia Foundation's endowment to $1M in five years.	In Progress	65%
Foundation	03	Develop and Implement a Planned Giving strategy or plan	Delayed	25%
Foundation	04	Create a list of top 100 donors, document cultivation and solicitation activities throughout the year	In Progress	90%

Grouping	Action Item	Action Item	Progress	%Complete
Foundation	05	By the end of the year, evaluate the new paradigm shift (i.e. focus on major gifts and planned giving with less focus on the annual breakfast) and document outcomes	Delayed	50%
Human Resources				
Human Resources	01	Diversity Job Fair	Completed	100%
Human Resources	02	Implementation of Applicant Tracking System	Delayed	50%
Human Resources	03	Team Building and Intervention Activities	Completed	100%
Human Resources	04	Year Two, 360 Assessment Process	In Progress	25%
Student Learning				
Student Learning	C-2	Faculty Certification Workshops	Completed	100%
Student Learning	P -1	Develop and implement Language Learning Lab (LLC)	Completed	100%
Student Learning	P -2	Expand CiHS in Local Schools	Completed	100%
Student Learning	P -3	Continue Core to College Alignment	Ongoing	85%
Student Learning	P -4	Strengthen Online/Hybrid Learning	Ongoing	70%
Student Learning	P -5	Pilot Priority Hire process	Ongoing	85%
Student Learning	P -6	CIE Implementation	Completed	100%
Student Learning	P -7	Develop BASSP	Ongoing	90%
Student Learning	P -8	STEM Growth	Ongoing	35%
Student Learning	P -9	Faculty-Student Relationship	Delayed	10%
Student Learning	P-10	Community-Based Learning classes	Ongoing	45%
Student Learning	P-11	Assessment & Planning Articulation agreements Certificates	Ongoing	90%
Success Services				
Success Services	SSS 13-14 #1	Develop a retention plan	On Schedule	90%
Success Services	SSS 13-14 #2	Veterans Services and Resource Center	Completed	100%
Success Services	SSS 13-14 #3	Shared services with the University of Washington Bothell	On Schedule	100%