

## Learning Excellence Assessment Process \* 2008-09 Goals and Accomplishments

### **Goal 1: Committee make-up.**

The Learning Excellence assessment Process agreed -- and approved by the Vice President for Learning Services (Meeting Date: August 14, 2008) that

- committee commitments are three (3) years;
- retain two (2) co-chairs with one faculty member (2 terms) and the Director of Assessment and Program Review;
- membership to include: eight (8) faculty members – two (2) from each Division with one (1) being Lead Faculty or Director. Faculty members would serve for three (3) years;
- the co-chair term would be a faculty member to serve for 2 years as co-chair;
- the remainder of the committee would be made up of the: Director of Institutional Effectiveness Research and Grants, Director of Assessment and Program Review, Director of Testing, Director of Center for Teaching Effectiveness (CTE), Dean of Career and Technical Education Division, Dean of Instruction, Associate Dean of Instruction, Student Success Assessment Representative, Student Representative;
- a quorum would consist of nine (9) members with five (5) faculty present.

### **Goal 2: Use assessment results to improve student learning and measurement tools.**

Review of the General Education Learning Outcomes was shared with LEAP (Meeting Date: September, 4, 2008).

- Quantitative Analysis was analyzed with the committee recommending a subcommittee with Math faculty and the SMAD representative. In discussions taking place in fall 2008, an effort to implement embedded math in spring 2009 was in place and planned during finals week spring 2009. However, due to some outcomes not meeting course competencies, it was too late in the spring to make any changes to the assessment tool or strategy. Continuation of piloting embedded math during the academic year 2009-10 was recommended.

### **Goal 3: Assess student learning in the areas of written communication, technology application, quantitative analysis, and critical thinking.**

- 10 faculty were paid stipends to score the G.E. Written Communication artifacts, 11 volunteered to participate and score in the embedded writing portion, 39 faculty produced program assessments. 326 students participated in the assessment of outcomes in written communication, technology application, quantitative analysis, and critical thinking.

### **Goal 4: Coordinate with college-wide initiatives to increase communication and sharing of results.**

- The Office of Institutional Effectiveness Research and Grants presented an in-depth analysis from the learning outcomes results and presented to LEAP. (December 2008)

- Despeque (New Faculty Orientation) presentation on General Education Outcomes (August 11, 2008).
- Presentation at the Yuma County PK-20 Staff Development on the AWC's General Education Outcomes (February 13, 2009).
- Annual AWC/NAU-Yuma Faculty Seminar – presentation on General Education Outcomes and Academic Achievement Reports and Assessment Exhibit by LEAP Committee (February 18, 2008).
- Newsletter “The Quarterly LEAP” published and distributed campus-wide (August 2008).

**Goal 5: Assess student learning to include the AGEC (Arizona General Education Certificate) certificates.**

- In 2007-08, the LEAP Committee voted to begin the assessment of student learning to students receiving AGEC's certificates. Assessment began successfully during 2008-09. (Meeting date reported: September 18, 2008)

**Goal 6: Review and revise (if needed) the Learning Outcomes assessment piece in the 2009-10 College Catalog**

- Revisions to the 2009-2010 College Catalog were submitted by the LEAP Committee to make the reading easier for everyone. (Meeting date reported: October 30, 2008)

**Goal 7: Implement and assess Embedded Math in fall 2008 and spring 2009.**

- A total of 505 students were assessed in embedded math in fall and spring 2008-09. (131 students in MATH 142 and 348 students in Math 151 and 187.) Please see Embedded Math section. In spring 2009, 26 students were assessed using the *ACT/CAAP Mathematics* test .

**Goal 8: Implement and assess Embedded Writing in Spring 2009.**

- 180 essays were scored by 11 English 101 faculty to implement embedded writing during Spring 2009. Please see this section for a complete report.

**Goal 9: Complete the revision of the Student Writing Guide.**

- Student Writing Guide completed and posted on the CTE website.

**Goal 10: Design and implement survey for faculty for the purpose of having them analyze the four general education outcomes for each course they teach.**

- Survey was conducted electronically during spring 2009.

**Goal 11: Participate in the HLC/NCA Assessment Academy**

- A team consisting of members of LEAP is part of the AWC's four year commitment to the Assessment Academy. They include: Judy Watkinson, Mary Rhona Francoeur, Charlie Balch, Linda Elliott-Nelson and Bertha Avila.

**Goal 12: Include off campus representative (faculty) on the LEAP Committee**

- Richard Jahna from the AWC Parker Center was recommended and will part of LEAP for the next three years. (Meeting dated March 9, 2009).

**Goal 13: Establish a linkage between curriculum committee and LEAP Committee**

- Faculty in curriculum and LEAP were invited to attend each other's meeting. A representative (Zoe Hawk) from Curriculum sat in the LEAP meetings (Meeting dated March 9, 2009).

**Goal 14: Design a form/feedback sheet to gather best practices from faculty.**

- During Spring Start-up (January 9, 2009), two forms were distributed to faculty at departmental meetings to ascertain (1) Learning Outcomes Methodology and (2) Best Practices Instrument Tool. Members of LEAP facilitated discussions. Feedbacks were gathered and posted on the LEAP website.