

**REPORT OF
STUDENT LEARNING OUTCOMES ASSESSMENT
ARIZONA WESTERN COLLEGE
ACADEMIC YEAR 2005 – 2006**

EXECUTIVE SUMMARY

Arizona Western College offers educational, career, and lifelong learning opportunities through innovative partnerships which enhance the lives of the people in Yuma and La Paz counties. (Mission statement – Arizona Western College) The Student Learning Outcomes Program supports the mission by measuring student academic achievements, identifying program success, and making changes as necessary to improve student learning. The annual assessment report describes the activities that contributed to completion of the assessment cycle for the 2005-2006 academic year. Members of administration, faculty and students all took part in this assessment. This report shares the goals, processes and results for the 2005-2006 Student Learning Outcomes Assessment cycle with the AWC community.

Faculty completed assessment cycles for 17 degrees, 11 certificates and 14 course clusters in the 2005-2006 academic year. In the general education area, a rubric for evaluating oral communication was piloted and learning outcomes assessment cycles were completed in the areas of written communication, quantitative analysis, technology applications and critical thinking. The assessment committee discussed ideas for assessing groups (teams).

The AWC testing center administered tests for general education competencies. The mean scores for written communications and critical thinking decreased slightly (1.8 and 2.7%). Although many AWC students are English second language speakers, the mean score for critical thinking was only 1.3 points lower than the national mean on the CAAP national standardized exam. Mean scores for quantitative analysis increased by 3% while the mean scores for technology applications increased by 3.8%.

Assessment results indicate that AWC graduates are highly skilled in the use of technology applications but more effort should be focused on writing, quantitative and critical thinking skills.

Writing samples will be drawn from actual assignments and be evaluated as an additional measure during the upcoming academic year. A pilot assessment of

embedded assignments that addresses the stated criteria for quantitative skills will be done as well.

The division assessment reports for this cycle indicate that, in addition to their content areas, faculty definitely supports the GE learning outcomes.

The Business and Technology division has achieved indications of improved learning over this cycle. The accounting measures in the AAS in General Business and ABUS programs will be an area of attention for the next cycle. Measures for future assessment are developed and will be initiated in the future for the programs that have insufficient majors to assess now. New programs in this area are developing and measures are developing for these as well.

In the Division of Communications, the success rate of students who earned a C or better in English 100 in Fall 2005 and entered English 101 in Spring 2006 was tracked. Through assessment, the Division has gained invaluable knowledge in measuring the success of our faculty and our students, which ultimately reflects upon the institution. This assessment will continue.

In the Division of Human Resources, of the 22 programs (10 degrees and 12 certificates) offered by the division, 13 (five degrees, seven certificates and 1 degree cluster) completed assessment cycles in 2005-2006. Changes to improve learning have been made as a result of assessment.

In 2005-2006, the division of Modern Languages completed full assessment cycles for 1 degree and 1 certificate as well as 3 course clusters. The ESL Department has reviewed and changed courses to align South Yuma County classes more closely to main campus classes through curricula, competencies, texts, and classroom contact time. The Spanish Department used information from previous student learning outcomes assessments to focus on and improve scores in oral production of students at the end of the second semester course.

By nature of the disciplines found within the Division of Science, Mathematics, and Agricultural Sciences, General Education Student Learning Outcomes are embedded throughout all curriculums. Classroom Assessment Techniques (CATS) and other methods of informal assessment are used by faculty in their classes to modify instruction and improve student learning. Positive changes in delivery modalities, teaching strategies, and curricula evolve as a result of faculty discussions and continuous assessment.

Division of Social Services and Fine Arts faculty understand that assessment is basically “are we doing what we say we are doing when it comes to degrees and certificates.” Besides the formal matrices that the division has created for each

degree or certificate, changes and innovations are being made to increase student learning.

Arizona Western College will continue to improve student learning outcomes by reviewing competencies and adding multiple assessment measures in the next academic year. Challenges include increasing student awareness of the assessment process and how it benefits them. Faculty will continue to use assessment results to improve learning for students at AWC.

GENERAL EDUCATION

AWC states that “a responsive general education program requires thoughtful and precise writing, critical reading, quantitative thinking, and the processes of analysis and synthesis which underlie reasoning” (AWC 2004-2005 catalog). The areas targeted for assessment of general education in 2005-2006 were communication skills, quantitative analysis, critical thinking, and technology applications literacy. Learning outcomes assessment cycles with direct measures were completed for written communication, quantitative analysis, technology applications and critical thinking. Oral communication assessment will be done in the second semester of the next academic year. The Assessment committee discussions on assessing groups (teams) continued. The committee agreed that AWC student teamwork skills are evidenced by groups such as SIFE, Skills USA, Phi Theta Kappa, athletic teams and other student groups. Developing multiple measures for the GE areas will a priority for the next academic year as well.

In the fall of 2006, 83 faculty members responded to a survey on assessment and the use of technology at AWC (AWC Faculty Survey on Student Learning Outcomes Assessment - Attachment 3).

Students (n=398) who applied for graduation during the 2005 – 2006 academic year completed assessment tests in written communication, quantitative analysis, technology applications, and critical thinking at the testing center. The results of the testing follow.

Written Communication Assessment

Intended Student Learning Outcomes

The intended student learning outcome for written communication at Arizona Western College states that learners should (1) provide writing that is clear with a specific thesis and awareness of audience that fully develops examples to support the thesis in a logical and coherent manner; (2) demonstrate original thinking, depth of analysis, and comprehension of material used; and (3) show high proficiency in standard English grammar, spelling, and punctuation. (Attachment 1 – Written Communications Skills Rubric)

Tool for Assessment and Criteria for Success

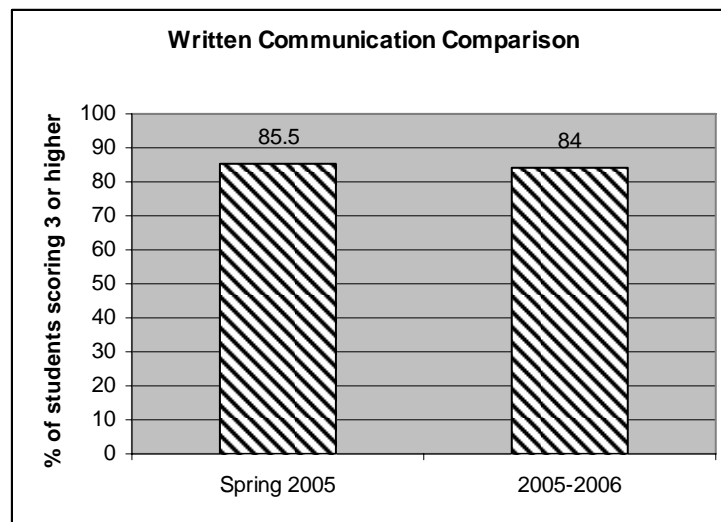
Graduates who participated in learning outcomes assessment were asked to write an essay of approximately 500 words on one of two provided topics. The assignment required writing that would fully develop a clear and specific thesis in a logical and coherent manner. The graduates were instructed to proofread their writing to ensure standard grammatical usage, spelling, and punctuation. The graduates addressed one of the two topics listed below:

1. Under what circumstances, if any, is a citizen justified in refusing to obey a law?
2. Do you agree or disagree that technology has made the world a better place in which to live?

Summary of data collected

386 graduates participated in the written communications assessment for the academic year. Faculty scoring teams analyzed a sample of 120 writing artifacts created by the graduates. 84% of the students met the criteria for success score of 3 better, compared to 85.8% (n = 282) in the spring of 2005.

Figure 1. Comparison of Written Communication Median Scores



Faculty scoring teams also analyzed a set of 40 artifacts based on the 5 individual grading areas of the rubric. (Modified Written Communication Rubric - Attachment 2) Results of a 3.1 average score resulted in the areas of thesis, thesis support, analysis and comprehension. The average for spelling, grammar and punctuation was 3.5. In a faculty survey, 66.3% (n=83) of faculty members indicated that they give assignments that support the general education goals for written communication. (AWC Faculty Survey on Student Learning Outcomes Assessment - Attachment 3)

Use of Results

The modified rubric providing information to identify more specifically the strengths and weaknesses of each writing artifact showed that the grading areas were quite consistent although spelling, grammar and punctuation was the area where students earned the highest score.

Actual writing assignments will be gathered from courses (embedded assessment) as a multiple measure in the 2006 – 2007 academic year. This type of assessment may result in more meaningful information as the students will receive actual scores that will contribute to their course grade.

Quantitative Assessment

Intended Student Learning Outcomes

Learners will:

- 1 Identify and extract relevant data from given mathematical or contextual situations.
- 2 Select known models or develop appropriate models that organize data into:
 - a) tables or spreadsheets (with or without technology); or
 - b) graphical representations (with or without technology); or
 - c) symbolic/equation format.
- 3 Obtain correct mathematical results and state those results with qualifiers.
- 4 Use the results to:
 - a) determine whether they are realistic in terms of the original situation; or
 - b) determine whether the mathematical model/representation of data was appropriate; or
 - c) describe a trend in a table, graph, or formula and make predictions based on trends; or
 - d) draw qualitative conclusions in written form.

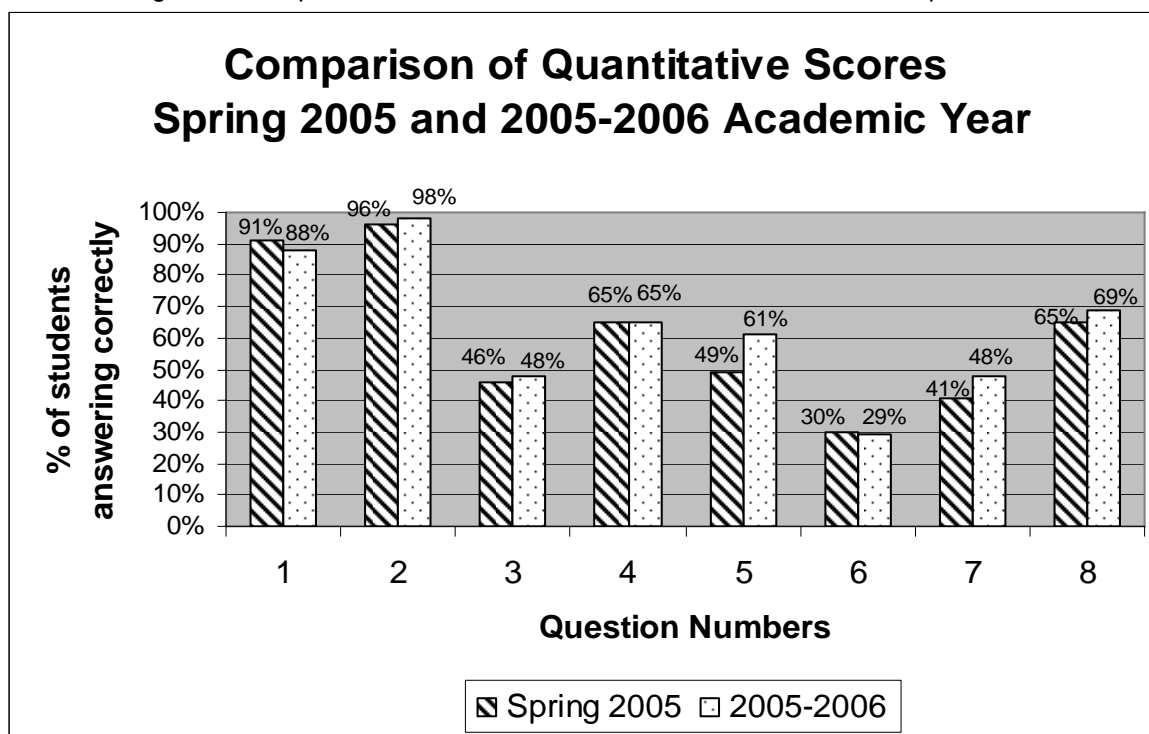
Tool for Assessment and Criteria for Success

A test designed by math faculty to address the target outcomes for quantitative skills was administered to 395 graduates in the 2005–2006 academic year. The test consisted of 8 multiple choice questions corresponding to the target outcomes above. The criterion for success was for all participating graduates to correctly answer at least 6 out of the 8 multiple choice questions (75%) on the locally designed test. 120 tests were randomly selected for analysis.

Summary of data collected

Although only 37.5% (n= 120) of the graduates answered 6 or more questions correctly, this is a 5.5% increase from the last assessment period (32% in Spring 2005 – n= 350). The criteria for success were met for questions 1 and 2.

Figure 2. Comparison of Quantitative Assessment Scores for each question



Outcome 1: Identify and extract relevant data from given mathematical or contextual situations – question # 1 - 88% (n = 120) of the graduates selected the correct answer compared to 91% (n= 350) in spring 2005 and question # 6 – 29% of the graduates selected the correct answer compared to 30% in spring 2005.

Outcome 2: Select known models or develop appropriate models that organize data into: (a) tables or spreadsheets (with or without technology); or (b) graphical representations (with or without technology); or (c) symbolic/equation format – question # 5 - 61% of the graduates selected the correct answer compared to 49% in spring 2005.

Outcome 3: Obtain correct mathematical results and state those results with qualifiers – question # 7 –48% of the graduates selected the correct answer compared to 41% in spring of 2005.

Outcome 4a: Use the results to determine whether they are realistic in terms of the original situation – question # 8 –69% of the graduates selected the correct answer compared to 65% in spring of 2005.

Outcome 4c: Use the results to describe a trend in a table, graph, or formula and make predictions based on trends – question # 2 – 98% of the graduates selected the correct answer compared to 96% in spring of 2005.

Outcome 4d: Use the results to draw qualitative conclusions in written form – question # 3 – 48% of the graduates selected the correct answer compared to 46% and question # 4 –65% of the graduates selected the correct answer compared to 65% in spring of 2005.

The test did not assess outcome 4b: Use the results to determine whether the mathematical model/representation of data was appropriate.

While the actual test questions are not included in this document, they are available for faculty perusal - contact the assessment coordinator.

Use of Results

The test questions are being reviewed by the assessment committee. A question will be developed and included to address outcome 4c.

The committee is considering use of a standardized test and/or embedded assessment instruments to measure quantitative outcomes. In response to the 2006 faculty survey (see attachment 3), 39.8% (n=83) of the faculty indicated that they have assignments that support the General Education goals for Quantitative Analysis. This should provide an opportunity for embedded assessment for quantitative skills in areas besides mathematics.

A course embedded quantitative assessment effort will be piloted in 2007. Assignments of students who have completed 50 or more transferable hours and enrolled in appropriate G.E. courses such as ECN 240 or 250 (Macro or Micro Economics), PHY 201, 202, 221, or 222 (Physics), ENV 230 (Environmental Science) will be evaluated. This will provide another direct measure in addition to the locally developed quantitative test that will help determine how effectively graduates can apply the GE quantitative skills.

Critical Thinking Assessment

Intended Student Learning Outcomes

Learners will:

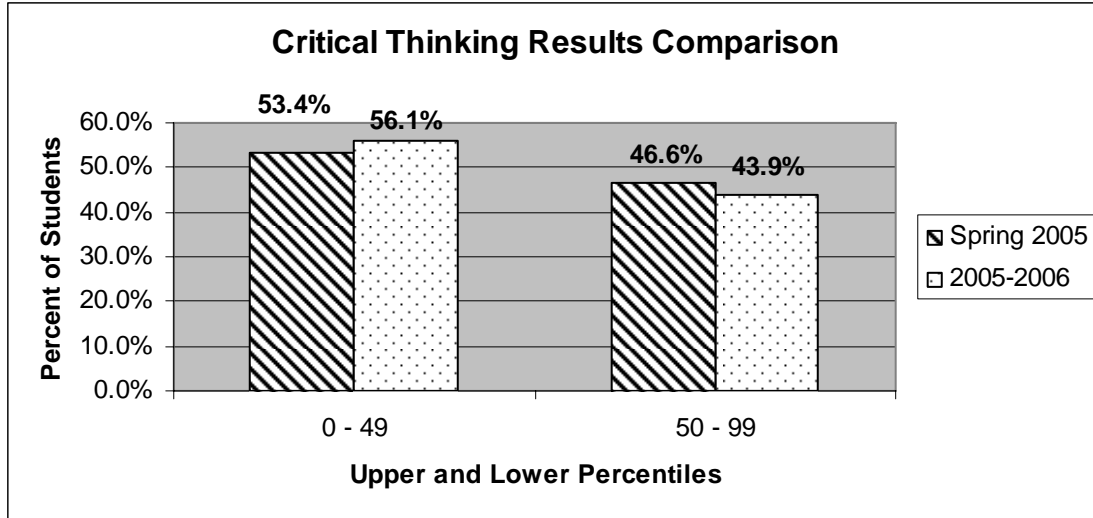
1. Demonstrate the ability to take charge of their own thinking
2. Demonstrate an intellectually disciplines process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Tool for Assessment and Criteria for Success

The Collegiate Assessment of Academic Proficiency (CAAP) standardized exam for critical thinking was taken by 398 AWC graduates in 2005-2006.

Summary of data collected

Figure 3. Critical Thinking Upper and Lower Percentile Comparison



43.9% (n= 398) of the graduates scored in the 50th percentile or above on the exam, compared to 46.6% (n= 350) in the spring of 2005 – a decrease of 2.7%. 9.6% graduates scored above the 90th percentile, compared to 8% in the spring of 2005. The mean score on the CAAP exam for AWC graduates was 59.5, only 1.3 points lower than the national mean of 60.8.

Use of results

In the 2006 survey of 83 faculty members, 68.7% indicated that they give assignments that support the General Education goals for critical thinking. (AWC Faculty Survey on Student Learning Outcomes Assessment - Attachment 3)

Technology Applications Assessment

Intended Student Learning Outcomes

Learners will:

1. Demonstrate a working knowledge of computer basics by opening and closing a program; by creating, saving, printing, finding, renaming, copying, moving and deleting files
2. Perform basic word processing operations including document creation, editing, formatting, printing, saving and retrieving a document
3. Perform basic spreadsheet operations including creating, editing, formatting, printing, saving and retrieving a worksheet including the use of formulas, simple functions, and the copy command
4. Demonstrate the ability to send and receive E-mail and use the internet

Tools for Assessment and Criteria for Success

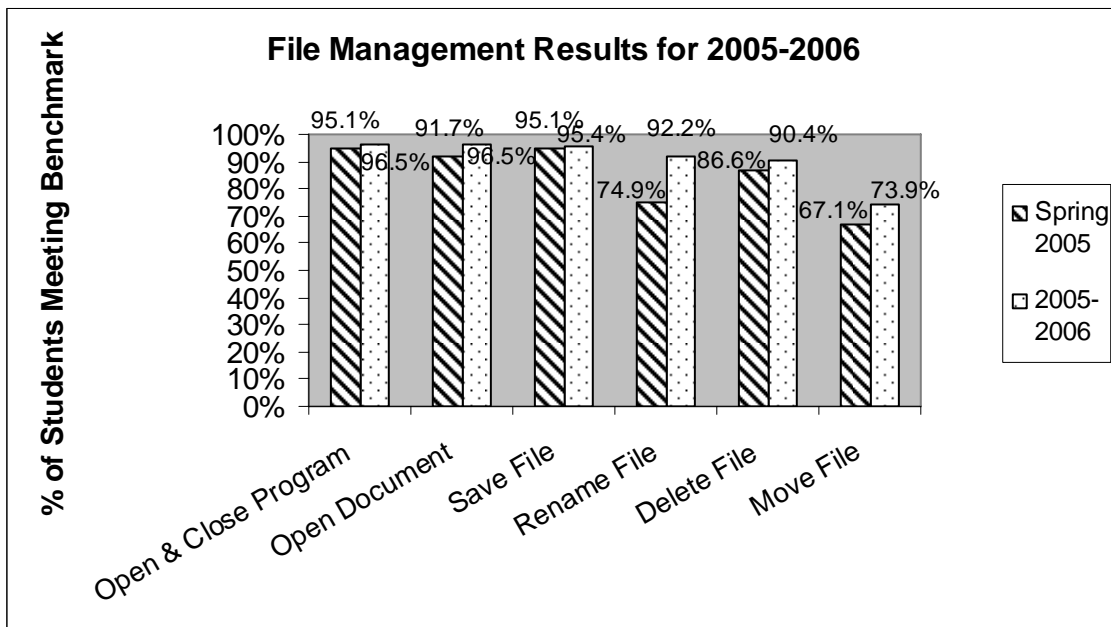
In the 2005 – 2006 academic year 382 graduates took the locally developed, hands-on technology test that tested for the ability to perform outcomes 1 - 3. A random sample of 120 tests was analyzed. Evidence of outcome 4 is demonstrated by student use of online registration, web advisor grade information, BlackBoard and other requirements for e-mail and research use in the curriculum. (AWC Faculty Survey on Student Learning Outcomes Assessment - Attachment 3)

Summary of data collected

Outcome 1 states that learners will demonstrate a working knowledge of computer basics by opening and closing a program; by creating, saving, printing, finding, renaming, copying, moving and deleting files.

Most of the tasks were performed above the criteria for success. Many of the graduates who did not successfully move a file to an assigned folder copied it successfully to the folder instead.

Figure 4. File Management Comparison



96.5% (n = 120) of the students successfully opened and closed a program compared to 95.1% (n = 350) in the spring of 2005.

96.5% opened an existing document compared to 91.7% the in spring of 2005.

A file was saved successfully by 95.4% of the graduates compared to 95.1% in the spring of 2005.

92.2% of the students successfully renamed a file compared to 74.9% in the spring of 2005.

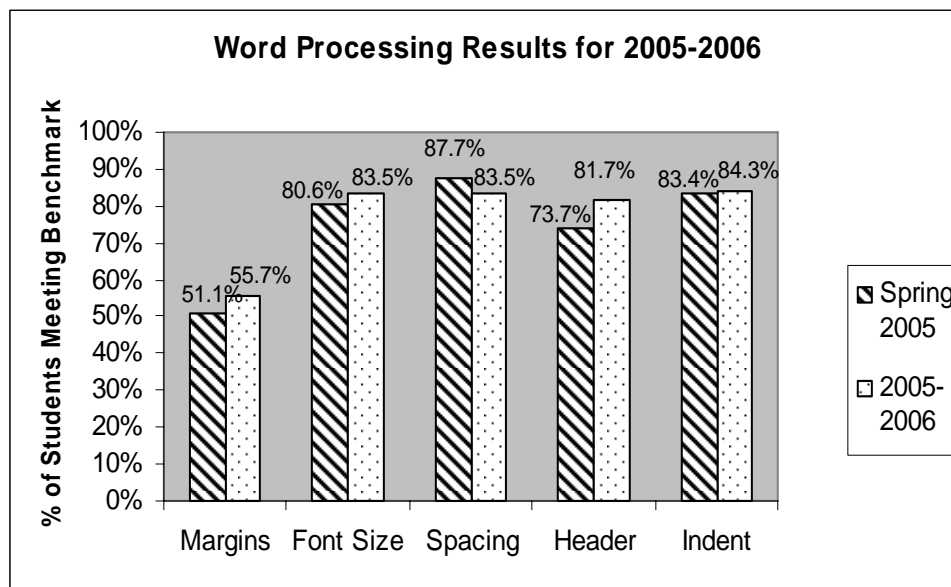
90.4% deleted a file compared to 86.6% in the spring of 2005.

73.9% moved a file to another folder, compared to 67.1% in the spring of 2005.

Outcome 2 states that learners will perform basic word processing operations including document creation, editing, formatting, printing, saving and retrieving a document.

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Figure 5. Word Processing Comparison



55.7% (n = 120) of the graduates set the document margins correctly compared to 55.1 % (n = 350) in the spring of 2005.

Fonts were changed successfully by 83.5% of the graduates as compared to 80.6% in the spring of 2005.

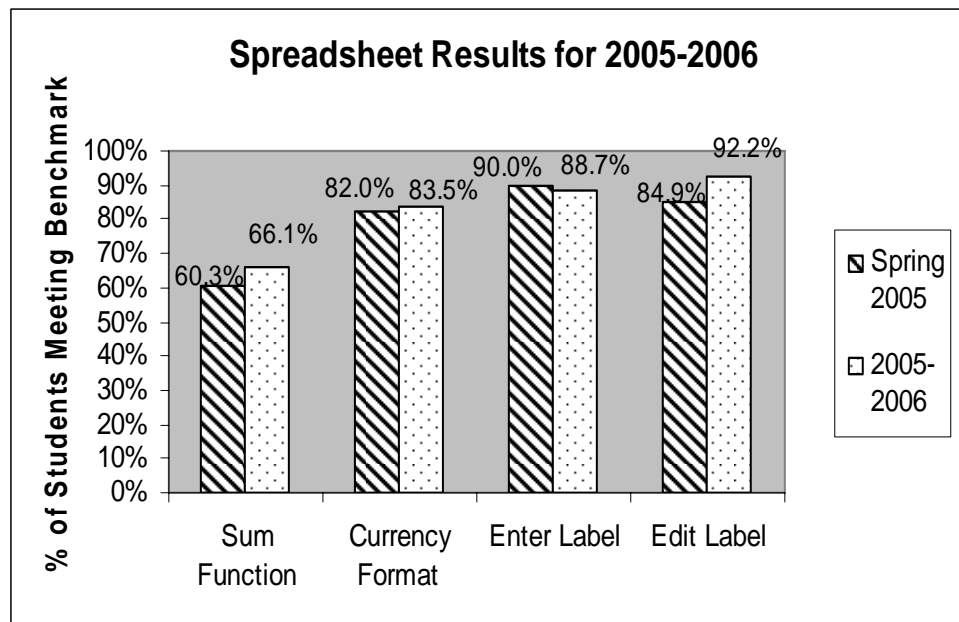
83.5% of the graduates correctly set the document for double spacing compared to 87.7% in the spring of 2005.

A header was created using the Word header feature by 81.7% of the graduates compared to 73.7% in the spring of 2005.

84.3% of the graduates used first line indents correctly compared to 83.4% in the spring of 2005.

Outcome 3 states that learners will perform basic spreadsheet operations including creating, editing, formatting, printing, saving and retrieving a worksheet including the use of formulas, simple functions, and the copy command.

Figure 6. Spreadsheet Comparison



66.1% (n = 120) of the graduates correctly used the SUM() function compared to 60.3% (n = 350) in the spring of 2005.

The correct currency format was set by 83.5% of the graduates compared to 82% in the spring of 2005.

88.7% of the graduates entered labels correctly compared to 90% in the spring of 2005.

Existing labels were edited correctly by 92.2% of the graduates compared to 84.9% in the spring of 2005.

Arizona Western College encourages its students to increase their competency the use of technology. 270 students took 2 or more online courses in the Spring of 2006. E-Advising and web cam distance counseling were implemented during

the 2005-2006 academic year. (2011: A Vision in Progress.) The college offers online degree programs in Education, Business, Media Arts, and Administration of Justice. In addition, faculty often uses BlackBoard to supplement a traditional course and to provide resources and information to students. 63.8% (n=83) of faculty requires the electronic submission of at least some assignments and 78.2% (n=83) require students to have and use email accounts in some or all of their courses. (AWC Faculty Survey on Student Learning Outcomes Assessment - Attachment 3)

Students are required to access their grades electronically through the Internet as hard copies of grades are no longer sent out by mail.

In the fall of 2006, 83 faculty members responded to a survey on assessment and the use of technology at AWC. (AWC Faculty Assessment Survey – Attachment 3.) Results indicate that AWC students are expected to be competent in the use of technology tools in order to learn. The technology survey results for the required technology skills questions are represented in the table below:

Table 1. Faculty Response to Technology skills support

SKILLS REQUIRED	All Classes	Some Classes	No Classes	No Response
E-mail accounts required	48.1%	30.1%	18%	3.8%
Electronic submission of assignments	30.1%	33.7%	32.5%	3.7%
Internet Research	41%	37.3%	16.9%	4.8%
Word processed writing assignments	60.2%	22.9%	16.9%	0%
Electronic spreadsheet assignments	6%	22.9%	68.7%	2.4%
BlackBoard use	28.9%	32.5%	38.6%	0%

N = 83 responses

51 of 83 responding faculty members indicated that they had required students to use BlackBoard in some or all of their classes. (See table above).

Use of Results

The faculty survey indicates that faculty strongly supports the use of the General Education technology skill areas in their classes.

Since computer skills are needed for student success, the committee might consider making a recommendation that a basic computer skills class be a part of student orientation.

DIVISIONS

Arizona Western College is organized into six instructional divisions: Business and Technology; Communications; Fine Arts and Humanities; Math, Science and Agriculture; Human Services; and Modern Languages. Student Learning Outcomes Assessment in the divisions is maturing and fostering the improvement of learning. All degrees and certificates having 30 or more declared students have been required to complete a full assessment cycle. Some departments also assessed multiple sections of a course or course group (course clusters) in areas where the findings might help improve learning.

Division of Business and Technology

The Division of Business and Technology is a composite of two distinct disciplines.

The Business and Computer Information Systems section offers two types of associate degrees. The Associate of Arts (called the Associate of Business, or ABUS) Degree provides the lower division university-equivalent coursework for transfer to a four-year Bachelor of Science program. This degree program is fully-articulated with all colleges and universities in the Arizona system. The Division offers six Associate of Applied Science (A.A.S.) degrees in General Business, Casino Management, Computer Information Systems, Marketing and Management, Microcomputer Business Applications, and Office Administration. While the A.A.S. degree in Computer Information Systems may be a terminal degree, it is also articulated to a Bachelor of Applied Science in Computer Information Systems at Northern Arizona University. In addition to these degree programs, the Division also offers five vocational certificates in the same areas of emphasis and an additional certificate in (computer) Networking. Students receiving degrees in general studies, whether for transfer or as a terminal program, are also served by the Division in that they may declare business as an area of emphasis. In addition, students in any other major may take courses for general education or elective purposes.

The Technology section of the Division of Business and Technology offers five A.A.S. (occupational) degrees and six certificates in Advanced Water Treatment, Air Conditioning and Refrigeration, Automotive Technology, Construction Technology, Industrial Graphics-Drafting (CAD), and Welding.

The Assessment Climate

The assessment culture continues to develop in this division as administrators, faculty, and even some students discuss and plan for assessment. As new

faculty come to the division, a learning curve takes awareness back a few steps, but the forward momentum is regained at a quicker pace than previously.

Business and Computer Information Systems

Assessment Activities

A student survey was first administered in the Spring 2002 semester; the survey was again applied each semester in 2005/6. Two changes were made in Spring 2006. A ‘Not Applicable’ column was added in an attempt to segregate possibly mistakenly marked questionnaires and give students a chance to indicate they did not believe the question was applicable to their particular situation. As may be observed in Table 2, the additional column, consistently netted an average 10 % of answers. Another addition to the questionnaire was an item to ask students to rate the division’s effectiveness in helping them work in teams. This category was added because college-wide general education outcomes will soon be expanded to include this category.

Students were surveyed across the division and learners rated the effectiveness of the division in helping them obtain competency in personal effectiveness skills that support the General Education learning outcomes. Additionally, learners rated their satisfaction with the computer labs and the quality, variety and availability of courses in their programs. Although this survey is an indirect measure, it provides valuable feedback regarding our students’ perceptions of our efforts.

Table 2. Student Survey Results 2005 / 2006

Student Survey in the Business & Technology Division: 2005 / 2006					
Arizona Western College Learning Outcomes Assessment	Very Effective	Effective	Ineffective	Very Ineffective	Not Applicable
Analyze written arguments	13%	65.9%	8%	1.5%	11.6%
Develop leadership skills	15.6%	60.3%	10%	1.4%	12.8%
Improve decision-making ability	19.6%	66.7%	3.6%	1.5%	8.7%
Increase your self-confidence	23.4%	56.7%	7.8%	2.1%	9.9%
Respect different points of view	31.9%	55.3%	5%	<1%	7.1%
Set personal priorities	26.2%	57.5%	7.1%	2.1%	7.1%
Speak in front of a group	17%	46%	19.9%	1.4%	15.1%

Use information technology	33.3%	53.3%	6.4%	3.5%	3.5%
Write clearly	26.1%	49.3%	12.7%	2.8%	9.2%
Work in teams	23.8%	51%	9.8%	3.5%	11.9%

n = 315 responses

Other significant points of this survey related to computer literacy and computer-related skills. They will be addressed in their pertinent sections below.

An adjustment was made to the survey for Spring 2006 (N = 315) in which students were asked to declare their majors. Their choices were AAS in Business, ABus, AAS or Certificate in CIS, AAS in Office Admin, or another major. The goal was to identify whether the major made a difference in responses to questions. What was determined is that roughly one-third of students taking classes in the division come from outside the business and CIS disciplines. A large number of the 'not applicable' replies came from these students. Figure 7 depicts the spread from students self-reporting their major.

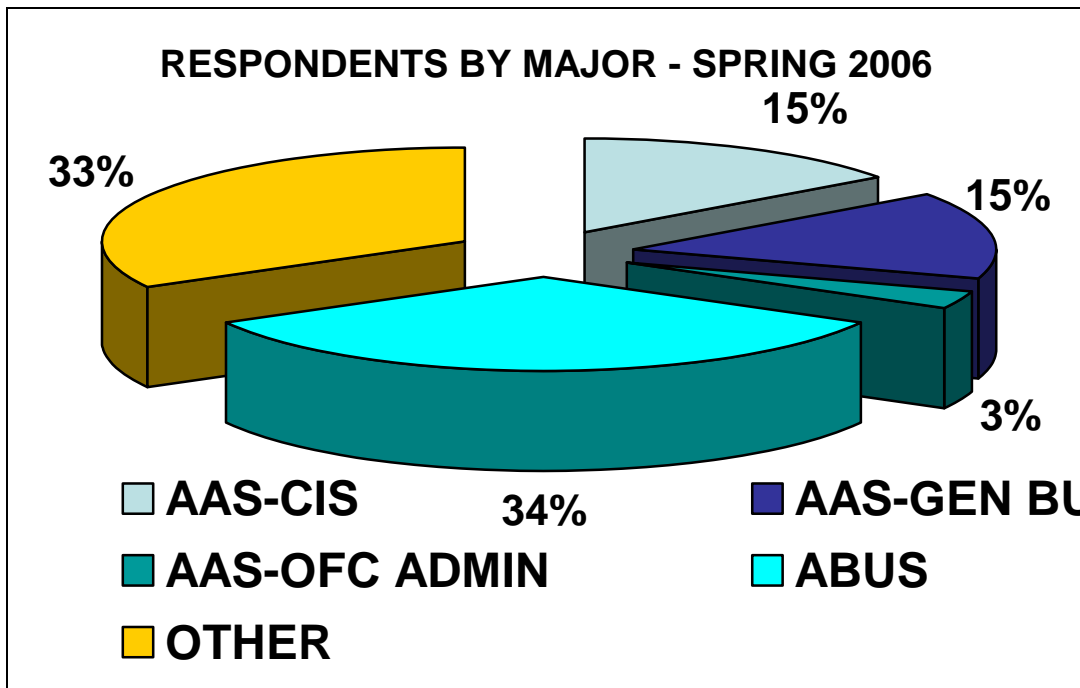


Figure 7. Students by major taking courses in the Division of Business & Technology

A.A.S./ Certificate in Computer Information Systems

Statement of purpose

Graduates with the A.A.S. in Computer Information Systems will demonstrate basic knowledge in computer information systems that will prepare them to obtain an entry-level position within the field. In addition, they will demonstrate

competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

Learners will demonstrate programming competency by writing a program using data arrays & files (or a database) for input/output, functions, and sub procedures.

Tools for assessment and criteria for success

100% of learners will achieve at least a 70% success rate on an exam requiring them to write an operational program using data arrays and files for input/output. Students will be able to define and utilize functions and sub procedures to achieve the specified results.

Summary of data collected

The number of BIS 200 (Visual Basic Programming) students achieving this outcome goal increased from 59% in the previous reporting period to 91% in Spring 2006. This represents a significant increase in performance over the previous report.

Use of results

The current emphasis will be continued and additional measures will be explored to validate these results.

Intended student learning outcome

Learners will demonstrate the ability to solve a business problem using mathematics and an advanced spreadsheet tool such as a pivot table, scenario manager, or solver.

Tools for assessment and criteria for success

100% of learners will demonstrate a 70% or higher success rate on an Excel project that requires the use of an advanced spreadsheet tool.

Summary of data collected

88% of learners demonstrated at least a 70% mastery of an Excel project that required the use of an advanced spreadsheet tool. This assessment tool was a project requiring students to create a pivot table.

Use of results

The assessment for this measure will continue and an additional tool will be implemented.

Intended student learning outcome

Learners will demonstrate an understanding of basic applications.

Tools for assessment and criteria for success

This is a new measure for 2006. 75% of learners will demonstrate a 70% or higher success rate on a set of test questions in the final exam of CIS 120 that will cover operating systems, word processing, spreadsheet, and database applications.

Summary of data collected

In this measure, 79% of completing students achieved this goal. Student difficulty occurred in the area of the spreadsheet applications, specifically, understanding the use of absolute value when setting up formulae.

Use of results

Explore additional methodology for explaining absolute value, reassess, and compare to this result.

Intended student learning outcome

Learners will demonstrate the ability to effectively use system design procedures to determine feasibility, design, implementation and maintenance of business systems.

Tools for assessment and criteria for success

100% of learners will demonstrate a 70% or higher success rate on a capstone project designed to demonstrate the ability to effectively use system design procedures to determine feasibility, and design of business systems.

Summary of data collected

86% of completing learners demonstrated a 70% or higher successful ability to effectively determine feasibility and design a business system. Student weakness was identified in the cost analysis portion of the project.

Use of results

The newly-added cost analysis portion of the assessed project will be closely monitored for opportunities for improvement during the next cycle.

Intended student learning outcome

Learners will demonstrate the ability to effectively communicate with clients, resource people and colleagues.

Tools for assessment and criteria for success

In a survey, learners will rate this department as effective in helping them gain competency in the following nine personal effectiveness skills : analyze written arguments, develop leadership skills, improve decision-making abilities, increase

self confidence, respect different points of view, set personal priorities, speak in front of a group, use information technology, write clearly.

Summary of data collected

The detailed results of this survey can be found at the introduction to this report. 15% of responders reported their major as CIS. These respondents reported a general approval of the division's efforts. On average, 80% evaluated the division as effective or very effective in their efforts.

Use of results

The survey will be redesigned to question all students on a different set of concerns. The results of that survey will be compared to these results to identify any areas of inconsistency.

A.A.S./Certificate in Office Administration

This course, while listed as having a significant number of enrolled majors, does not have enrollment in courses that indicates the intention of students to actually work on the AAS or Certificate in Office Administration. This may be further observed by only three percent of students self-identifying their major as Office Administration in the survey. Because courses have been cancelled or taught on an override due to low enrollments, this major is not deemed to have sufficient data available for assessment.

Enrollments will be monitored and when the enrollments increase to a sufficient level, assessment will resume.

A.A.S. in General Business

Statement of purpose

Graduates will demonstrate basic knowledge in business and demonstrate competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

Graduates will demonstrate the ability to prepare and explain an income statement for a service-oriented business that covers one entire accounting cycle.

Tools for assessment and criteria for success

All students will successfully prepare an Accounting Cycle Review Problem that analyzes the entire accounting cycle of a service-oriented business.

Summary of data collected

The AAS student achieves this competency via a non-transferable accounting course, Career Accounting, or Financial Accounting (ACC 211). For this cycle, this measure was not taken.

Use of results

An appropriate (consistent) measure across both courses will be developed that can be used for this measure.

Intended student learning outcome

Graduates will analyze economic, statistical, or other type of data and make a proper decision based on short-run and long-term decision analysis.

Tools for assessment and criteria for success

On comprehensive final exam questions (70 % to pass), students will be assessed on critical economic concepts.

Summary of data collected

ECN 100, Introduction to Economics, final exam essay questions covered three fundamental economic principles: Production Possibilities, Supply and Demand, and Fiscal/Monetary Policy. Each student's response was evaluated as Fully Understood (80-100%), Mostly Understood (70-79.9%), and Not Understood (<70 %). Overall, 77% of students answered these three embedded final exam questions with at least 70% accuracy. This represents an improvement of three percent over the 2004 performance.

Production Possibilities concepts were well understood with 86 % of students taking the final exam scoring at least a 70% on the question. This is a slight decline in performance from the 2004 results of 89.5%.

In the Supply and Demand question, students were asked to identify and define seven points on a supply and demand graph—88% of students demonstrated at least 70% proficiency in this economic principle. These results represent an increase from the 2004 performance level. A significant increase was achieved in this reporting period in the Fiscal and Monetary principle question where students were asked to compare two different policy arenas of macroeconomics. 75% of students demonstrated proficiency in this concept compared to only 55% in 2004.

Use of results

Fundamentals will continue to be stressed in every appropriate lesson. The assessment for the Macro student will be adjusted to assess their knowledge of aggregate supply and demand. Principles will be checked again in 2007 and compared to this performance.

Intended student learning outcome

Graduates will appreciate basic knowledge of legal concepts and legal institutions.

Tools for assessment and criteria for success

A comprehensive final exam was taken by all learners that covered a general range of concepts.

Summary of data collected

Students were deemed to have achieved competency if they scored an overall 70% or better in the exam. In this cycle, 75% of students successfully achieved at least a 70%. This represents an improvement of five percent over 2004.

Use of results

Critical concepts will continue to be emphasized and more time will be spent on the business law aspect of the required Survey of Business course. This measure will be refined and reapplied in Spring 2007.

Intended student learning outcome

Graduates will demonstrate the ability to effectively communicate with clients, resource people, and colleagues.

Tools for assessment and criteria for success

In a survey, learners will rate this department as effective in helping them gain competency in personal effectiveness skills that support the learning outcomes.

Summary of data collected

The details of this survey can be found at the beginning of this report. 15% of students responding to the survey were AAS in General Business majors. These learners reported the department is very effective or effective in the areas surveyed at a rate consistent with the general population surveyed.

Use of results

The survey will be redesigned to question all students on a different set of concerns. The results of that survey will be compared to these results to identify any areas of inconsistency.

A.BUS in Business

Statement of purpose

Graduates will demonstrate basic knowledge in business that will prepare them for transfer to a university and demonstrate competency in communication, critical thinking, quantitative analysis, and technological applications. Since the Arizona universities hold additional accreditation by the American Association of

Schools and Colleges of Business, the Division's coursework and outcomes as they relate to this degree are of particular importance.

Intended student learning outcome

Graduates will demonstrate the ability to analyze the results of financial data through their understanding of ratio analysis from a user perspective and preparing a complete set of financial statements.

Tools for assessment and criteria for success

Ratio analysis will be assessed through exams and out-of-class problems. In addition, students will demonstrate their understanding of financial data by preparing a comprehensive analytical project.

Summary of data collected

Completing students averaged 75% on the exams covering critical accounting concepts. Results of the project were inconclusive because a high number of students chose to turn in incomplete projects. This had the effect of invalidating the measure for the current period.

Use of results

Accounting concepts will continue to be emphasized. The importance of the project to the student's grade will be reiterated to encourage students to complete the practice set.

Intended student learning outcome

Graduates will understand how economic models and concepts illustrate fluctuations in prices.

Tools for assessment and criteria for success

Specific essay questions will be presented on exams (70% to pass). Comprehensive final exams will again assess critical concepts (70% to pass).

Summary of data collected

Comprehensive final exam essay questions were used in all courses covering Production Possibilities (ECN 240 and 250), Supply and Demand (ECN 240 and 250), Monetary and Fiscal Policy (ECN 240), Elasticity (ECN 250) and Market Structure (ECN 250). Results were mixed, as may be observed here. For this period, the ABUS students were segregated from the remainder of students in the economics classes. This segregation is deemed a contributing factor to the improved results.

For Production Possibilities concepts, 100% of students either fully understood (82%) or mostly understood (18%).

The concept of Supply and Demand was tested in both Macroeconomics and Microeconomics. This concept is taught early in the semester, but utilized throughout the term, especially in Microeconomics. The results were disparate between the two courses. In Macroeconomics, 83% of students demonstrated an acceptable level of knowledge of this fundamental. This was an increase in performance from the 2004 level of 60%. In Microeconomics, 94% of students demonstrated mastery, an increase of 13% over the previous assessment. In Macroeconomics, the supply and demand curves take on the macro-level display of aggregate supply and aggregate demand at about week six and continue intensely in that vein for the remainder of the term. Because of this, students seem to have difficulty separating the two concepts.

Macroeconomics students were also assessed on fiscal and monetary policy. 87% of students either fully understood or mostly understood the differences and similarities of these two critical macro policies.

Microeconomics students were asked to recap Market Structures, which include Perfect Competition, Monopolistic Competition, Monopoly, and Oligopoly. They were required to identify the differences between these structures in six distinct economic areas such as pricing and production decision points. For this measurement period, all students successfully demonstrated mastery of this broad concept.

Finally, Microeconomics students were assessed on their understanding of elasticities. They were given a problem to calculate and interpret the results and display the effect on a supply and demand graph. This is a particularly difficult concept for micro students to learn and, thus, extra classroom time is spent on it. 85% of completing students met the criteria for this concept.

Use of results

Concepts will continue to be emphasized and new measures developed to assess other concepts in the next cycle.

Intended student learning outcome

Graduates will demonstrate computer & Internet literacy to secure timely statistics and data about national and local economies or businesses, and effectively interpret and communicate findings.

Tools for assessment and criteria for success

By successfully completing, at a minimum, CIS 120 and utilizing those learned skills in projects across the curriculum, students will demonstrate literacy.

Summary of data collected

All ABUS graduates complete CIS 120 and each completed projects requiring them to use computer literacy skills. Significant here is the result of the survey taken and discussed early in this report where 93.9% of ABUS learners reported the division is effective or very effective in helping them learn information technology. An additional finding in this survey, not previously reported, can be seen in Table 3 where ABUS students were asked the following question: "Please evaluate your level of computer literacy as a result of the computer course you are completing (or have taken at AWC)." To ensure all used the same understanding of what is meant by computer literacy, the question went on to define it as, "understanding how the computer works and knowing how to use it."

Table 3. ABUS student computer literacy assessment

Learners respond, I am:	Percent
Very literate	55%
More literate	36%
No change in literacy	7%
Somewhat literate	2%

n = 107

The responses to the ABUS student self-evaluation of their computer literacy corresponds to all respondents, 93% of which indicate they are more literate or very literate as a result of the computer courses they have taken at AWC. These specific responses somewhat correlate to the general question answered in the first part of the survey. Recall that 93.9% of ABUS students favorably reported on the division's effectiveness in helping them use information technology. Here, 91% report they are either very literate or more literate because of taking computer courses in the department. These results represent a slight increase from the 2004 survey.

Intended student learning outcome

Graduates will demonstrate understanding of the legal issues of business.

Tools for assessment and criteria for success

The student will be acquainted with current ethical and legal problems confronting business. The student will learn various methods of resolving disputes and interpret case problems.

Summary of data collected

Over the two-year cycle, an average 82% of students demonstrated proficiency in the principles of legal and ethical business issues. This represents an identical result to that reported in the 2004 report.

Use of results

Concepts will continue to be emphasized and the case will be updated each cycle to challenge students with current issues.

Intended student learning outcome

Learners will gather, interpret both graphically and numerically, business and economic data. They will include data analysis in descriptive and inferential formats and presentations. They will investigate data set development, appropriateness, and set sample parameters, as well as create statistical distributions.

Tools for assessment and criteria for success

Analysis interrogation will focus on appropriateness, accuracy, dispersion, variability, terminology, statistical evaluation for business and economic data including confidence interval and probability adequacy. Terminology will focus on data set elements, variables, and observations. Numerical analysis will focus on averages, variance, standard deviation, sample size, margin of error, confidence levels, median, mode, percentiles, quartiles, and inter-quartile range. Test scores in complete areas will exceed 70% in correctness within parameters and learners will achieve an overall pass rate of 70%.

Summary of data collected

The pass rate for the comprehensive question on the final exam was 90%. Control questions were assessed and the pass rate for the control questions was 88 %, indicating consistency in the results. This result represents a 1.1% improvement over the results reported in 2004.

Use of results

Concepts will continue to be emphasized and the next cycle will assess another concept since the results have been good in the previous two reports and, in both assessment periods, there was consistency in the primary and control questions.

Intended student learning outcome

Learners will rate this department as effective in helping them gain competency in 9 personal effectiveness skills that support the learning outcomes.

Tools for assessment and criteria for success

In a survey, learners will rate this department as effective in helping them gain competency in personal effectiveness skills that support the learning outcomes.

Summary of data collected

Improvements in the survey results have been reported elsewhere in this document. 34% of respondents were ABUS majors. The ABUS students'

responses to this part of the survey were consistent with the results reported previously.

Use of results

The survey will be revised to question students in a different set of concerns.

Course Cluster for CIS 120 Sections

Statement of purpose

This course cluster was first piloted in Spring, 2004. It is still considered in the trial and maturing phase of assessment. At the current time, only full-time CIS 120 faculty members are participating in application of the instrument.

Intended student learning outcome

Learners will (1) know how data is represented by digital computer systems, (2) catalog software into standard groups, (3) relate the hierarch of data elements, (4) understand the use of functions and formulas in a spreadsheet.

Tools for assessment and criteria for success

(1) At least 80% of learners will correctly answer each question on an exam to measure the first four of the intended outcomes described above. (2) In a hands-on application, students will score 80 % or higher in the use of Excel formulae and functions. This will provide multiple measures for functions and formulas in a spreadsheet.

Summary of data collected

(1) There was some misinterpretation of this assessment. The data collected is not useful. (2) 83% of students scored 80% or higher in the use of MS-Excel formulae and functions.

Use of results

(1) This item requires continual refinement of the tool and additional measurements for success. (2) This assessment will be continued and will be expanded to include associate faculty teaching the CIS 120 courses.

Intended student learning outcome

Learners will demonstrate critical thinking skills.

Tools for assessment and criteria for success

Learners will score 80% or higher in a written response to a course content-based question that requires critical thinking.

Summary of data collected

84% of completing students scored 80% or higher on the final draft of their critical writing paper. This paper required students to write a critique of an article describing a development in computer software or hardware.

Use of results

This assignment will continue to be used and the critical thinking skills will continue to be an emphasis in the courses.

Technology Programs

A.A.S./Certificate in Welding

While this major has sufficient declared majors to provide good sample size for assessment, current enrollments are not sufficient for assessment. Therefore, the major is not deemed to have sufficient data available for assessment. This is believed to be a temporary lull in enrollment and formal assessment will be resumed when appropriate.

However, success indicators are available for this program. In the SkillsUSA State contest in 2006, 11 Arizona Western College welding students competed against 80 welders overall. One student placed first and received a gold medal for his efforts. The remaining 10 AWC students in the competition all placed in the top 25 % of competitors. The lowest ranked AWC welder placed 19 out of 80. The indication is that the further along the welder is in his program, the higher they ranked. The Gold Medal winner was a second-year welding student in his second semester.

Summary

While the Division has maintained its forward movement in formalizing the ongoing assessment activities of faculty and implementing changes to improve learning, the assessment path is an experience that has no end. While we celebrate our successes, we recognize that some areas continue to need improvement and will work on a more comprehensive program for the future. We will continue to strive to ensure the Division's diverse course structure is relevant and effective.

Division of Communications

The Division of Communications offers courses in reading development, composition, creative writing, literature, journalism, broadcasting, and television production.

A.A. in English

Because of the low number of English majors in the recent past, the department decided not to assess the English major but to assess sections of English 100 instead. Due to the large number of English 100 sections taught by a variety of English instructors, assessing this course should provide useful data to lead to the improvement of learning in this course.

English 100: Introduction to Composition

Statement of purpose

Students who successfully complete English 100 will pass English 101. They will write clear, effective paragraphs and essays in preparation for general education coursework.

The following learning competencies are required in order to complete English 100.:

- Accurate mechanics, including diction, grammar, spelling, and punctuation
- Appropriate topic focus, audience awareness, and stated purpose
- And effective use of diverse rhetorical modes and of organizational techniques in paragraph and essay writing

Intended student learning outcome

Students who successfully complete the requirements of English 100 will demonstrate minimum preparedness for entry into English 101 by receiving a grade of C or higher.

Because grammar skills are necessary for sentence, paragraph, and essay writing, the English faculty decided to assess grammar in English 100.

Tools for assessment and criteria for success

During the Fall 2004 semester, the English 100 Post-Test was piloted in order to measure and improve grammar skills. The Post-Test was administered in Spring 2005, Fall 2005, and Spring 2006. In order to assess the learning taking place in English 100, the English 100 Pre-Test was added beginning Spring 2006.

Summary of data collected

This English 100 Pre-Test was administered in Spring 2006 to 329 students; 63% earned a score of 70% or higher, and 37% earned a score lower than 70%. The English 100 Post-Test was administered to 286 students; 72% earned a score of 70% or higher, and 28% earned a score lower than 70%. This is an overall increase of 9%.

The following is a brief overview of the English 100 Pre-Test and Post-Test:

- Working with Subjects and Verbs
- Sentence Structure
- Choosing the Correct Forms of Modifiers
- Mechanics/Spelling
- Spelling
- Pronoun Reference and Agreement
- Punctuation
- Diction

Use of the Results

We will continue to give both the Pre-Test and the Post-Test to all English 100 students. Some students who took the Pre-Test did not take the Post-Test. In the future, instructors will administer the English 100 Post-Test to all English 100 students, even those with a score of 70% or higher on the Pre-Test.

English 101

We tracked the success rate of students who passed English 100 in Fall 2005 and entered English 101 in Spring 2006. The English 100 grade point average (GPA) for the 277 students was 2.8; the grade point average for the 277 English 101 students was 2.4. The English 100 GPA was slightly higher (.4) than the English 101 GPA. We will continue to track the success of these students.

English 100 Pre-Test and Post-Test Results Charts for Academic Year 2005-2006: Spring 2006 Semester

Grammar scores of 80%-90% **increased** on the Post-Test.

The graph also shows that fewer students earned low scores on the Post-Test.

Figure 8. English 100 Pre-Test and Post-Test Results

English 100 Pre-Test and Post-Test Results

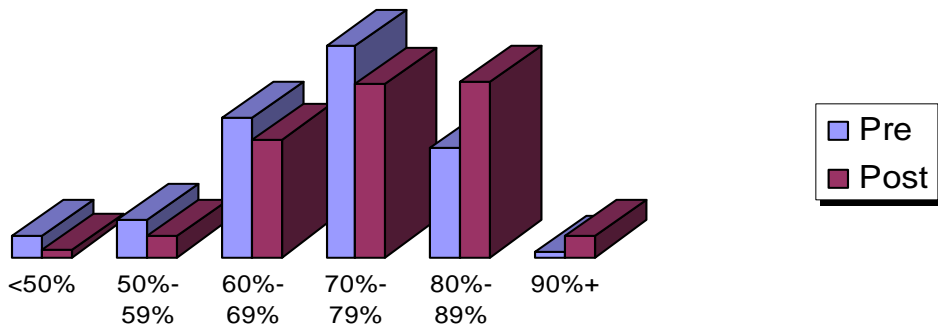


Figure 9. English 100 Pre-Test Results

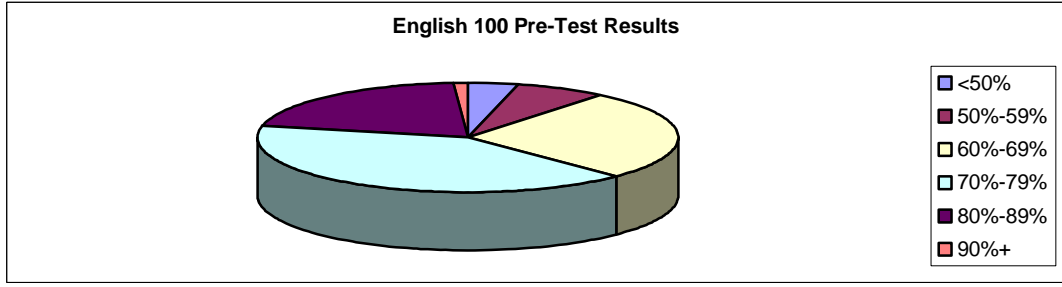
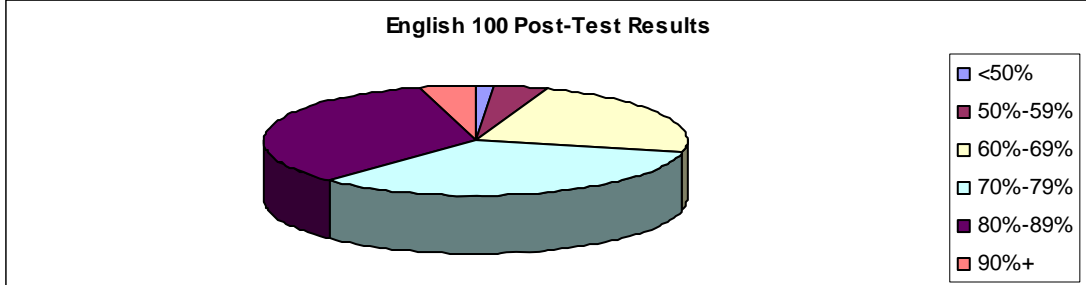


Figure 10. English 100 Post-Test Results



Grammar scores of 80%-90% **increased** on the Post-Test.

The graph also shows that fewer students earned low scores on the Post-Test.

Other

Journalism students produce the newspaper, Western Voice, which appears periodically during the academic year. This collaborative effort is an application of what they have learned in journalism classes and demonstrates their ability to write correctly, effectively, and objectively.

The student literary magazine, The Colorado Crossing, displays the writing of students, many who have taken creative writing classes. The magazine contains writing of publishable quality and provides an opportunity for students to share their work with the public and to represent the college. The magazine also displays paintings, drawings, graphic art and photography from students in other programs.

Division of Human Services

The Division of **Human Services** prepares students for careers that promote and support the health and well being of families, individuals, and communities throughout the lifespan. Of the 22 programs (10 degrees and 12 certificates) offered by the division, 13 (five degrees, seven certificates and 1 degree cluster) completed assessment cycles in 2005.

A.A. in Education – Elementary

Statement of purpose

Graduates will demonstrate basic knowledge in education that will prepare them for transfer to the university and competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome Statement of purpose

1. Students will articulate a philosophy of teaching
2. Students will develop a lesson plan using state standards.
3. Students will evaluate relevant educational resources.

Tools for assessment and criteria for success

A standardized check-sheet distributed to all full-time and associate faculty indicating that students have met the intended learning outcomes. (1) 100% of students will develop a lesson plan using standards. (2) 100% of the students will articulate a philosophy of teaching. (3) 100% of students will evaluate relevant educational resources.

Summary of data collected

Of the data collected, (1) n=214, 87% (n=186) of the students developed a lesson plan using state standards, (2) No data was collected on the teaching

philosophy, and (3) n=214 81% (n=173) met the standard for resource evaluation.

The data represented does not define if students are Elementary or Secondary Education majors.

Use of results

1. A 6-Trait Writing Rubric will be given to all faculty to use when evaluating student philosophy papers.
2. A rubric will be developed and used by all faculty members to evaluate student lesson plans. This will not only validate the data, but also determine whether or not education courses need to incorporate more time teaching the skill.
3. Continue review of student success meeting the resource evaluation requirement.

Consistency in evaluating assignments among all faculty teaching the courses will provide students with better feedback and allow for better tracking of the students' success in the program.

A.A. in Education – Secondary

Statement of purpose

Graduates will demonstrate: (1) basic knowledge in education that will prepare them for transfer to the university and (2) competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

1. Students will articulate a philosophy of teaching
2. Students will develop a lesson plan using state standards.
3. Students will evaluate relevant educational resources.

Tools for assessment and criteria for success

A standardized check-sheet distributed to all full-time and associate faculty indicating that students have met the intended learning outcomes. (1) 100% of students will develop a lesson plan using standards. (2) 100% of the students will articulate a philosophy of teaching. (3) 100% of students will evaluate relevant educational resources.

Summary of data collected

Of the data collected, (1) n=214, 87% (n=186) of the students developed a lesson plan using state standards, (2) No data was collected on the teaching philosophy, and (3) n=214 81% (n=173) met the standard for resource evaluation.

The data represented does not define if students are Elementary or Secondary Education majors.

Use of results

1. The 6-Trait Writing Rubric used by all schools in Yuma will be given to all faculty to use when evaluating student philosophy papers.
2. .
3. A rubric will be developed and used by all faculty members to evaluate student lesson plans. This will not only validate the data, but also determine whether or not education courses need to incorporate more time teaching the skill.
4. Continue review of student success meeting the resource evaluation requirement.
5. In order to more clearly track student outcomes, an individual matrix will be developed for each of the three (3) education courses will be developed in 2006-2007.

Consistency in evaluating assignments among all faculty teaching the courses will provide students with better feedback and allow for better tracking of the students' success in the program.

Family and Consumer Sciences Cluster

The goal is to assess a cluster of courses leading to the degree in Family and Consumer Sciences instead of graduates because the declared majors are low. To that end the course of FCS 160 Marriage and Family was assessed.

Statement of purpose

Students who complete this course will demonstrate basic knowledge regarding intimate relationships. 2) Students will demonstrate competency in communication, critical thinking, quantitative analysis and the application of technology.

1. Each person will be aware of personal choice and the consequences of their choices on themselves and others who are significant in their lives.
2. Know that relationships require a lifetime of work to be successful.
3. Behavior needs to match values to have a fulfilling life.
4. Students will identify the most important topics covered in course that make a difference in their life.

Intended student learning outcome

90% of students who complete course will identify that choices and consequences are connected, not random events. They will identify changes they can make that will alter the outcome of their choices.

Tools for assessment and criteria for success

Pre and Post journal: Students will write a journal addressing specific questions related to choices at the beginning and end of semester. The answers will be compared to see if the students are more aware of the impact of choices and their ability to make different choices.

Summary of data collected

95% (96 students) identified choices they had made during the semester and the consequences that occurred.

91% (92 students) identified what they would do differently if they had the chance to make those choices again and the consequences they might expect with the different choices.

Intended student learning outcome

90% of students completing this course will be able to list at least 5 relationship challenges and at least 1 way they could deal effectively with the challenge.

Tools for assessment and criteria for success

Essay Question to be included on Final: Students will identify events/challenges that are typical in the life cycle of a relationship and what tools might be helpful in dealing effectively with those predictable challenges.

Summary of data collected

- 91% (99 students) listed 5 events/challenges they could expect during the life cycle of a marriage.
- 91% (99 students) listed one thing they would do to deal with the events they expected to encounter.

Intended student learning outcome

Students will identify their values and how their behavior either matches or contradicts their stated values.

Tools for assessment and criteria for success

90% of students will identify the 3 most important values in their life and what behaviors demonstrate those values.

Summary of data collected

- 95.9% (95 students) listed the 3 most important values in their life.
- 96.9% (96 students) identified what they did to support and/or contradict the values listed as most important in their life.

Intended student learning outcome

Students will identify the usefulness and applicability of each topic covered in class and what topic they found most important.

Tools for assessment and criteria for success

Students will be asked to rate topics

Summary of data collected

Regarding what was not at all or seldom useful:

- 25% of students listed no topic as not at all or seldom useful.
- 75% of students listed at least one topic as seldom or not at all useful.
- 3 or more students listed each of the 20 as seldom or not at all useful.
- Regarding topics identified as often useful to completely useful and applicable:
 - 50% (30 or more) students listed all 20 topics covered in the course as often to completely useful.
 - 80%-91.5% (47-53) students listed the same 7 topics as often to completely useful.
 - When asked to list the most important topic in the course, all topics were listed by at least 1 person.
 - Each of the 20 topics and were listed by 6 or more students as most important.

When asked to list the most important topic out the 5 they considered most important to them:

- 57% Communication and conflict
- 53% Love and Relationships
- 44% Mate Selection
- 42% Parenting
- 41% Choices in Life

Use of results

- Lead instructor must continue to emphasize the importance of gathering the assessment information to the associate faculty in order to ensure the collection of the data.
- Faculty members will use the information of what is most useful to the students when planning the course content and activities.
- Continue to offer the information that is most prevalent in the society even if students do not currently recognize the importance.
- Use Blackboard discussion board to promote discussion on topics where class time is not sufficient.
- Assess the FCS/PSY 238 course in the next cycle.

A.A. in Hospitality

Statement of purpose

Graduates of the Arizona Western College AA degree in Hospitality are prepared to transfer to a baccalaureate program at a university. Graduates will be competent in communication, critical thinking, quantitative and technology applications. Graduates will be prepared for mid-management positions in hotels and restaurants.

Intended student learning outcome

Students in HOS 210 will develop a quality service philosophy.

Tools for assessment and criteria for success

Completion of reflective papers on quality service

Summary of data collected

The reflective papers were not done because this course was taught by an associate faculty member.

Intended student learning outcome

Students in HOS 210 will effectively communicate with customers and other team members and demonstrate the importance of customer service.

Tools for assessment and criteria for success

Videotapes of students handling difficult customers and difficult situations during role-playing exercises were made.

Summary of data collected

Videotapes were not completed because the course was taught by an associate faculty member.

Use of results

The full time lead faculty member in the program will communicate more effectively with associate faculty to help them understand the importance to the college for this process to be completed.

A.A.S. in Early Childhood Education

Statement of purpose

Students will develop expertise in childcare giving. They will also demonstrate competence in communication, computation, use of technology and critical thinking as it relates to the care of young children.

Graduates will demonstrate competence in communication, computation, use of technology and critical thinking as it relates to the care of young children.

Intended student learning outcome

Students will demonstrate competency in oral communication. 75% of students (n=25) will score an average of 3 on the oral communication rubric. 25% of the students (n=25) will score an average of 2 on the oral communication rubric

Tools for assessment and criteria for success

The ECE 240 and 245 will give oral presentations.

Summary of data collected

52% (13) of students were advanced speakers

31% (8) were developing speakers

17% (4) were emerging speakers.

Use of results

Continue to monitor presentations using oral language rubric.

Require students to take speech class earlier in the program.

Repeat collection of data using oral rubric in the same courses during 2006-2007.

A.A.S. in Nursing

Statement of purpose

Arizona Western College nursing program graduates will demonstrate expertise as beginning Registered Nurse practitioners and will demonstrate competency in communication, critical thinking, quantitative analysis and technology applications

Intended student learning outcome

The graduate will demonstrate knowledge in the profession of nursing.

Tools for assessment and criteria for success

90% or greater of Graduates will pass the NCLEX-RN test on the first attempt.

Summary of data collected

The NCLEX-RN annual pass rate 90%. NCLEX –RN (27/30). Twenty seven (27) of the 30 spring '05 graduating students passed on the first attempt.

Use of results

Maintain level of achievement. Continue developing strategies for student success.

Intended student learning outcome

The graduate will demonstrate critical thinking.

Tools for assessment and criteria for success

100% of students will improve in critical thinking skills as measured in the critical thinking test at the beginning and end of the nursing program.

Summary of data collected

20 nursing students took the test. The mean score was 64.2% compared to a mean of 59% for AWC graduates and a national average of 60%.

Intended student learning outcome

The graduate will demonstrate safe patient care.

Tools for assessment and criteria for success

1) 100% will pass all clinical competency skills checklist by end of fourth semester.
2) 85% of employer surveys will state AWC RN graduates are adequate or above in basic nursing skills and procedures.

Summary of data collected

100% (30/30) students passed competency skill checklist by end of fourth semester.

Eight survey responses were received evaluating 29 students. 100% response on item: "Perform basic nursing skills."

Intended student learning outcome

The graduate will demonstrate the ability to safely calculate figures.

Tools for assessment and criteria for success

90% of students will answer the math for medication question correctly on the final exam in Nursing 4.

Summary of data collected

Students continue to miss the math for medication questions on routine semester exams.

Use of results

The continued difficulty with math calculations during the program on exams has led to the decision of the NUR 110 Math for Meds course grade requirement being increased from 90% to 100%. This will be implemented for all class sections starting in May 2006.

Intended student learning outcome

The graduate will demonstrate an ability to communicate both orally and in writing.

Tools for assessment and criteria for success

85% of employer surveys will state graduates are adequate or above in communication skills.

Summary of data collected

Eight survey responses were received, evaluating 29 students. All items on the survey related to communication were greater than 85% positive.

Use of results

The criteria for success was met.

Intended student learning outcome

The graduate will demonstrate an ability to use technology.

Tools for assessment and criteria for success

85% of employer surveys will indicate that graduates are adequate or above in the use of technology.

Summary of data collected

Eight survey responses were received evaluating 29 students. There was a 100% positive response on items measuring the use of technology.

Use of results

The criteria for success was met.

A.A.S Radiologic Technology

Statement of purpose

Arizona Western College Radiologic Technology graduates will demonstrate competence at the entry level in the field of diagnostic radiology. Arizona Western College Radiologic Technology graduates will demonstrate the ability to use critical thinking, demonstrate above average communication skills, and demonstrate the ability to use technological applications. Arizona Western College Radiologic Technology Program will foster an educational climate lead by faculty who are dedicated to student retention, job placement, and preparing the student to be successful in the American Registry of Radiologic Technologists (ARRT) examination.

Intended student learning outcome

Students will be about to perform routine diagnostic studies of the upper and lower extremities without assistance.

Tools for assessment and criteria for success

First year students will complete competencies with a score of 40 or above using the Clinical Competency Form.

Summary of data collected

88% (21/24) scored 40 or above on the competency exams.

Use of results

Work with technologists in documenting failed exams in order to identify students needing remedial assistance.

Intended student learning outcome

Students will be able to explain procedures to patients using terms that they will understand.

Tools for assessment and criteria for success

Students will score 4 or above on Questions #6 of the instructor performance evaluation form that evaluates communication skills.

Summary of data collected

79% (19/24) scored above 4 on item #6 evaluating communication skills.

Use of results

The new course RAD 110 will address professional communication in the first full semester and should address the issue with communication skills.

Intended student learning outcome

Students will be able to relay information about patient's medical history to radiologists and other members of the health care team.

Tools for assessment and criteria for success

Students will score a 5 or better on the Item #4 of the Weekly Evaluation Form that evaluates communication skills.

Summary of data collected

100% (24/24) scored above 5 on item #4 the weekly evaluation form evaluating communication skills.

Use of results

Continue to monitor communication with team members.

Intended student learning outcome

Students will be able to perform exams using computerized radiographic equipment.

Tools for assessment and criteria for success

Students will have a score of 3 or above on the Clinical Competency Form, item #10.

Summary of data collected

100% (24/24) scored above a 3 on item #10 of competency evaluation form.

Use of results

Continue to monitor use of computerized equipment.

Intended student learning outcome

Students will complete coursework needed to graduate from the Radiologic Technology program.

Tools for assessment and criteria for success

Fifty percent (50%) of students entering the program will complete the program as measured on the 45th day of the first fall semester of the program.

Summary of data collected

2 students dropped the program for life issue reasons. One joined the nursing program and the other left the area.

Use of results

Develop a bridge program to allow Practical Radiological Technologists to fill seats that are available in the spring semester of the first year due to attrition.

Intended student learning outcome

Students will gain an appreciation for professional involvement in the radiology field.

Tools for assessment and criteria for success

Seventy-five percent (75%) of enrolled students will become members of state and local professional societies.

Summary of data collected

75% (18/24) joined American Society of Radiologic Technologists (ASRT).

72% (13/18) did not renew their membership.

Use of results

The program will make a requirement to join the society as part of the RAD 110 Professional Issues in Radiologic Technology module. Maintaining membership will be a requirement of all RAD clinical courses.

Intended student learning outcome

Students will demonstrate teamwork in the performance of their daily clinical practice.

Tools for assessment and criteria for success

Graduating students will score 6 or above on the evaluation form evaluating cooperation and attitude using the Senior Evaluation Form.

Summary of data collected

100% (24/24) scored 6 or above on Student evaluation form evaluating cooperation and attitude.

Use of results

Continue to monitor cooperation and attitude in the clinical area.

Certificate – Practical Nursing

Statement of purpose

Arizona Western College Licensed Practical Nursing (PN) program graduates will demonstrate expertise as beginning practitioners.

Intended student learning outcome

Students will demonstrate knowledge in the field of nursing.

Tools for assessment and criteria for success

90% of students taking the test for the first time will pass National Council Licensure Exam – Practical Nursing (NCLEX-PN).

Summary of data collected

91 % (10/11) passed the NCLEX-PN exam on their first attempt. One student passed on the second attempt.

Intended student learning outcome

The graduate will demonstrate safe patient care.

Tools for assessment and criteria for success

100% will pass all PN level clinical competency skills checklist by end of PN summer semester.

Summary of data collected

100% (18/18) of the students completed the competency skills checklist.

Intended student learning outcome

The graduate will demonstrate the ability to safely calculate figures.

Tools for assessment and criteria for success

100% of the graduates will achieve 90% or higher on their math for medications test.

Summary of data collected

All students are required to meet this requirement within one year of entering the program.

Use of results

1. The Practical Nursing course is an exit option following the two first semester of the associate degree in nursing program. All modifications identified in the A.A.S. will affect the PN Certificate program.
2. The students will be required to pass a math for medications test within NUR 123, Transition to PN, meeting the same requirements.

Certificate – Culinary Arts

Statement of purpose

Graduates of the Arizona Western College Culinary Arts Certificate Program will be prepared for mid-level employment in the food service industry.

Intended student learning outcome

Graduates will provide safe/sanitary food service.

Tools for assessment and criteria for success

Graduates will obtain ServSafe certification and Yuma County Foodhandler's cards.

Summary of data collected

All students (3/3) obtained Yuma County Foodhandlers cards. None chose to obtain the ServSafe certification, which cost \$35.00 and is not required in Yuma County.

Use of results

Add the \$35.00 fee to CUL 143 so students will take the ServSafe exam, which is required at many of the new chain restaurants in Yuma.

Intended student learning outcome

Graduates will execute moist and dry methods of cooking, baking and appetizers.

Tools for assessment and criteria for success

Portfolios including: Instructor's checklist, Field Experience checklist, Capstone project, reflective writing, and pictures.

Summary of data collected

Portfolios included checklists, menus for Capstone project, and at least one photo.

Use of results

Require students to bring disposable cameras to photograph each of their final products. Develop a better tool for reflective writing.

Intended student learning outcome

Graduates will present themselves for work.

Tools for assessment and criteria for success

Graduates will create a professional resume.

Summary of data collected

All students (3/3) completed a professional resume.

Certificate – Dietary Manager

Statement of purpose

Graduates of the AWC Dietary Managers Certificate Program will be prepared to supervise institutional foodservice departments, especially those in critical and long-term care.

Intended student learning outcome

Pass the national exam administered by the Dietary Managers Association.

Tools for assessment and criteria for success

A minimum of 75% who chose to take the national exam will pass.

Summary of data collected

Four (4) students completed the certificate in Spring 2005. Two graduates took the national exam and passed. (100% pass rate)

Intended student learning outcome

Assess patients' nutritional status and correctly complete the federal MDS form.

Tools for assessment and criteria for success

Students will complete the nutritional assessment form with a minimum 80% accuracy.

Summary of data collected

All students completed the nutritional assessment form with 80% or higher accuracy. Students taking the national exam scored higher than average on gathering and applying nutrition data.

Intended student learning outcome

Provide safe/sanitary food service.

Tools for assessment and criteria for success

80% of students taking the Food Handler's Test will pass.

Summary of data collected

100% of the students obtained their Food Handlers card and the 2 students taking the national exam passed Part II and are now Certified Food Protection Professionals (CFPP).

Use of results

The two areas where students scored lower than the national average were hiring/supervising and managing supplies/equipment. Content from Mgt 250 Personnel Supervision and FCS 141 Field Experience will be reviewed to determine how to strengthen the two areas.

Certificate- Child Development Associate Credential

Statement of purpose

Prepare students to complete the Child Development Associate Credential, a national assessment process.

Intended student learning outcome

Students will demonstrate their competency in the 13 functional areas of the CDA credential.

Tools for assessment and criteria for success

100% of students will pass a capstone test given in ECE 145 demonstrating knowledge of the 13 functional areas of CDA at and 85% or higher.

Summary of data collected

100% (n=51) passed the capstone at 85% or higher.

Use of results

Continue to use this capstone test as an indicator of the student's readiness to apply for the CDA credential.

Certificate – Nursing Assistant

Statement of purpose

Arizona Western College Nursing Assistant program graduates will demonstrate expertise as beginning nursing assistant practitioners.

Intended student learning outcome

The students will demonstrate knowledge in the role of the nursing assistant.

Tools for assessment and criteria for success

90% of students taking the Nursing Assistant theory portion of the certification test will pass.

Summary of data collected

The pass rate was 90.2% (65/72)

Intended student learning outcome

The student will demonstrate safe patient care.

Tools for assessment and criteria for success

90% of the students taking the Nursing Assistant practical skills component of the certification exam will pass.

Summary of data collected

The pass rate was 70.4% (50/71)

Intended student learning outcome

The student will meet state certification standards

Tools for assessment and criteria for success

100% of the graduates will take the state certification written and practice exam.

Summary of data collected

77.42% of students graduating from the program took the certification exam.

Use of results

1. Testing provider and procedure changed in mid calendar year. All classes were also taught by new part-time faculty with no prior teaching experience.
2. Students will still be encouraged to take the certification exam. According to the faculty, some students take this course for personal reasons and do not intend to seek certification.
3. AWC will continue to include testing in the course lab fee and provide onsite testing.

4. Stable teaching faculty will be sought out for the courses.

Certificate – Massage Therapy

Statement of purpose

AWC Massage Therapy graduates will demonstrate expertise as massage therapists

Intended student learning outcome

Students will demonstrate knowledge of the profession of massage therapy.

Tools for assessment and criteria for success

90% of graduates who take the national exam will be successful on their first attempt.

Summary of data collected

National exam is no longer required for licensing.
14 students graduated from the program.

Intended student learning outcome

100% of graduates will successfully complete a minimum of 6 client wellness plans.

Tools for assessment and criteria for success

Client wellness plans.

Summary of data collected

100% (14/14) completed a minimum of 6 client wellness plans.

Intended student learning outcome

100% of client surveys will indicate students are adequate or above in communication skills.

Tools for assessment and criteria for success

Survey of clients

Summary of data collected

100% (14/14) demonstrated adequate or higher communication skills as determined by the clients.

Use of results

1. The change in the requirements from national exam to state licensure will be incorporated into the assessment for next year.

2. Continue assessing state requirements for all graduates.

Division of Modern Languages

Executive Summary

The mission of the Division of Modern Languages is to advance the study of languages in a direction that will serve the educational needs of a diverse citizenry in the 21st century. Our approach is two fold: encompassing both language proficiency and cultural understanding, so that students may learn to perceive themselves as but one part of the world's varied cultures. In 2005-2006, the division completed full assessment cycles for the Studies in Deafness Certificate, A.A. in Spanish, Spanish 101-102 Course Cluster, as well as two course clusters in English as a Second Language.

The ESL Department continues to see a lack of consistency between students' scores in south Yuma County and scores of students on Main Campus. The department has reviewed and changed courses to align South Yuma County classes more closely to main campus classes through curricula, competencies, texts, and classroom contact time. In addition, faculty will continue to emphasize grammar at all sites.

The Spanish Department used information from previous student learning outcomes assessments to focus on and improve scores in oral production of students at the end of the second semester course. The faculty sees writing proficiency and student motivation as obstacles to learning and plans to focus on these areas as well as requesting additional assistance from colleagues.

English as a Second Language activities also support GE student learning outcomes. ESL offers two computer courses which support English learning in a technological setting. Students in levels 4 and 5 must submit papers that are prepared on a computer. Students in Conversation courses are asked to think critically about and then respond orally to modern social issues. Students in writing classes are exposed to socially relevant controversial topics in their reading texts and have to write response papers which support one opinion thus employing critical thinking and the ability to communicate their ideas clearly in writing.

English as a Second Language - Course Cluster: Levels 1 and 2

Statement of purpose

The purpose of the English as a Second Language course clusters is to enable non-native speakers of English to achieve self-determined language acquisition

goals; degree/certificate completion, employment, employment mobility, and/or personal enrichment.

Intended student learning outcomes.

Students will demonstrate level appropriate:

1. listening and reading comprehension and spoken and written use of words and phrases in affirmative and negative statements, questions, and commands in simple and complex phonological, morphological, grammatical, and syntactical contexts.
2. recognition, comprehension, spoken, and written use of simple and increasingly complex cultural practices (i.e. holidays, common eating, working, and recreational habits and conditions, gestures) used in the United States and in other areas of the English speaking world.

Tools for assessment ,criteria for success and Summary of data collected

Tool 1a) At the end of the semester, 100% of Level 1 students will achieve a score of 80% or higher on a comprehensive Level 1 multiple choice structure test.

Result 1a) On the Main Campus, Level 1, 39% (7 of 18) of students scored at 80% or higher on a structure test and 28% percent (5 of 18) of students scored below 70% on test. In South Yuma County, 31% (14 of 45) of students scored at 80% or higher on the structure test and 40% (18 of 45) students scored below 70%. Overall, 33% (21 of 63) of students scored 80% or higher on the structure test.

Tool 1b) At the end of the semester, 100% of Level 1 students will write a letter with 70% or higher accuracy in content, organization, grammar, and mechanics.

Result 1b) Of 23 Main Campus Reading & Writing 1 students, 11 scored 90%-100%, 11 scored 80%-89%, and 1 scored 50%. All students had appropriate format, date, salutation, and closing. Some letters were very brief and therefore lost points on the body. Common problems are lack of subject verb agreement; no commas after time transitions words such as next, after that; incorrect use of in, on, at for location, time, and dates; poor word choice such as "take breakfast" instead of eat, 'was' instead of 'went', use of articles 'a, an, or the' where none is needed. In general, these students showed command of letter writing format. In South Yuma County, 23% of students (6 of 26) scored at 70% or above on letter written. The common missing element was letter format (date, salutation and closing).

Tool 2) At the end of the semester, 100% of Level 1 students will answer written comprehension questions based on selected reading topics which contain relevant cultural content, with 70% accuracy.

Result 2) On Main Campus, 91% (21 of 23) students scored at 70% or above on the reading instrument. Nine percent (2 of 23) scored below 70% on the reading instrument.

In South Yuma County, 83% (20 of 24) students scored at 70% or above on the reading instrument. 17% (4 of 24) scored lower than 70%.

Tool 3) At the end of the semester, students will demonstrate spoken proficiency via videotaped presentations.

3a) Workshop 1 students will demonstrate mid-novice speaking proficiency.

Result 3a) Ninety-four percent (17 of 18 students) in a Main Campus Workshop 1 course demonstrated mid-novice proficiency.

3b) Workshop 2 students will demonstrate high-novice. No data was collected. This tool will be used next year.

Use of results

The ESL department would like a more skill-inclusive placement/assessment. Currently, the Combined English Language Skills Assessment (CELSA) test is used because the federal government accepts it as a valid tool in determining a student's ability to benefit from and receive financial aid. AWC ESL instructors do not think this placement tool is accurately identifying what students can produce, only what they can recognize and therefore, students may not be being placed in a level that is appropriate. We are looking at what other institutions use and seeking faculty input. Cost is one concern that will be addressed in a budget funding request.

After reviewing the data results, the area in most immediate need of attention appeared to be structure, with 33% of the students surveyed overall meeting the targeted percentage instead of 80%. During the 2006-2007 academic year, the ESL Department will be concentrating during academic year 2006-2007 on strategies to improve student learning outcomes in the structure area.

The department continues to align South Yuma County classes more closely to main campus classes through curricula, competencies, texts, and classroom contact time.

English as a Second Language Course Cluster: Levels 3, 4, and 5

Statement of purpose

The purpose of the English as a Second Language course clusters is to enable non-native speakers of English to achieve self-determined language acquisition goals; degree/certificate completion, employment, employment mobility, and/or personal enrichment.

Intended student learning outcomes

Students will develop level appropriate:

1. listening and reading comprehension and spoken and written use of words and phrases in affirmative and negative statements, questions, and commands in simple and complex phonological, morphological, grammatical, and syntactical contexts.
2. recognition and comprehension of institutional cultural practices used in the United States and in other areas of the English speaking world.
3. use of word processing.
4. appropriate score on placement tests for admittance to non-ESL English and Reading classes.

Tools for assessment ,criteria for success and Summary of data collected

Tool 1a) At the beginning of the semester, 100% of Level 4 students who passed Level 3 at AWC with “C” or better will achieve a score of 70% or higher on a multiple choice grammar test based on a passage “Obesity and Diet” (new instrument).

Result 1a) Main campus: Nine of 51 (17%) students on main campus scored at 70% or higher. Forty-two of 51 (82%) scored at 69% or lower.

Tool 1b) Development of this tool scheduled for next assessment cycle.

Tool 1c) At the beginning of the semester, 100% of Level 4 students who passed Level 3 at AWC with “C” or better will achieve a score of 70% or higher on an original composition using appropriate word processing skills and formatting.

Result 1c) Forty-three out of 43 students (100%) were able to generate an original composition using appropriate word processing skills and formatting.

Tool 2) An analysis of the ENG and RDG placement test scores of ESL students who completed ESL levels 3, 4, or 5 within the past two semesters will show 100% of students receiving scores high enough for admittance into (a) ENG and or (b) RDG classes.

Result 2a) Of 62 students tested with CPTR/S, 42(68%) placed at ENG 95 while 20 (32%) did not.

Result 2b) Of 84 students tested with CPTR 45 students (54%) placed at RDG 93 or above while 39 (46%) did not score high enough to take a reading course.

Use of results

After reviewing the results, the faculty decided to concentrate on two areas: reading and grammar.

A reading supplement has been added to the Writing 3 course as of Fall 2005. Faculty will be searching for other reading supplements that reflect the type of decision-making required on the CPT-R reading assessment used by AWC for placement. In addition, the ESL faculty will maintain an increased emphasis on

reading skills and focus on sentence skill practice and vocabulary development in all courses.

Faculty discussed strategies for improving the grammar performance. As a result of reviewing the data, a faculty member drafted a level 5 grammar overview course which was offered in San Luis in Fall 2006 will be added to the Main Campus class schedule in Spring

Spanish Course Cluster: Spanish General Education Courses 101, 102

Statement of purpose

Completers of this course cluster will demonstrate fourth semester proficiency as specified by the Languages Articulation Task Force of Arizona (2/26/99) in reading, writing, speaking, and listening in the Spanish language, and will demonstrate an understanding of norms, values, and beliefs of where Spanish is spoken, in order to fulfill the foreign language requirements necessary for transfer to a 4 year institution of higher learning, or for personal enrichment.

Intended student learning outcomes.

Graduates will be able to:

1. Apply critical thinking skills to analyze and evaluate texts which have a clear, underlying internal structure.
2. Follow the writing process (i.e. organizing, revising, and proofreading) in Spanish.
3. Demonstrate comprehension and language production, including cultural fluency.

Tools for assessment ,criteria for success and Summary of data collected

Tool 1) One hundred percent of students will demonstrate 100% accuracy on 10 embedded questions on standard exit exams in SPA 101 and 102.

Result 1) The SPA 101 standard exit exam resulted in 53 students with an average score of 83%. SPA 102 standard exit exam responses resulted in 12 students with an average score of 85.5% correct answers on embedded questions.

Tool 2a) On an oral proficiency interview, 100% of SPA 101 students will demonstrate appropriate language proficiency per Arizona LATF guidelines in response to selected questions/situations.

Result 2a) Out of a random sample of 9 SPA 101 students, 7 (78%) placed at or above an intermediate-low proficiency scale on a rated oral proficiency interview.

Tool 2b) On an oral proficiency interview, 100% of SPA 102 students will demonstrate appropriate language proficiency per Arizona LATF guidelines in response to selected questions/situations.

Result 2 b) In an exit interview, 100% of SPA 102 students (19 of 19 students) scored at 70% or above.

Use of results

Using the results from prior years' assessment activities which brought added focus on oral production, faculty noted a higher linguistic proficiency attainment from SPA 102 students with all of the students meeting the expectation, although the percentage of students in SPA 101 attained 78% of the 100% expectation. Faculty will focus on extra activities involving writing answers to personal questions as well as a continued focus on oral production.

A.A. Spanish

Statement of purpose

Graduates will demonstrate high-intermediate proficiency (ACTFL standards) in reading, writing, speaking, and listening in the Spanish language, and will demonstrate an understanding of norms, values, and beliefs of where Spanish is spoken that will prepare them for transfer to the university level. Graduates will demonstrate competency in communications, critical thinking, quantitative analysis, and technology applications.

Intended student learning outcomes.

Graduates will be able to apply critical thinking skills to analyze and evaluate texts which have a clear, underlying internal structure, follow writing process (i.e. organizing, revising, and proofreading) in Spanish, and demonstrate comprehension and language production, including cultural fluency.

Upon completion of the A.A. in Spanish, students will successfully transition to four-year institutions.

Tools for assessment ,criteria for success and Summary of data collected

Tool 1) 100% of students will demonstrate an appropriate knowledge of Hispanic literature per guidelines from the AWC Spanish Department and will demonstrate intermediate-high writing proficiency (per ACTFL standards) on embedded questions within the exit exam in SPA 265, the capstone course.

Result 1) 50% of the students (4 of 8) demonstrated appropriate knowledge and writing proficiency.

Tool 2) 100% of students will demonstrate intermediate-high writing proficiency (per ACTFL standards) on a "word processed" paper that provides a clear, specific thesis. The paper will contain fully developed examples to support the thesis in a logical, coherent manner that demonstrates original thinking, depth of

analysis, and comprehension. Randomly selected papers will be reviewed by a non-Modern Languages faculty member.

Result 2.)

Tool 3) 100% of students will demonstrate intermediate-high language proficiency (per ACTFL standards) and literary understanding through an oral presentation on literary research.

Result 3) 50% of the students (4 of 8) demonstrated appropriate language proficiency through presenting.

Tool 4) 100% of graduates who apply to a 4 year university will be accepted.
Result 4. Data is not yet available on transfer students.

Use of results

Spanish faculty reviewing the scores on writing proficiency elaborated that many students do not know how to state and develop a thesis. These students need additional practice using critical thinking to analyze the literature in the capstone course.

Faculty will emphasize writing proficiency and may request an ESL faculty member to present a writing seminar within each class on the writing process. Faculty will utilize guest speakers for motivational support and focus on studies.

American Sign Language – Certificate Studies in Deafness

Statement of purpose

Graduates will demonstrate fourth semester proficiency in American Sign Language as specified by the Languages Articulation Task Force of Arizona and will demonstrate an understanding of norms, values, and beliefs of Deaf culture, in order to fulfill foreign language requirements necessary for transfer to a 4 year institution of higher learning, or for personal enrichment.

Intended student learning outcomes.

Graduates will be able to apply critical thinking skills to analyze and evaluate texts which have a clear, underlying internal structure, follow the writing process (i.e. organizing, revising, and proofreading), and demonstrate comprehension and language production, including cultural fluency.

Tools for assessment ,criteria for success and Summary of data collected

Tool 1) One hundred percent of students will receive at least 70% on the exit exam in ASL 202, the capstone course.

Result 1) One hundred percent of students (11/11) scored at least 70% on the exit exam in ASL 202. Eighty-two percent (9/11) scored above 80%, and 45% (5/11) scored 90% or above.

Tool 2) One hundred percent of students will achieve at least 70% on a “word processed” paper that provides a clear, specific thesis. The paper will contain fully developed examples to support the thesis in a logical, coherent manner that demonstrates original thinking, depth of analysis, and comprehension. Randomly selected papers will be reviewed by a non-ASL faculty member.

Result 2) One hundred percent of students (10/10) received 80% or above on a word processed paper. A non-ASL faculty member using the communication rubric for GE Student Learning Outcomes reviewed eight papers, of which 62% (5/8) scored 3 or above on the 5 point scale.

Tool 3) One hundred percent of students will demonstrate a fourth semester language proficiency and cultural sensitivity through a one-on-one signed interview with the instructor. Skills will be rated on a rubric.

Result 3) One hundred percent (11/11) of students scored good (3) or above on a 5 point scale and 82% (9/11) scored 4 or above.

Use of results

ASL faculty will continue to focus on signing proficiency of students and will encourage students to buy and use the AWC Writer’s Guide when preparing papers.

DIVISION OF SCIENCE, MATHEMATICS, AND AGRICULTURAL SCIENCES

The mission of the Division of Science, Mathematics, and Agricultural Sciences is to provide a learning atmosphere based on solid academic standards, fostered by caring and respect, and inspiring a love for learning throughout life. Effective and innovative techniques will be used to enhance students’ knowledge of science, mathematics, and agricultural sciences and to emphasize their relationship to other academic disciplines. We believe science, mathematics, agricultural sciences and the scientific method are an integral part of modern life, and that an understanding of them is essential to the success of every educated person.

By nature of the disciplines found within the Division of Science, Mathematics, and Agricultural Sciences, General Education Student Learning Outcomes are embedded throughout all curriculums. Classroom Assessment Techniques (CATS) and other methods of informal assessment are used by faculty in their classes to modify instruction and improve student learning. Positive changes in delivery modalities, teaching strategies, and curricula evolve as a result of faculty discussions and continuous assessment.

The initial focus for assessment of student learning has been on programs having a sufficient number of majors. Although division faculty have identified for each discipline explicit competencies, tools for assessment, and activities supportive of General Education Student Learning Outcomes, data has not been collected in all program areas due to the small student sample size. As an alternative, the Mathematics Department has opted to assess students by course clusters. Faculty in other areas continues to explore this as a viable option to holistic program assessment.

The following is a summary of Student Learning Outcomes Assessments completed for the 2005-06 academic year in the areas of Mathematics, Agricultural Sciences, Biological Sciences, and Chemistry.

Developmental Mathematics

Statement of purpose

Students' knowledge of a subset of the competencies from the prerequisite course will be measured. The competencies have been determined to be necessary for success in the current course.

Intended student learning outcome

Students completing Math 72 have the skills to prepare them for Math 82.

Tools for assessment and criteria for success

A 12-question competency exit exam in Math 72 was administered to examine student preparedness for Math 82 (Beginning Algebra).

Summary of data collected

Although the average score was 74%, only 50% of the two-hundred twenty-seven (227) students tested demonstrated competency in the addition of fractions with unlike denominators.

Use of results

Because the addition of fractions with unlike denominators was identified as the major area of weakness, all Math 72 instructors will devote additional time in their instruction to this objective. Each class meeting will begin with a fraction review problem written on the board to improve mastery. ModuMath, a competency-based program, will be piloted to address individual deficiencies among students.

Plant Science Cluster

Statement of purpose

Students will demonstrate (1) basic knowledge in plant science and (2) competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

Students should effectively communicate orally and in writing.

Tools for assessment and criteria for success

One-hundred seventy (170) students' writing and critical thinking skills were assessed through an essay on an agricultural topic covered in the curriculum.

Summary of data collected

81.25%, achieved a score of 80% or higher.

Use of results

Learning goals were met so adjustments are needed.

Intended student learning outcome

Graduates will use computer technology to communicate and obtain information related to their professional needs.

Tools for assessment and criteria for success

Students were also tested on their ability to use the microscope to identify plant cells.

Summary of data collected

All student participants (100%) demonstrated correct usage of the microscope and successfully represented what they had seen graphically.

Use of results

Learning goals were met so adjustments are needed.

Agricultural Business Management

Intended student learning outcomes

Students will effectively communicate orally and in writing and use computer technology to communicate and obtain information related to their professional needs.

Tools for assessment and criteria for success

Twelve (12) students' writing, critical thinking and presentation skills were assessed through a written paper and oral presentation (using Power Point) on a topic of current agricultural interest. Students were also assessed on their computer skills using the program Excel to analyze financial situations in agricultural business. (Rubrics used for grading consistency for this tool - Attachment 5.)

Summary of data collected

Students in the class scored a minimum of 80% on the oral presentation and achieved greater than 85% on the written paper.

Use of results

Students satisfied the criteria for success in both areas of Plant Science and Agricultural Business Management; consequently, no change is noted at this time.

A.S. in Biology

Statement of purpose

Graduates will demonstrate a sophomore level of expertise in biology that will prepare them for transfer to the university level and demonstrate competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

Graduates will demonstrate knowledge of cytology and laboratory techniques appropriate to sophomore level majors.

Tools for assessment and criteria for success

A multiple choice test on laboratory techniques and cytology (cell biology) was administered to twelve (12) sophomore level majors in Bio 245 (Cellular and Molecular Biology).

Summary of data collected

The average score for the cytology portion of the test was 88%, while the microscopy component average was 84%.

Use of results

Students demonstrated mastery of cytology and laboratory techniques as specified by the criteria for success; consequently no change is noted at this time.

Chemistry Cluster

Statement of purpose

Graduates will demonstrate a sophomore level of expertise in chemistry that will prepare them for transfer to the university level and demonstrate competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

Students will perform chemical analysis using traditional and modern instrumental methods/techniques, especially related to spectroscopic principles, solve mathematical chemistry problems and graph data.

Tools for assessment and criteria for success

An exam devoted to spectroscopic principles (conceptually and mathematically) and instrumental methods was administered to fourteen (14) students in CHM 154 (General Chemistry II).

Summary of data collected

Greater than 80% students scored 70% or higher on the spectroscopy exam and also demonstrated a better understanding of spectroscopic principles and the interaction of matter and energy.

Use of results

Students successfully demonstrated mastery of the Intended student learning outcomes and met the criteria for success; consequently no change is noted at this time.

Division of Social Services and Fine Arts

The Social Sciences and Fine Arts Division offers programs that are organized under three faculty groups: Public Safety Institute, Social Sciences (including Philosophy and Administration of Justice), and Fine Arts (including Computer Graphics and Photo). The division devoted the past two years to educate faculty about assessment: what it is and what it wasn't. The faculty originally had the preconceived idea that assessment was their individual grading and it would somehow reflect upon them and their performance as an instructor. While we have a long way to go, the division seems to understand that assessment is basically "are we doing what we say we are doing when it comes to degrees and certificates." Besides the formal grids that the division has created for each degree or certificate, this report also includes changes and innovations the division is making to increase student-learning outcomes.

A.A. in Administration of Justice

Statement of purpose

The basic concern in the study of the Administration of Justice Studies program is for the students to understand the complex decision-making and quantitative analysis required in the day-to-day operations of the criminal justice system. The individual officer must determine legal facts, circumstances of offenses and standing in legal terms. AJS has generated a Graduating Student Compendium containing legal terminology as a departmental exit exam. To understand these legal terms is to understand the criminal justice system, the application of terms by definition and application.

Intended student learning outcome

Students will understand criminal justice terminology and organization.

Tools for assessment and criteria for success

Students will receive at least a 70% on an exit exam covering criminal justice terminology and organization.

Summary of data collected

All 11 randomly selected graduating seniors taking the exit exam scored 85% or higher.

Use of results

The criterion for success was exceeded.

Intended student learning outcome

Students will present a “word processed” paper that provides a clear, specific thesis. The paper shall contain fully developed examples to support the thesis in a logical, coherent manner.

Tools for assessment and criteria for success

Every AJS major submitted at least one (1) or more computer generated reports in each AJS course. These included essays, case briefs and term papers to complete the requirements of each AJS class.

Summary of data collected

Every AJS major submitted at least one (1) or more computer generated reports in each AJS course.

Use of results

This assessment has proven that by identifying legal terms and applications AJS can produce more successful students. AJS instructors will increase the use of legal glossary in AJS courses.

History Cluster

Statement of purpose

History graduates will demonstrate basic knowledge in history that will prepare them for transfer to the university and competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

Students will be able to define historical vocabulary

Tools for assessment and criteria for success

Students will receive at least a 70% on an exit exam.

Summary of data collected

Students (n=120) received a 65% on the exit exam on the historical vocabulary

Intended student learning outcome

Students will be able to define major historical concepts

Tools for assessment and criteria for success

Students will score at least a 70% on an exit exam.

Summary of data collected

Students (n=120) received a 63% on the exit exam on the major historical concepts section of the exam.

Use of results

Using the Terms & Concepts, which were essential to assess the knowledge of the students, has not presented sufficient data required to effectively assess them. These Terms & Concepts need to be a requirement for the completion of the course. We will include a portion/selection of the historical vocabulary and a section of the major historical concepts on all exams. This will build a stronger knowledge base for the exit exam. This will be implemented Spring 2007.

A.A. in Music

Statement of purpose

Graduates will demonstrate basic knowledge in music that will prepare them for transfer to the university and competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

Graduates will understand and be able to apply the concepts of music theory.

Tools for assessment and criteria for success

Students will demonstrate an understanding of music theory through examination, quizzes and writing assignments at 70% or better.

Summary of data collected

All students (17/17) passed with 70% or better.

Intended student learning outcome

Graduates will be able to hear, write and apply the concepts of ear training.

Tools for assessment and criteria for success

Students will demonstrate an understanding of ear training through oral, aural and written examinations, quizzes and assignments at 70% or better.

Summary of data collected

All students (17/17) passed with 70% or better.

Intended student learning outcome

Graduates will reach a required level of proficiency on the piano.

Tools for assessment and criteria for success

Students will demonstrate a required level of piano proficiency by performance in class and in recital.

Summary of data collected

The majority (90%) passed with 70% or better (15/17).

Intended student learning outcome

Graduates will reach a minimum level of proficiency on their chosen instrument and perform in a variety of instrumental and/or vocal ensembles.

Tools for assessment and criteria for success

Students will demonstrate a minimum level of proficiency on their chosen instruments in weekly lessons and through recitals and juries.

Summary of data collected

The majority (85%) passed with 70% or better (14/17).

Use of results

We continue to monitor the success of continuing students. We meet regularly with associate faculty for private lessons and review the required standards. We continue to offer Music Fundamentals (MUS-110) to non-majors and to majors that are weak in their musical background. We hired a new string specialist for the orchestra workshop and advanced string players. This allows the Full-time

faculty to focus more on their areas of expertise and dedicate more time to the Music Majors.

We continued to offer Fundamentals of Music. We also offered two sections of Fundamentals in the summer of 2005 for incoming freshmen. We have not yet approached the high schools as of yet regarding a Fundamentals course.

Philosophy Course Cluster

Statement of purpose

Philosophy courses require a wide variety of activities designed to enhance written and oral communication, critical thinking, analytical skills and use of current technology. These activities include (but are not limited to) essay writing, oral presentations, frequent group discussions (both in-class and online), exams and quizzes, as well as frequent one-on-one interaction with instructors. These activities emphasize students' learning and using a basic philosophical vocabulary, understanding the major issues in the history of philosophy, and fashioning their own positions on these issues.

Intended student learning outcome

Students will be able to use and understand basic philosophical vocabulary.

Tools for assessment and criteria for success

70% of students will receive a final grade of 'C' or better.

Summary of data collected

Approximately 85% (255/300) of students received a final course grade of 'C' or better. (This does not include students who received a 'W').

Intended student learning outcome

Students will be able to describe major issues and figures in the history of philosophy.

Tools for assessment and criteria for success

70% of students will receive a final grade of 'C' or better.

Summary of data collected

Approximately 85% (255/300) of students received a final course grade of 'C' or better. (This does not include students who received a 'W').

Intended student learning outcome

Graduates will be able to communicate effectively in writing.

Tools for assessment and criteria for success

Students will write papers totaling at least 2000 words during the course of the semester. Each paper will provide a clear thesis and argument.

Summary of data collected

Intended student learning outcome

Graduates will demonstrate computer and internet literacy.

Tools for assessment and criteria for success

Students will communicate with the instructor via email, take exams and turn in assignments on Blackboard, engage in web-based discussions, and conduct web-based research.

Use of results

Development of common vocabulary, philosophical figures and issues, and reading lists will continue as will the development of common guidelines and goals in teaching students to communicate effectively about philosophical issues. A plan to increase integration of Blackboard and other technology in all courses will be developed.

Political Science Cluster

Statement of purpose

Graduates will demonstrate basic knowledge in political science that will prepare them for transfer to the university and competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

Students will use and understand Political Science terminology, and understand global issues and follow current events and crisis.

Tools for assessment and criteria for success

Students will receive at least a 70% on an exit exam.

Summary of data collected

Students (n=60) received an average 72% on the exit exam.

Use of results

The exit exam was revised and new political ideas presented.

A.A. in Psychology/Sociology

Statement of purpose

Graduates will demonstrate basic knowledge in psychology and sociology that will prepare them for transfer to the university and competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

Students will analyze data and feedback.

Tools for assessment and criteria for success

PSY 290 students will analyze data and received feedback about research methods and statistical processes using data from PSY 101 courses.

Summary of data collected

PSY 290 students (n=29) analyzed data and received feedback about research methods and statistical processes using data from PSY 101 courses.

Use of Results

Students compared data on success of PSY 101 students by delivery type of courses in order to study the use of statistics in making recommendations. Recommendations will be made to faculty concerning success rates and changes suggested for future offerings of courses.

Intended Student Learning Outcome

Students completing Psychology coursework will participate in the use of BlackBoard and its tools.

Summary of data collected

100% of students (n=38) completing coursework in Psychology utilized BlackBoard in participating in class activities and submitting course assignments.

A.A. in Studio Art

Statement of purpose

Graduates will demonstrate basic knowledge in studio art that will prepare them for transfer to the university and competency in communication, critical thinking, quantitative analysis, and technological applications. Portfolio building is emphasized for all art majors. Communication between AWC art and state universities relating to transfer portfolio requirements is ongoing.

Intended student learning outcome

Graduates demonstrate analytical and technical skills.

Tools for assessment and criteria for success

Critique and demonstration of analytical and conceptual skills through the verbal appraisal of works of art; this project must receive a 70% or better.

Intended student learning outcome

Graduates will develop conceptual skills, focusing on portfolio building.

Tools for assessment and criteria for success

Portfolio review through a submitted body of artwork; this portfolio needs to receive a 70% or better. Student exhibition: a body of work is assessed for its originality, consistency of theme and technical level with a 70% or better.

Summary of data collected

Three Studio Art graduates have been admitted to Universities or art schools in Fall of 2006. Two Studio Art majors graduate from ASU in 2006. Two current Studio Art students will be featured artists in an exhibition at the Yuma Art Center in June 2006.

Use of results

We will continue to ensure that our exit objectives match/meet the criterion of like university courses so that our graduates are prepared for further study at the university level. The visual art area is in need of a minimum of 1 computer, a printer and scanner. The computer should have CD burning capabilities, a fast microprocessor with at least and 512 mb of RAM and should be equipped with a current version of Photoshop.

Theatre Cluster

Statement of purpose

Graduates will demonstrate basic knowledge in theatre that will prepare them for transfer to the university and competency in communication, critical thinking, quantitative analysis, and technological applications. In addition to the learning-outcomes assessment, AWC Theatre is attempting to track how many of our graduates work in theatre related occupations or careers.

Intended student learning outcome

Graduates will have performed/produced/managed/designed/or participated as a theatre technician for at least one main stage production.

Summary of data collected

At the end of the 2005/ 2006 school year, AWC Theatre Graduates performed/produced/managed/designed/or participated as a theatre technician for at least one main stage production.

Intended student learning outcome

Graduates will have made oral, written, and group presentations which cover communication, critical thinking, quantitative analysis, and technological applications in classroom and production settings. Graduates will have used email and attachments to turn in homework, papers, and other assignments.

Summary of data collected

100% of students (n=398) have accomplished this task.

Intended student learning outcome

Graduates will either continue their education generally or will matriculate to a four year institution as a theatre major/minor/ participant, or will seek employment in theatre or a theatre related occupation where their skills and training can be of use.

Summary of data collected

Data collection is ongoing. However, several AWC-Theatre graduates are either working in theatre or in theatre related jobs, or are continuing their education. Some even work as theatre educators and are pursuing that as a career.

Use of results

AWC Theatre Graduates will be able to use their experience and education to apply their theatre skills and techniques to performance realities. The particulars of the assignments will change, but the practical use of technology and group experience will continue and grow. Applying their skills and training has earned AWC-Theatre graduates high praise from educational institutions and employers. Graduates apply experience and knowledge beyond AWC Theatre, and, by extension, promote AWC-Theatre as a viable and important choice for lifelong learning.

A.A. in Computer Graphics

Statement of purpose

Graduates will demonstrate basic knowledge in computer graphics that will prepare them to obtain an entry-level position within the field of computer graphics, printing and digital imaging and competency in communication, critical thinking, quantitative analysis, and technological applications.

Intended student learning outcome

Graduates will perform entry-level operations using a variety of graphic and multimedia related programs and is conversant in aesthetics of design with an emphasis on creative and practical concerns and an awareness of media forms and content.

Tools for assessment and criteria for success

Graduates will present a professional design portfolio electronically, as in World Wide Web and CD-ROM delivery as well as in a traditional format that receives a 70% or better.

Intended student learning outcome

Graduates will effectively communicate with clients, designers, graphic artist, and production teams, assess their needs and resources based on practical production methods.

Tools for assessment and criteria for success

Graduates will receive a 70% or better on an exit exam testing their skills as compared to entry-level employment skills. The exit exam questions will be created from feedback from an industry survey.

Summary of data collected

Finished portfolios show that students are able to successfully apply their practical computer graphic skills. This also charts student personal progress to compare the 'before and after' results of their work throughout the program. Exit Exam reflects a poor retention of terminology and theories. There is a weak awareness of how this information is required and applied in an employment situation.

Use of results

We will continue providing professional examples for student reference and continue utilizing community professionals teaching courses to enhance student outcomes. A stronger effort will be made to establish 'real world' examples of how this information is used. Stronger relationships via internships and community employers will provide a practical application of student's knowledge and skills. Seeking more community Graphics professionals to teach computer graphics classes.

Paramedic Certificate

Statement of purpose

The Paramedic Program is three modules designed to prepare the working EMT-B for certification as a paramedic in the State of Arizona. The students must understand the complex critical thinking and decision-making required in the day-to-day operations of pre-hospital patient care. The students must determine the circumstances and needs of patients. The Public Safety Institute has generated a team of instructors that provides students with a multitude of experiences, information and techniques to be utilized in saving lives. Graduates of the Paramedic Program will be eligible for the NREMT Advanced Level written and

practical exam series. Upon passing these exams, the students are certified Paramedics and may secure employment in Arizona.

Intended student learning outcome

Students will pass the required state and national exam series demonstrating the requisite written and practical skills.

Tools for assessment and criteria for success

Students will pass the National Registry Emergency Medical Technician Advanced Level written and practical exam series.

Summary of data collected

14 out of 15 students passed the state and national NREMT Advanced level written and practical exam series.

Intended student learning outcome

Students will secure employment as paramedics.

Tools for assessment and criteria for success

80% of those seeking jobs as paramedics will be successful within 6 months.

Summary of data collected

All 14 students were hired as Paramedics.

Use of results

No changes are indicated at this time.

Law Enforcement Training Academy Certificate (LETA)

Statement of purpose

Graduates will demonstrate basic knowledge in law enforcement that will prepare them for an entry-level position within the field. Students must pass a quiz on every topic that was instructed in the academy. In some of the areas, the student must be able to demonstrate a physical proficiency of the topic. Examples of physical proficiencies are: firearms, vehicle pursuit operations, high-risk traffic stops, domestic violence, and traffic citations. In addition, the student had to be able to pass a physical agility test developed by AZPOST prior to graduating.

Intended student learning outcome

Graduates will acquire an understanding of the laws and procedures governing peace officers.

Tools for assessment and criteria for success

Students will be required to pass an exit exam developed by AZPOST that measures Law and Legal Review, Firearms, Defensive Tactics, Patrol Procedures, Traffic Control, Report Writing, Introduction to Law Enforcement, Crime Scene Management, Community and Police Relations, First Aid and Driving with at least a 70% (AZPOST Passing Level).

Intended student learning outcome

The graduate, upon successful completion of the course, receives their certification as a peace officer for the State of Arizona.

Summary of data collected

6 students out of 18 completed the program and were employed.

Use of results

CONCLUSION

Assessing student learning is a dynamic process. Changes have been made and our assessment program has grown since our NCA comprehensive visit in 1998. Although the learning outcomes assessment program continues to evolve, there is still room for growth as we find ways to help improve learning at Arizona Western College. As our assessment program matures. Faculty is encouraged to be innovative and apply assessment not only to degrees and certificates but to additional course clusters and problem areas to improve learning for AWC students.

We have challenges ahead as we explore and adopt additional measures to existing assessment areas and develop methods for increasing and sustaining student awareness of assessment.

As we assess student learning in order to improve it, we must also assess our assessment and make improvements as needed.

Attachment 1 – 2005-2006 Annual Assessment Report

GE Written Communications Score Sheet

Artifact Number _____

Scorer Number _____

Thesis	5	4	3	2	1
Thesis support	5	4	3	2	1
Analysis	5	4	3	2	1
Comprehension	5	4	3	2	1
Grammar, spelling & punctuation	5	4	3	2	1

Scorers indicate the score for each category by circling the appropriate number. Attach this page to the artifact when you have finished scoring it. Retain them in order to facilitate the process when you meet with your team.

Attachment 2 – 2005-2006 Annual Assessment Report

Expanded Written Communication Assessment Rubric

Artifact Number _____

Scorer Number _____

	5	4	3	2	1
Thesis	Clear, specific thesis and awareness of audience	Clear thesis and awareness of audience	Provides thesis	Does not provide a clear thesis	Does not provide a thesis
Thesis support	Fully develops examples to support thesis in logical, coherent manner	Develops examples to support thesis in logical, coherent manner	Develops examples to support thesis in somewhat coherent manner	Does not properly develop examples to support thesis	Lacks examples to support thesis
Analysis	Demonstrates original thinking and depth of analysis	Demonstrates depth of analysis	Demonstrates partial depth of analysis	Demonstrates little or no depth of analysis	Demonstrates no depth of analysis
Comprehension	Demonstrates depth of comprehension of material used	Demonstrates comprehension of material used	Demonstrates partial comprehension of material used	Demonstrates little comprehension of material used	Demonstrates no comprehension of material used
Grammar, spelling & punctuation	Shows high proficiency in standard English grammar, spelling, and punctuation	Shows adequate proficiency in standard English grammar, spelling, and punctuation	Shows inconsistent proficiency in standard English grammar, spelling, and punctuation	Shows lack of proficiency in standard English grammar, spelling, and punctuation	Shows persistent, serious lack of proficiency in standard English grammar, spelling, and punctuation

Scorers indicate the score for each category by putting an “X” in the appropriate box. Attach this page to the artifact when you have finished scoring it. Retain them in order to facilitate the process when you meet with your team for consensus scoring.

Attachment 3 – 2005-2006 Annual Assessment Report
Assessing Student Learning Outcomes Assessment: Academic Year of 2005-06

Faculty status Full-time Part-time

Number of years taught at AWC: _____

Your division: _____

General Education Assessment

In which of the following areas did the assessment process help you improve learning in your classes in the 2005-06 academic year?

- Written Communication
- Quantitative
- Technology Applications
- Critical Thinking

In which of the following areas did the assessment results help you improve learning in your classes in the 2005-06 academic year?

- Written Communication
- Quantitative
- Technology Applications
- Critical Thinking

Departmental Assessment

What effect did learning outcomes assessment have in your department in the 2005-06 academic year?

- Positive Negative No effect

Were you an active participant in any area of assessment in your division/department in the 2005-06 academic year?

- Yes No

Did you give any assignments in your classes that supported the GE goals in the 2005-06 academic year?

- Written Communication
- Quantitative
- Technology Applications
- Critical Thinking

(please continue on the other side)

Technology Use Survey

In the 2005-06 academic year I required my students to have and use an email account in:

- All of my classes
- Some of my classes
- None of my classes

In the 2005-06 academic year I required the electronic submission of some or all assignments in:

- All of my classes
- Some of my classes
- None of my classes

In the 2005-06 academic year I gave assignments that required Internet research in:

- All of my classes
- Some of my classes
- None of my classes

In the 2005-06 academic year I required that writing assignments be word processed in

- All of my classes
- Some of my classes
- None of my classes

In the 2005-06 academic year I gave some assignments that required the use of electronic spreadsheets in:

- All of my classes
- Some of my classes
- None of my classes

In the 2005-06 academic year I taught at least one class online for AWC.

- Yes
- No

In the 2005-06 academic year I used BlackBoard or a similar site to supplement:

- All of my classes
- Some of my classes
- None of my classes

Thanks for your participation. Please provide any suggestions, questions or comments below.

Attachment 4: Examples of Support for GE Outcomes from the Divisions

GE GOAL	Business and Technology Division Support
Communication	The division teaches three courses with a GE designation. In CIS 120, ECN 240, and ECN 250, the writing is intensive with several assignments containing written requirements in excess of the minimal 'writing across the curriculum' goal. Most courses taught in the division have a writing component. Because of the emphasis on general education outcomes, even the vocational technology area has incorporated a writing component. An example of this maturity of the program is the air conditioning students writing various documents and the welding students developing a small business plan.
Critical thinking	Students use various levels of analysis in several of the business courses. Economics, accounting, quantitative analysis, legal environment of business all have a strong emphasis on problem solving that includes incorporation of both inductive and deductive reasoning skills. Other courses develop student critical thinking skills in different ways. As an example, in programming logic and the follow-on computer programming courses, abstract and nonlinear reasoning are necessary to envision what the computer will do with the instructions written by the student. In the technology courses, problem solving is inherent to the troubleshooting and job layout process. This is also the case in the drafting program that uses computer aided design (CAD) software that requires abstract reasoning to construct the various layers of a drawing.
Quantitative analysis	Quantitative analysis is a core component of accounting, economics, quantitative analysis, as well as the vocational technology courses. The basic statistics course, QBA 211, is math intensive as are Macro and Microeconomics, albeit to a lesser degree than QBA 211.
Technology applications	Students learn their technology skills in this division. Instruction starts at the basic level and works through programming, networking, and web design. Other courses heavily depend on technology to contribute to student success using word processing, spreadsheets, and graphics presentation to prepare and submit assignments. The CAD program used by the drafting program is a complex program that requires specialized skills. In addition, most division

GE GOAL	Business and Technology Division Support
	professors use the Blackboard™ program for online or web-enhanced courses.

GE GOAL	Communications Division Support
Communication	<p>The students in these English classes are required to write sentences, paragraphs, short essays, longer essays, research papers, and analytic analyses. The student literary magazine and newspaper also demonstrate competency in written communication.</p> <p>Additionally, in many of these classes, students are required to create presentations and present them orally.</p>
Critical Thinking	<p>In developmental classes, composition classes, and literature classes, instructors use the required assignments to develop critical thinking. The reading assignments and the research projects also encourage critical thinking.</p>
Quantitative Analysis	<p>Both faculty and students use quantitative tools to measure and enhance student writing.</p> <p>Additionally, instructors sometimes require graphs and bar charts in written assignments and/or reading assignments.</p>
Technology Applications	<p>The Communications Division requires technology applications as part of its required activities. Students use computers, the computer lab, and the internet on a regular basis. Students use software to do their homework in English 95, 96, and 100. Students email instructors in most classes. Many classes utilize Blackboard.</p>

GE GOAL	Modern Language Division Support
Communication	Students in ASL certificate, Spanish course cluster, and Spanish GE courses focus on written communication with attention to the process of organizing, revising, and using written conventions appropriate to the written form of the language used.
Critical thinking	ASL certificate, Spanish course cluster, and Spanish GE students participate in one-on-one exit interviews and oral presentations allowing for the opportunity to think critically while manipulating a new language and responding to culture specific issues.
Quantitative analysis	
Technology Applications	ASL certificate, Spanish course cluster, and Spanish GE student writing is “word processed.” students make use of Internet searches for assignments, and Spanish literature students give oral presentations using PowerPoint.

English as a Second Language activities also support GE student learning outcomes. ESL offers two computer courses which support English learning in a technological setting. Students in levels 4 and 5 must submit papers that are prepared on a computer. Students in Conversation courses are asked to think critically about and then respond orally to modern social issues. Students in writing classes are exposed to socially relevant controversial topics in their reading texts and have to write response papers which support one opinion thus employing critical thinking and the ability to communicate their ideas clearly in writing.

GE GOAL	Mathematics Program Support
Communication	Students present mathematical concepts verbally and in writing through formal presentations, projects, written papers, activities, group discussions; students provide written and oral explanations of mathematical problem solving techniques and strategies
Critical thinking	Students use various levels of analysis, including inductive and deductive reasoning, in solving real life application problems; students develop logical and critical thinking skills as they conceptualize number properties and solve problems using appropriate mathematical solving techniques
Quantitative analysis	Students gather and analyze data, extrapolate information from various types of tables/graphs; mathematical modeling
Technology applications	Students use graphing calculators, computer software programs (Microsoft Office, MyMathLab, MathZone), the Internet and e-mail

GE Goal	Agricultural Sciences Support
Communication	Agricultural Science students are required to write weekly lab summaries in all agriculture courses, critique scientific journal articles and develop a written research report as part of their capstone project. Writing is also embedded in their examinations and periodic quizzes. Oral communication skills are developed in peer presentations made in a variety of courses in the program.
Critical thinking	Critical analysis of student and commercially grown crops for a variety of crop quality and health issues is a key component of the agriculture curriculum. Students also assess and interpret data collected during lab experiments in agriculture classes.
Quantitative analysis	Students summarize (via graphs and/or tables) and interpret or evaluate data (via reference to others) in a format that utilizes the scientific method.
Technology applications	In addition to utilizing Microsoft Office computer programs on a routine basis, agricultural science students utilize software specific to the agricultural sciences such as those used in GPS and GIS mapping. Students also utilize a variety of technical equipment in the agricultural sciences such as tractors with assisted steering, high-tech seed planters and fertilizer application equipment.

GE GOAL	Biological Sciences Support
Communication	<p>In biology courses students:</p> <ul style="list-style-type: none"> • write essay questions, term papers, scientific reports, and summary reports from Noon Discovery Series seminars • give oral presentations • communicate within a team to organize, perform, and analyze group lab exercises
Critical thinking	<p>In biology courses students:</p> <ul style="list-style-type: none"> • set up and analyze experiments • analyze case studies, such as pathology scenarios • classify organisms by characterizing their similarities and differences • critically analyze writings from differing viewpoints on controversial social topics, such as, stem cell research or whaling issues • address the role, and limits, of scientific knowledge in making ethical decisions • address how scientific thinking is continually revised based on new evidence
Quantitative analysis	<p>In biology courses students:</p> <ul style="list-style-type: none"> • take accurate measurements • tabulate data • graph data • analyze data using statistical concepts, such as sample size, variation, and significant differences • read and analyze information presented graphically • perform calculations for lab exercises, such as, chemical or pharmaceutical calculations, genetic analysis, and population studies
Technology applications	<p>In biology courses:</p> <ul style="list-style-type: none"> • computer software is used in and out of class, e.g. ADAM software, textbook CDs • students use microscopes, microbiology equipment, balances, and other laboratory instrumentation • the Internet is accessed in classrooms for immediate research • students access assigned online readings • students email papers to instructors as attachments • students and instructors communicate by email • students perform online searches for research papers • students give Power Point presentations

GE Goal	Chemistry Department Support
Communication	During the spectroscopy pre- and post-lab spectroscopy activities, students write brief explanations for readily and commonly observed natural phenomena involving the interaction of light and matter, e.g. why is a red food coloring solution red?
Critical thinking	Students predict absorption and transmittance curves for red, blue, and yellow solutions and speculate the origin of the green solution in <i>Durkee Food Colors</i> product even though there is no green dye listed as an ingredient.
Quantitative analysis	Students determine the photochemical stability of various dyes and determine graphically the order of reaction of photo oxidation.
Technology applications	Students carry out a series of spectroscopy experiments using the two high-end, computer controlled scanning ultraviolet-visible spectrophotometers.

GE GOAL	Administration of Justice Program Support
Communication	Students present legal concept verbally and in writing through formal presentations, group projects, learn the concepts of report writing for the criminal justice system and their legal use.
Critical Thinking	Students analyze cases, investigations, and use deductive and inductive reasoning in crimes against persons, crime against property, civil torts; students develop logical and critical thinking skills as they learn legal research, research crimes and develop the ability to recognize the difference between offenses.
Quantitative Analysis	Students must gather and analyze raw data; draw solutions from types of crimes, the various styles of homicides, and work on crime predictions.
Technology Applications	Students must learn to use computers, the Internet, software on specific research projects; students will learn the use of photography, fingerprinting equipment, VIN and hair and fiber evidence, as well as the technical coding for NCIC F.B.I. computers.

GE GOAL	History Program Support
Communication	Students are given terms & concepts, quizzes and essay questions in the formal exam portion of the course. There are group projects and discussions during the course. During the lectures they are encouraged to ask questions for clarification
Critical Thinking	Students are given essay questions, which require analytical, critical and in depth thinking skills. In these questions their knowledge acquired from the book, lectures, quizzes, groups discussion and movies must be composed into a well-written essay response.
Quantitative Analysis	Students acquire information from the book, quizzes, lectures, discussions, and movies. Terms and Concepts are a required portion of the course.
Technology Applications	Students use computers for the quizzes, email, internet, and communication with the instructor.

GE GOAL	Music Program Support
Communication	Verbal competency in music is stressed in active participation in classroom analysis of musical forms and harmonic progression as well as communication of concepts revolving around aural training and sight singing.
Critical Thinking	Critical thinking, conceptual issues and analytical skills are basic to all courses in music through analysis of musical works for concepts of music theory and performance related concepts. These critical thinking skills allow the student to see, hear and interpret the elements of music into a meaningful performance or sound, intelligent composition of music.
Quantitative Analysis	Quantitative data pertaining to evaluation of music students is gathered through performance, assignments, participation in class and attendance and demonstrated progress through daily practice.
Technology Applications	All music majors are required to show competency in the use of computers for music notation, composition, orchestration and aural training. They are also required to demonstrate skill using the electronic pianos in the music lab.

GE GOAL	Philosophy Program Support
Communication	Students are assigned essays, group projects, and oral presentations as part of the formal performance evaluation in courses. Class discussion and small group discussions are required on a regular basis, as is one-on-one interaction with the instructor during office hours. During class sessions, students are encouraged to ask questions for clarification of material and to evaluate the philosophical ideas under discussion.
Critical Thinking	Students are required to assess and evaluate philosophical ideas of great thinkers throughout history. They are given regular essay assignments that require analytical, critical and in-depth thinking skills. Knowledge acquired through reading, lectures and discussion must be clearly and thoughtfully organized in essays and oral presentations. Students are always required to evaluate ideas and take positions on philosophical issues.
Quantitative Analysis	Students acquire information from course texts, lectures, discussions, exams and films. They are required to define basic philosophical vocabulary, the main branches or subfields of philosophy, and the major issues and problems in the history of philosophy.
Technology Applications	Students use computers and the internet (including Blackboard) for communication with the instructor and classmates. They turn in essays in electronic format and are encouraged to utilize various media for presentations. The department now offers several web-based courses and telecourses.

GE GOAL	Political Science Program Support
Communication	Discussion board, email, oral presentation and written research paper.
Critical Thinking	Debate on various controversial issues.
Quantitative Analysis	Public opinion poll/survey research.
Technology Applications	Power point presentation, using digital box and communication in black board. Navigating various web sites.

GE GOAL	Psychology/Sociology Program Support
Communication	We assess written/oral communication in our advanced online classes (PSY 280 and PSY 227) by using the interactive discussion board assignments. We use the oral communications template developed by Scott Mclean in PSY 290. Students were given a copy of the rubric to use when creating their oral presentation.
Critical Thinking	Critical thinking is assessed using a variety of assignments in psychology including application to life - me according to (whichever theorist) in Personality class, using principles of intro to psych in real life situations, and essay exam questions.
Quantitative Analysis	PSY 290 by analyzing our research results using Minitab.
Technology Applications	Classes take their exams and hand in homework using blackboard, PowerPoint and a variety of other technologies.

GE GOAL	Art Program Support
Communication	Verbal competency in the arts is stressed in critique participation, which is required.
Critical Thinking	Critical thinking, conceptual issues and analytical skills are basic to, and stressed in, all studio classes.
Quantitative Analysis	Quantitative data pertaining to evaluation in studio art courses are derived from demonstration of competencies in concepts in specific assignments. To a lesser degree they are obtained records of student attendance and each student's effective use of class time.
Technology Applications	Portfolio building is emphasized for all art majors. Digital technology plays an increasingly important role in portfolio building.

GE GOAL	Theatre Program Support
Communication	Verbal communication is stressed in group projects, oral critiques, rehearsal, performance, actor/audience post-performance interaction, as well as class discussions. Written communication is stressed in several writing assignments, live-theatre reviews, end-of-term reports, examinations and/or directing proposals.
Critical Thinking	Critical thinking, conceptual issues and analytical skills are basic to, and stressed in, all theatre arts classes.
Quantitative Analysis	Quantitative data pertaining to evaluation in theatre art courses are derived from demonstration of competencies in concepts in specific assignments. A major portion of this evaluation rests with the student's attitude and willingness to engage in the opportunities provided. To a lesser degree the evaluation rests on the student's attendance and each student's effective use of class time.
Technology Applications	Current technology is used in every theatre arts course. Some courses require use of industrial power and hand-tool technology; some courses require use of industrial electronic, lighting, sound, and testing equipment technology; and all AWC Theatre courses require student access to an email account for the required submission of assignments via the email system.

GE GOAL	Computer Graphics Program Support
Communication	Computer Graphics students will learn clear visual communications using a variety of Visual Communications theories. Students will orally argue their compositions and support their decisions using appropriate terminology.
Critical Thinking	In applying theoretical ideas, students will develop demographically aware compositions. Students will analyze and deconstruct existing advertisements to understand the 'covert' and 'overt' messages. With a consistent approach to problem solving students will be better prepared for a changing work environment.
Quantitative Analysis	In understanding demographics, cultural, and other factors, students will design according to specific target audiences.
Technology Applications	Computer Graphics students will learn current graphics software, hardware, and be prepared for a technologically changing field. These

	skills will also be functional in their educational and other vocational applications.
GE GOAL	Emergency Medical Technician Program Support
Communication	EMT-B students will be exposed to lectures, skills practice, simulated patient care, actual patient care, ambulance service operation and fire service operations. Students present cognitive, affective and psychomotor skills through verbal, written and practical skills. EMT-B students meet the standards of DOT and Arizona State DHS/BEMS approved objectives that include written, behavioral and practical evaluations as well as clinical and vehicular rotations.
Critical Thinking	EMT-B students analyze individual patient cases, use logic and reason in paramedic care for simulated as well as real patients. Students develop logical and critical thinking skills as they become entry level EMT-Bs. With instruction, students are able to develop the ability to recognize proper pre-hospital care to patients, on and off duty.
Quantitative Analysis	All EMT-B students must gather and analyze patient data, draw solutions from various experiences and master the text book and clinical instruction. Students will pass all quizzes and tests with an 80% average and will pass the required state and national exam series demonstrating the requisite written and practical skills.
Technology Applications	All EMT-B students must learn to use various technologies in the medical field. Students will learn the use of a series of medical procedures using a series of technological equipment.

GE GOAL	Paramedic Program Support
Communication	Paramedic students present cognitive, affective and psychomotor skills through verbal, written and practical skills. Paramedic students meet the standards of DOT and Arizona State DHS/BEMS approved objectives that include written, behavioral and practical evaluations as well as clinical and vehicular rotations.
Critical Thinking	Paramedic students analyze individual patient cases, use logic and reason in paramedic care for simulated as well as real patients. Students develop logical and critical thinking skills as they become experts as Paramedics. With instruction, students are able to develop the ability to recognize proper pre-hospital care to patients, on and off duty.

Quantitative Analysis	All paramedic students must gather and analyze patient data, draw solutions from various experiences and master the textbook and clinical instruction. Students will pass all quizzes and tests with an 80% average and will pass the required state and national exam series demonstrating the requisite written and practical skills.
Technology Applications	All paramedic students must learn to use various technologies in the medical field. Students will learn the use of a series of medical procedures using a series of technological equipment.

GE GOAL	LETA Program Support
Communication	During the 2 nd semester of the academy, students took courses in such topics as interpersonal communication, communication between cultures, and written communication. Students then applied the topics in actual scenarios where students had to interact with each other and with role players.
Critical Thinking	Students took part in scenario training in which they had to make decisions. The type of decision-making involved whether to make an arrest or whether to use force and level of force. The students were evaluated as to the whether their decisions were correct and lawful under state and federal law.
Quantitative Analysis	Students had lecture, discussion, and video regarding various topics. One of the topics was racial profiling. Students had to define it and discuss how to avoid using race as an investigative technique. In addition, during cultural awareness, members of various races explain how they communicate and view others. In addition, student had to pass a written and verbal examination on the various topics within the academy.
Technology Applications	All examinations were administered through the use of the Internet. Blackboard 5 was used to administer the test. IN addition, study materials such as handouts and power points were placed on a web site so students could access the materials from any internet connected computer. A CD containing the material was also given to the student so they could print the material if they desired.