AWC Student Outcomes Assessment Report 2008-2009

December 2009

ARIZONA WESTERN COLLEGE

AWC Student Outcomes Assessment Report 2008-2009

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Learning Excellence Assessment Process (LEAP) Mission

Arizona Western College Learning Excellence Assessment Process mission statement is to refine and implement a systematic and sustainable learning outcomes assessment system that demonstrates the ability of the college to provide instruction that equips students to fulfill the College's learning-centered values. (Approved by the 2007-2008 LEAP Committee on April 10, 2008)

Learning Excellence Assessment Process Function

The Learning Excellence Assessment Process (LEAP) committee provides recommendations to the Vice President for Learning Services though the Dean of Instruction on implementation of the Student Learning Outcomes Assessment Program including annual evaluation and updating of the plan. (AWC Policy #)

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Introduction and Background

The Student Learning Outcomes Assessment Report is published annually by Director of Assessment and Program Review under the guidance of the Vice President for Learning Services at Arizona Western College. The Director of Assessment and Program Review also serves as the co-chair for the Learning Excellence Assessment Process (LEAP) Committee during the 2008-2009 academic year.

Faculty and staff have long sought to advance the academic achievement of students at Arizona Western College through a variety of programs, services, and activities. This report is a collaborative effort between faculty and staff members at Arizona Western College who we often rely on for cooperative efforts for projects, reports, and activities. AWC's Student Learning Outcomes were defined by the faculty when the assessment program was first developed. Instruments were selected and or developed by faculty. Our goal is to learn more about how our institutional program and teaching effectiveness correspond to gains in students' written communication, critical thinking, quantitative analysis and technology applications.

Faculty, staff and the LEAP Committee continue to find constructive ways to share results among members of the AWC community so as to encourage new ways to improve teaching and learning.

Organizational Structure for Assessment

Committees, councils, and advisory groups are instrumental to the continued vitality and growth of the College. Committees, councils, and advisory groups are authorized by College policy as recommending bodies for the management and administration of the college. (Procedure 204.1)

As a standing committee, the Learning Excellence Assessment Process (LEAP) is charged with making decisions and recommendations related to all aspects of outcomes assessment at the college. The faculty driven committee is co-chaired by a faculty member and the Assessment and Program Review Director. College administrators and a representative from the Office of Institutional Effectiveness, Research, and Grants (OIERG) are also part of the LEAP Committee. The committee holds regular monthly meetings and schedules additional ad hoc meetings as needed. The LEAP Committee meeting summaries can be located on the LEAP website or at the Office of Assessment and Program Review.

The success of the assessment activities and initiatives has been dependent upon the participation and collaboration of faculty and administration. Academic departments have been represented in developing the assessment program, through membership of the LEAP Committee and submission of program and course cluster assessments.

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 o 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 reminder 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 participated 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 In-Services: 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.

General Education Values Statement

Through general education, AWC commits faculty and students to the pursuit of wholeness in learning by providing a curriculum that focuses intensely on values and meaning, knowledge and understanding, imagination and creativity, reasoning and judgment, consciousness, and existence. General education challenges students to become aware of ambiguity and tolerant of cultural diversity while encouraging comprehensive literacy, including an understanding of symbol systems that educated people in contemporary society must possess. It enables students to see that education integrates and unifies knowledge.

A responsive general education program requires thoughtful and precise writing, critical reading, quantitative thinking, and processes of analysis and synthesis which underlies reasoning. The accumulation of knowledge, together with independent thinking, can produce comprehensive understanding and reasoned values. Therefore, students must have a solid foundation and in writing, reading mathematics, and critical thinking. Differences in values can be viewed as constructive elements in learning when students attempt to perceived the problem from the perspective of those who disagree.

Through the college's general education, students examine the connecting links between various disciplines and the relationships among areas of knowledge. They discover both the ordering power and the potential limitations of the fundamental models of understanding that have shaped thinking throughout the history of civilization. General education acknowledges the dependence of thought upon these models and judges them through comparison with alternative models from other thinkers and cultures.

Students should be familiar with basic skills and various branches of learning that can be useful in life beyond college and preparation for global citizenship. The ultimate goal of general education is to enable students to continue to participate with active, discerning commitment in the political, ethical, and aesthetic life of the community.

Our Process

Responsibility for assessing the student learning outcomes program belongs to the Learning Excellence Assessment Process (LEAP) committee with recommendations provided to the Vice President for Learning Services via the Dean of Instruction.

Arizona Western College examines student's knowledge and skills as they relate to four areas indentified in the General Education assessments: Critical Thinking, Technology Applications, Quantitative Analysis, and Written Communication. These outcomes can also be found at the AWC homepage at: www.azwestern.edu/LEAP .

The General Education assessments are administered at the AWC Testing Services under the direction of the LEAP Committee. Students who meet the basic requirements for an Associate in Arts (A.A.), Associate in Applied Science (A.A.S.), Associate in Business (A. Bus.), Associate in Science (A.S.) degrees and certificates in the Arizona General Education Curriculum (AGEC) in AGEC-A, AGEC-B, and AGEC-S are required to take the learning outcomes assessment tests.

Students applying for graduation are required to fill out an *Application for Graduation and/or AGEC Certification* form. In the "*Steps to Follow*" of the application, students are required to complete the general education assessment by visiting

the AWC Testing Center. The instructions and process for the Testing Proctors is overseen by the Director of Testing under the recommendations of the LEAP Committee. Students arriving at the Testing Center are assigned only two of the four assessments which are administered by proctors at the Testing Center utilizing a random selection matrix in Excel format designed by the Office of Institutional Effectiveness Research and Grants (OIERG). Upon completion of the assessments, staff from the Testing Center sign-off on the application of the student applicant. The assessments, once completed by each student, are gathered and collected by the Testing Center and are posted on the AWC college server where the Testing Center and the Office of Assessment and Program Review have access to and share files. The assessment results are collected and matched by the random selection matrix which in turn databases are created for each outcome. Once the data has been completely entered, it is analyzed and reported to the LEAP Committee and the Vice President for Learning Services.

- The **Written Communication** essays are scored by using a locally developed rubric (see Appendix I). Score teams were developed and comprised of three faculty or associate members who received copies of the written communication essays and scored accordingly.
- The CAAP (Collegiate Assessment of Academic Proficiency) is the standardized assessment program from ACT that is used for AWC's **Critical Thinking** test. This pen and pencil test is a 32-item, 40 minute multiple-choice test that measures students' skills in clarifying, analyzing, evaluating, and extending arguments. Tests are administered and mailed back to CAAP for the results.
- The **Quantitative Analysis** test originally designed by the AWC math faculty, addresses the target outcomes for quantitative skills consisting of eight multiple choice questions. This exam has been electronically created.
- The **Technology Applications** exam is a hands-on assessment that requires students to follow directions from an instruction sheet and perform certain functions on a computer and saving their work.

Results

Written Communication Results

Learning Outcomes

Written Communication outcomes state that learners provide writing that is clear, with a specific thesis and awareness of audience; fully develops examples to support thesis in a logical, coherent manner; demonstrates original thinking, depth of analysis, and comprehension of material used; and that shows high proficiency in standard English grammar, spelling and punctuation.

Tools for Assessment and Criteria for Success

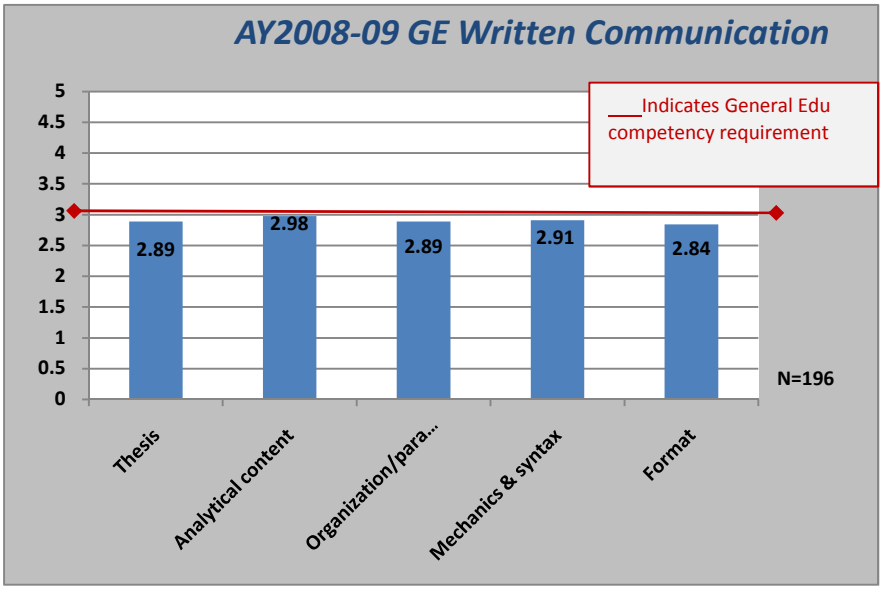
Students will be asked to write an essay of approximately 500 words that fully develops a clear and specific thesis in a logical and coherent manner. Students will be asked to select one of the two topic questions below:

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?

Our criterion for success in 2008-09 is: 100% of the writing artifacts evaluated with a 5 point locally developed rubric will receive a score of 3 or higher.

Data Collection and Measurement

196 students completed the assessment in Written Communication. Our student average overall scored 2.89 for Thesis; 2.98 in Analytical content; 2.89 in Organization/paragraph development; 2.91 in Mechanics and syntax; and 2.84 in formatting. The charts below were shared during the Assessment Conversations in May 2009.



Assessment Results

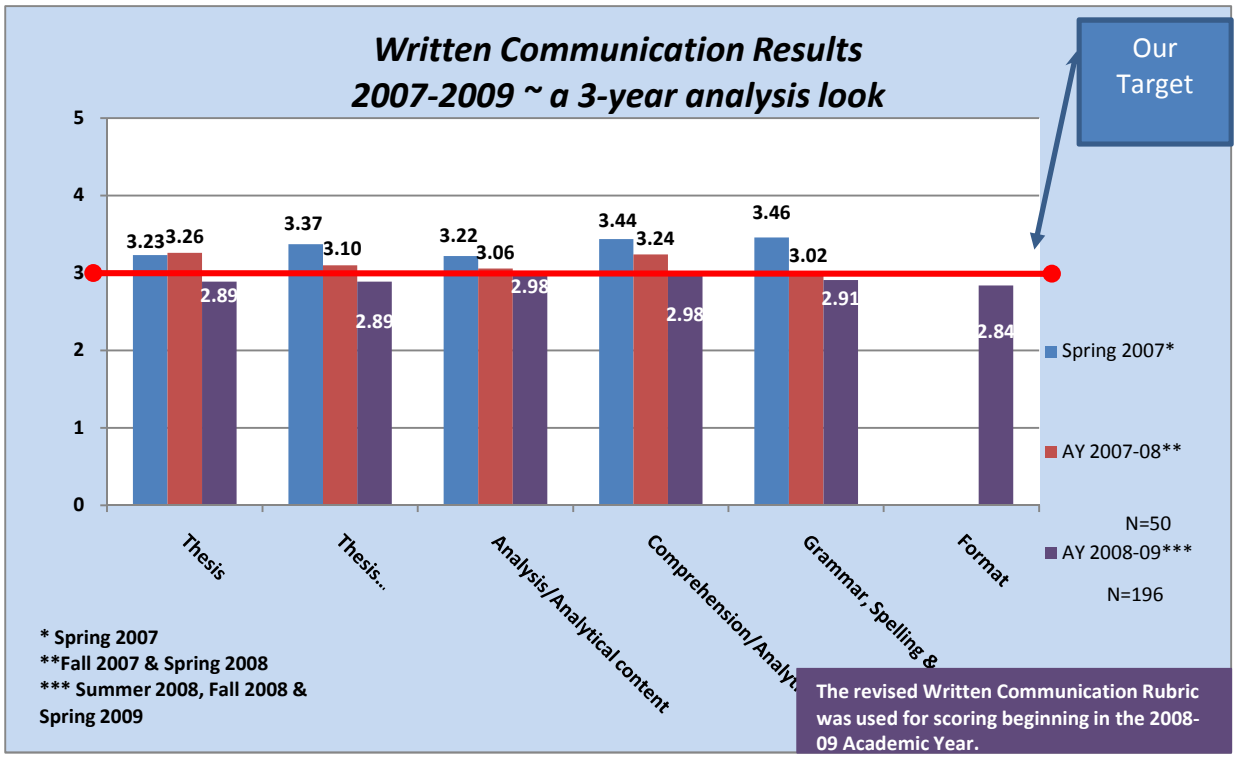
Students did not meet the criteria for success as stipulated, "100% of the writing artifacts evaluated with a 5 point locally developed rubric will receive a score of 3 or higher" and fell below the criteria for success in all categories. The percent by outcome is presented in the chart below.

		Our target
Thesis	***2.89***	***3.0***
Analytical content	***2.98***	***3.0***
Organization/paragraph development	***2.89***	***3.0***
Mechanics & syntax	***2.91***	***3.0***
Format	***2.84***	-

A *Report on a Deeper Look into 2008-09 Learning Outcomes* from the Office of Institutional Effectiveness, Research, and Grants was not ready and in time for this publication to determine how graduates are performing by degrees. The data will be shared with the LEAP Committee and the campus when it has been completed by the OIERG office. Our hope is to have this data assist us in determining where we need to focus more in writing.

Data Trends in Written Communication

A comparison of student performance in the assessment of Written Communication over the past three administrations indicates a decreasing pattern in scores over the years.



The chart above indicating a three year analysis look at AWC's Written Communication was also shared at the Assessment Conversations Retreat in May 2009.

Use of Results

(1) Rubric: In January 2009, the Learning Excellence Assessment Process (LEAP) committee recommended and voted to use the revised Written Communication **(Appendix #)** rubric for AY2008-09 that was used by the English Department and replace the eight year old version currently in use. The revised rubric remains as a 5 point scale (5 to 1). It had been discussed throughout the LEAP meetings that there were missing elements in the current rubric and needed revision. A revised rubric was used for scoring the 2008-09 essays. The 'thesis support' of the old rubric became 'Organization / Paragraph Development' in the new rubric. This was needed to be able to score the artifacts organizational and developmental structure on paragraphs and transitions. In the old rubric, 'Analysis' and 'Comprehension' became 'Analytical Content' in the revised rubric. The writing artifacts needed to demonstrate analytical ability with original thinking. 'Grammar, Spelling & Punctuation' in the old rubric was revised to 'Mechanics & Syntax'. Mechanics & Syntax encompasses grammar, spelling, and punctuation as well as sentence variety and clarity which did not exist in the old rubric.

(2) Rubric Training: During the 2008-2009 academic year, score teams received training by English faculty members before scoring the artifacts so that teams would have a better understanding of this transition and as well as how to apply the newly revised GE Written Communication Rubric. Update:

(3) Explanations to the rubric were added during summer 2009 to raise the level of faculty and student awareness as to the expectation of the writing achievement.

(4) Dissemination of the Written Communication results were shared during an *Assessment Conversation Retreat* and will be to Lead Faculty with recommendation to also share these results during Fall 2009 Faculty Start-up.

(5) Develop a website for faculty to use as a writing resource. Website will be developed by the Assessment and Program Review Office in collaboration with the English department.
UPDATE-July 2009: **Writing Resources:** A ***Writing Resources*** webpage was developed in collaboration with the English Department and the Assessment and Program Review Office. The purpose is to 'house and store' writing resources that could be useful for faculty and students. The Writing Resources page is housed in the CTE Website at www.azwester.edu/cte . An explanation sheets title, ***Rubric with Explanations*** was developed to better assist faculty in the use of the recently revised rubric (Appendix 2). This is also in place in the Writing Resources webpage. In addition to the *rubric with explanations* sheet placed in the CTE website, the recently revised ***Student Writing Guide*** is now posted in the Writing Resources webpage and we completely eliminated the traditional copied handouts to an electronic version. This guide can also be found in the Writing Resources webpage. Web links are currently in place at various AWC websites such as the Academic Library and Student Success Center for students to access the guide. Faculty members have reported that the link to the *Student Writing Guide* have also been posted on their Blackboard shells or have sent the link to their students. The CTE Writing Resources page has become a housing unit for a variety of writing resources for faculty as well as students. Faculty can now locate ***samples of writing*** for their courses as well as ***tips on evaluating student writing***.

(6) Offer professional development workshops to both full-time and associate faculty in writing, exposure to the writing resources webpage and tips.

(7) *Update*-September 2009: As a result of the CTE professional development workshops on "Writing Matters: Improving student learning outcomes in writing" we learned that faculty member use rubrics in their current grading. The Office of Assessment and Program Review conducted a call-out for rubrics via email to faculty and posted the rubrics at the Writing Resources webpage. A collection of rubrics that are currently being used throughout different departments and disciplines at AWC are now posted on the website to demonstrate and share how other departments have embraced Writing Matters throughout the community.

(8) AWC Assessment Academy Team (made up of members of the LEAP Committee) attended the Higher Learning Commissions Assessment Academy -February 2009 Cohort and developed a student project to focus on AWC's General Education Outcomes. The following **Responsibilities and Timeline** (Table 1)were developed and **Obstacles and Solutions** identified (Table 2):

Table 1 Responsibilities and Timeline

When	What	Who's Responsible	How/Details	Resources	Evidence
April 2009	Develop trended data of the General Education Outcomes by April 2009	Assessment and Program Review	Review existing documents	Annual reports	Trend Data for three years
Monday (2/23/09)	Include the word "Written" in the General Education Outcomes Communication to state: Written Communication	English Department, LEAP Committee	LEAP Committee votes to recommend	LEAP Committee	Revised Outcome
Spring 2009	Survey of Gen Edu. Involvement / defining Lrng Outcomes	Charlie Balch / Co-Chair	Survey	Action Item on Agenda (LEAP	Survey, survey results
Fall 2009	Engage Faculty to adopt new Written Communication rubric and Quantitative Rubrics	English Department, Math Department, LEAP Committee	Small discussions, Training, top level encouragement	LEAP Committee, English Faculty, Math faculty, Rita Brown (LEAP Math Rep)	Faculty reports, possible future survey and collection of artifacts
Fall 2009	Faculty wide discussion about what is your definition of an educated person.	VP and Dean, LEAP, Faculty	Encourage faculty to participate, allocate time at faculty gatherings	Faculty meeting Time, Faculty, Trend Data	Faculty reports on learning outcomes, Topic theme development
March 2010	Evaluate process, define learning outcomes	LEAP, Charlie Balch	Make connection to curriculum process, Create change in student learning as needed	Survey, trend data	Faculty Survey of General Education Involvement, topic theme development
March 2010	Review intended student learning outcomes	LEAP, Mary Rhona	Create Model	Trend Data	Model of how to proceed
August 2010	College Engagement	LEAP, Charlie Balch	Map out how we are going to do it. Collect Faculty information, small discussion	LEAP Committee facilitating area meetings, Faculty, Staff	Assessment instruments and methodology proposed by faculty. Faculty survey of best assessment practices, Faculty survey of desire assessment practices, Refined general education outcomes.

Table 2 Obstacles and Solutions

Obstacle Description	Proposed Solution
Attitude, anger, lack of respect for external authority	LEAP coach department, address fear that the process will discovered inferior methods – insecurity.
Large numbers of hard to reach associate faculty	CTE, LEAP Coaches
Time/Priorities/Over Commitment	Publicize timelines, priorities. Remind about guidelines for college responsibility and appraisals. Define how AWC defines scholarship.
Lack of formal mechanisms to engage faculty.	Create these mechanisms, have discussion about what scholarship means.

(9) As one of the recommendations made by the AWC Assessment Academy Team, we followed through on a retreat concept with the support of the LEAP Committee and in May 2009 a half-day *Assessment Conversations Retreat* was held off campus at the AWC Entrepreneurial Center. Results of the conversations retreat and action items are outlined in Table 3 below:

Table 3 Assessment Conversations Retreat

What are the Obstacles	Other Issues that Need to Be Considered					ACTION ITEMS	Who is Responsible?	Timeline
No Consequences (optional compliance etc.)	Associate Faculty	Include Writing requirements in faculty guide	Promote Faculty Discussion on Using GE in Class	Focus on Policy	Syllabi should include writing requirement	Syllabi Should include writing requirement →	(in no particular order) Everyone Administration Division Discussions LEAP CTE All Start 5 minutes discussion at division level	2009-2010 Academic Year Faculty Start-up August 2009 Weekly and or monthly department meetings Faculty Start-up January 2010 Weekly and or monthly department meetings CTE Fall and Spring Professional Development Calendars *May 09, 2009 AWC Assessment*
No written policy establish for (W) requirement	Provide list of resources in writing for student and faculty	Provide models of effectiv3 types of writing in different disciplines	Display student's written projects in many classrooms	Share Suggested Resources	Writing focus statement on AWC Homepage	Writing focus statement on AWC Homepage →		
Faculty Resistance	Provide on-going faculty training sessions (through CTE, Despeque, Faculty in-services workshops) on what writing intensive course require	Distance Ed (Bb) shells should add general writing statement if 200 level or GE course. – Link: Comp Lab and Student writing guide under documents in Bb	Look at system of selected writing intensive course like most of Arizona instead of writing across the curriculum	5th column matrix for writing GE: workshops, as to syllabi, CTE	Start-up activity faculty discuss writing GE	Start-up activity faculty discuss writing GE →		
Retaining Students Stu Demographics	Writing expectation should be reflected in the competency area of every GE syllabus	Written Policy needs to be establish for (W) requirement. Rec: Faculty, Assoc Faculty guides.	1st Day handout sample for adjunct faculty would be extremely helpful. Mary Sue's is great! Sue Jevning on presentations		Dr. Linville can proclaim year of focus in writing			
Social Promotion Expectations Given Faculty		1st week of August… Culture / Curriculum Assessment Camp. Discussions and case studies and resources	Put information in appropriate place		Writing Intensive issues should be reflected in academic policies & procedures these are then shared with all faculty and handbook, →	Writing Intensive issues should be reflected in academic policies & procedures these are then shared with all faculty and handbook,		

					faculty guide	faculty guide		*Academy Retreat – Assessment conversations*
Generational expectations of learning: Generational expectations of teaching: Lack of sharing opportunities: -ideas – techniques	Generational expectations of learning: Generational expectation of teaching: Lack of sharing opportunities: -ideas – techniques		All GE – English Classes. Have required same text		Promote Discussion on Issues	Promote Discussion on Issues		

(10)As a result of the work in Items #8 and 9 of the AWC Academy Team and the Assessment Conversations with faculty and administration present, a recommendation to the Vice President of Learning Services was to declare a year of writing for the academic year 2009-2010. In July 2009, in collaboration with faculty from the English department, the 2009-2010 Academic Year will be titled, "Writing Matters: Writers with Purpose, Writers with Voice."

Quantitative Analysis Assessment Results

Learning Outcomes

Quantitative Analysis outcomes state that graduates 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: tables or spreadsheets (with or without technology); or graphical representations (with or without technology); or symbolic/equation format; and (3) Obtain correct mathematical results and state those results with qualifiers. Graduates will 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.

Tools for Assessment and Criteria for Success

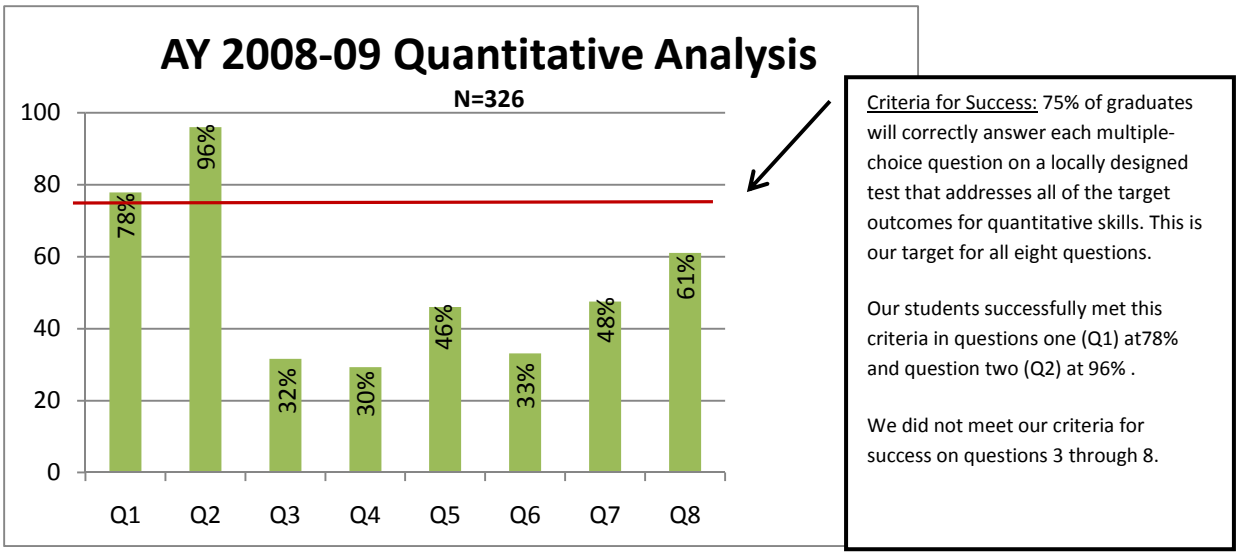
The *Quantitative Analysis* test designed by the AWC math faculty addresses the target outcomes for quantitative skills consisting of eight multiple choice questions. The assessment tests are conducted electronically on a computer.

The criteria for success for 2008-09 is to have 100% of the graduates correctly answer 6 or more questions. Additionally, 75% of participating graduates will correctly answer each multiple-choice question on a locally designed test that addresses all of the target outcomes for quantitative skills.

Data Collection and Measurement

The Quantitative Analysis test, an eight item faculty developed multiple choice test, was administered to 326 students between summer 2008, fall 2008, and spring 2009. Students are not allowed to use a calculator; however, they may use scratch paper to work out the math problems. The scratch paper is not collected.

The Quantitative Analysis exam has a total of eight (8) questions targeting each outcome with the exception of question number four (4) in which it is broken down into four subareas. 4b has not been assessed (since the inception of this GE assessment) as it allows the option of "**or**" to assess.



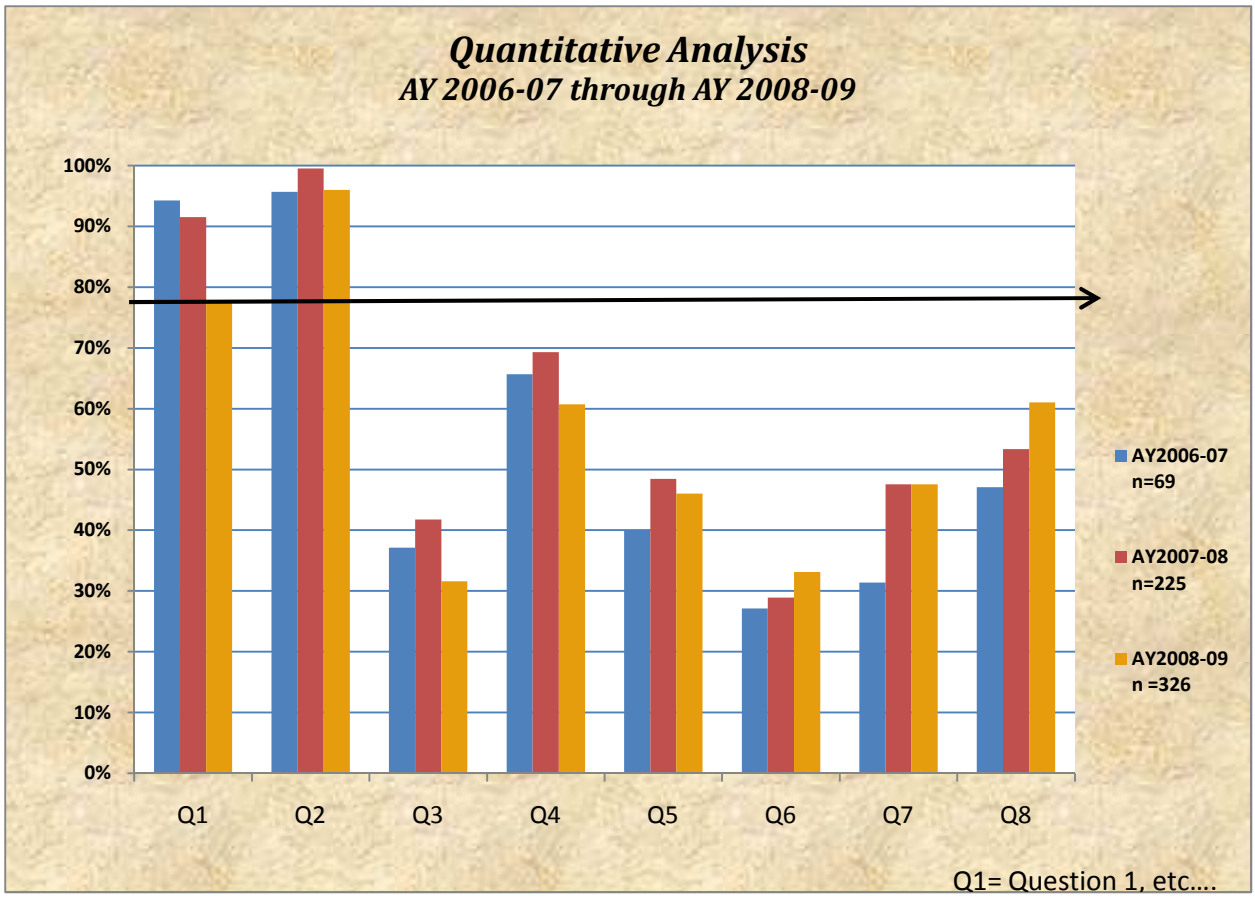
Assessment Results

In one of the two criteria's for success, 100% of the students could answer six (6) or more questions correctly; however, due to a computer glitch in the computer share system used during 2008-09, we were not able to determine the success of this criteria.

Students successfully met the 75% criteria in question number one (Q1) at 78% and question number two (Q2) at 96%. The criteria for success were not met for questions 3 through 8. See chart below.

Data Trends in Quantitative Analysis

A look at our student performance in a three year trend (AY2006-2007 to 2008-2009) reveals the same outcome in which students are consistently highest in questions 1 and 2. Students successfully met the 75% criteria in question number one (Q1) at 78% and question number two (Q2) at 96%. The criteria for success were not met for questions 3 through 8. See chart below.



Questions 3 to 8 scores are the lowest scores and have not meet the criteria for success. Question 3 and 6 are the lowest of the eight questions. The table below identifies the outcome being assessed for each question.

Quantitative	Question
Criterion for success: Participating graduates will correctly answer 6 out of the 8 multiple choice questions (75%) on the locally designed test.	**all**
Outcome 1: Identify and extract relevant data from given mathematical or contextual situations	**1, 6**

Outcome 2: Select known models or develop appropriate models (with or without technology) that organize data into (a) tables or spreadsheets((b) graphical representation; or (c) symbolic/equation format	**5**
Outcome 3: Obtain correct mathematical results and state those results with qualifiers	**7**
Outcome 4a: Use the results to determine whether they are realististic in terms of the original situation	**8**
Outcome 4b: Determine whether the mathematical model/representation of data was appropriate.	
Outcome 4c: Use the results to describe a trend in a table, graph, or formula and make predictions based on trends	**2**
Outcome 4d: Draw qualitative conclusions in written form	**3, 4**

Use of Results

(1) Dissemination of the Quantitative Analysis results were shared during an Assessment Conversation Retreat in May 2009, Fall 2009 Lead Faculty Orientation coordinated by the Dean of Instruction and during August 2009 Saturday Fall Start-up.

(2) Discussions continue amongst faculty in the math department and the LEAP Committee in efforts to improve performance in this section. Embedded math were successfully implemented during fall 2008 and spring 2009. Please see "Multiple Measures" section on page 29 on these results.

(3) AWC Assessment Academy Team (made up of members of the LEAP Committee) attended the Higher Learning Commissions Assessment Academy -February 2009 Cohort and developed a student project to focus on AWC's General Education Outcomes. The team recommended to focus its second year of the academy, 2010-2011, on Quantitative Analysis.

(4) The analysis and results of the Spring 2009 ACT/CAAP Math pilot in the embedded math piece will be reviewed and analyzed to determine if this could serve as a replacement to our Quantitative Analysis exam. The Math department will also review the ACT /CAAP Math assessment tool during 2009-2010. Review of the results during 2009-10 by degrees type will be conducted and analyzed to determine if a deeper focus in these fields need to occur. We currently gather and analyze the results of all students who take this exam.

Technology Applications Results

Learning Outcomes

AWC's Technology Applications state that graduates will demonstrate a working knowledge of computer basics by opening and closing a program; and by creating, saving, printing, renaming, and deleting files; perform basic word processing operations including document creation, formatting, printing, saving and retrieving a document; perform basic spreadsheet operations including, editing, formatting, and retrieving a worksheet including the use of simple functions; and demonstrate the ability to send and receive E-mail and use the internet.

Tools for Assessment and Criteria for Success

In a hands-on exam, 80% of the students will be able to create a document with first line indents, adjust margins, fonts, spacing, insert a header and save the document; open and close a program; create, save, print, rename, and delete a file; and open an existing spreadsheet file, use a function to total values, format the values to currency without decimal places, enter and edit a label. The exam is broken into four (4) parts: word processing, spreadsheets, internet, and file management.

Data Collection and Measurement

Students had unlimited time to complete the faculty-developed hands-on test and were assessed in 27 items of the exam.

Assessment Results

The performance of 218 students is presented in the chart below. Students successfully met 11of the 14 areas they were tested on. Student performance in margin settings, sum function, and currency formatting were the areas not meeting success rates.

Part 1: Word Processing

Categories	**Margins**	**Font Size**	**Spacing**	**Header**	**Indent**
Percent Correct	58%	93%	97%	83%	86%

Part 2: Spreadsheets

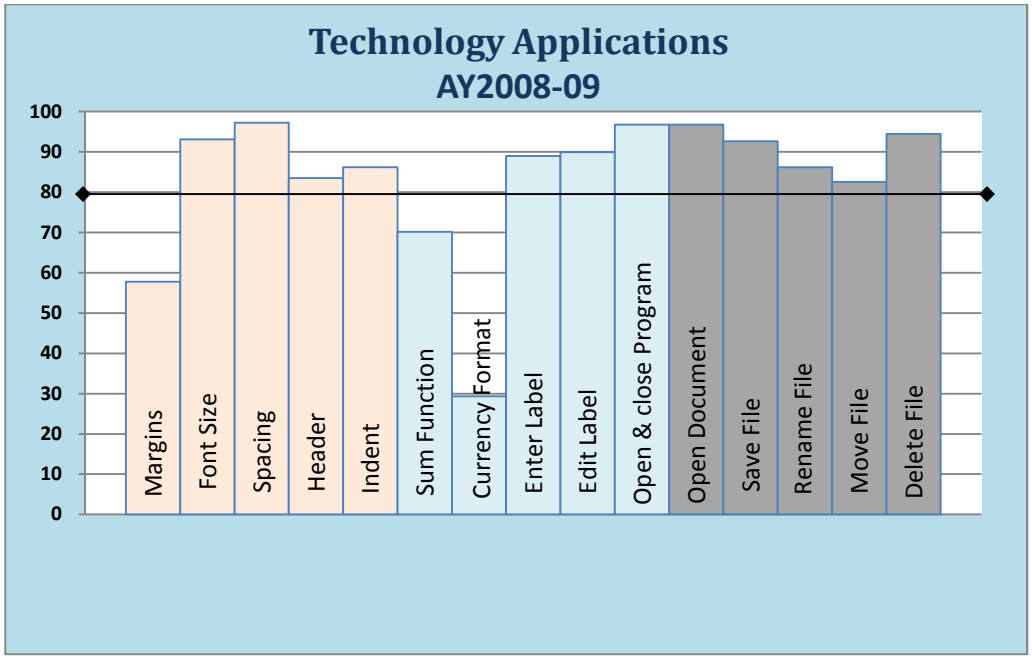
Categories	Sum Function	Currency Format	No Decimals	Enter Label	Edit Label	Open & Close Program
Percent Correct	70%	29%	71%	89%	90%	97%

Part 3: Internet

Not assessed due to computer system breakdown.

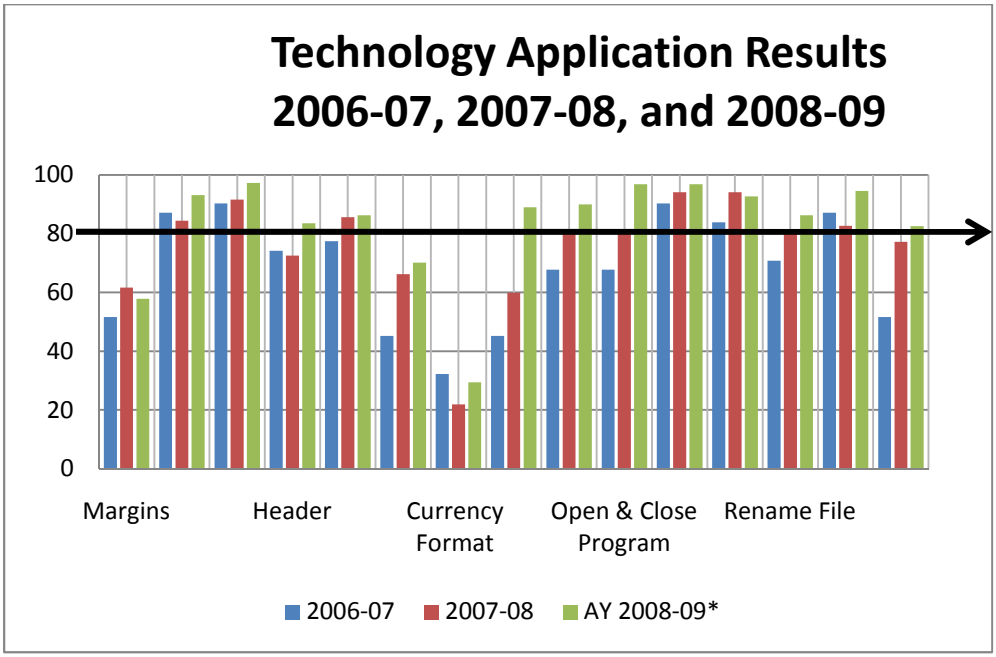
Part 4: File Management

Categories	Open Document	Save File	Rename File	Move File	Delete File
Percent Correct	97%	93%	86%	83%	94%



Data Trends in Technology Applications

A comparison of student performance in the Technology Applications assessment over the past three administrations indicates improvement and meeting the criteria for success on Headers and Entering labels compared to the last two years. The areas demonstrating improvement but not meeting the criteria for success are setting margins in a document, using the sum function, and currency formatting in spreadsheets.



Use of Results

(1) Dissemination of the Technology Application results were shared during an Assessment Conversation Retreat in May 2009, Fall 2009 Lead Faculty Orientation coordinated by the Dean of Instruction and during August 2009 Saturday Fall Start-up.

(2) AWC Assessment Academy Team (made up of members of the LEAP Committee) attended the Higher Learning Commissions Assessment Academy -February 2009 Cohort and developed a student project to focus on AWC's General Education Outcomes. The team recommended to focus its third year of the academy, 2011-2012, on Technology Applications.

(3) The LEAP Committee is frustrated with this assessment tool. It does not provide useful data. Because of the writing piece efforts, the committee may not be able to focus on the Technology Application outcome as needed. The committee is relying on the efforts of the Assessment Academy to put more focus on this area hoping that the institution as a whole would renovate a new type of assessment tool and or outcome for this learning objective.

Critical Thinking Results

Learning Outcomes

The learning outcomes for critical thinking state that learners will demonstrate the ability to take charge of their own thinking. Learners will demonstrate an intellectually disciplined 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.

Tools for Assessment and Criteria for Success

The CAAP (Collegiate Assessment of Academic Proficiency) is the standardized assessment program from ACT that is used for AWC's *Critical Thinking* test. This pen and pencil test is a 32-item, 40 minute multiple-choice test that measures students' skills in clarifying, analyzing, evaluating, and extending arguments. Tests are administered and mailed back to CAAP for the results. Graduates will earn scores to put them in the 50th percentile (national norm) or above on the CAAP standardized exam for critical thinking.

Data Collection

Scores from 246 students were collected. 104 students (42%) scored in the 50th percentile (national norm) or above while the remainder of the 142 students (57.7%) scored below the 50th percentile. The CAAP scaled scoring is reported at 40 to 80 and the actual 50th percentile is at **60**.

Assessment Results

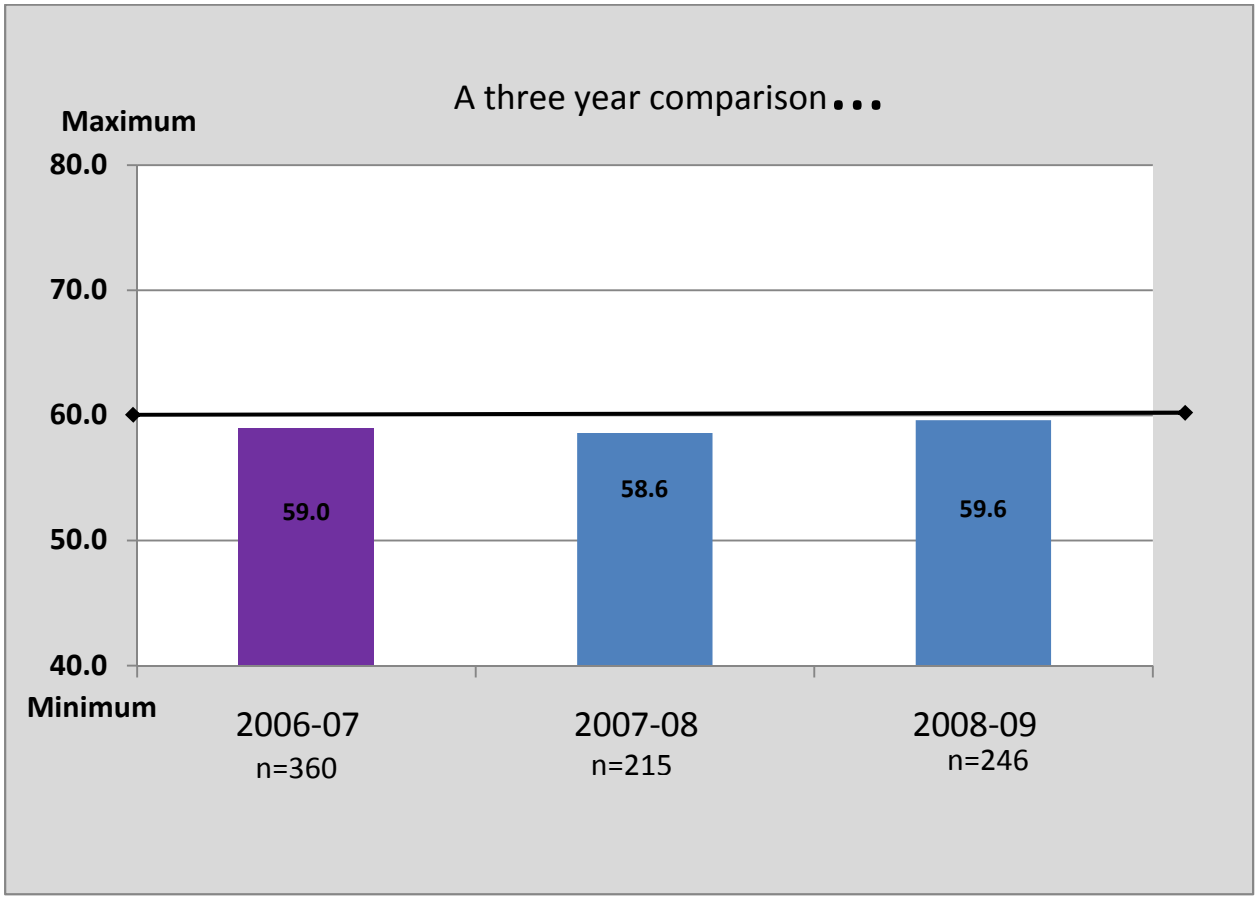
Students scored higher during fall 2008 and meet the criteria for success during the semester; however, students scored lower during spring semesters. Overall our students scored at 59.6 during the academic year in 2008-09 and fell below our criteria for success at the 50th percentile (of **60**) or above the national norm.

The students self performance effort with respect to this assessment is as follows:

Tried My Best:	64 students	(26%)
Gave Moderate Effort:	61 students	(25%)
Gave Little Effort:	10 students	(4%)
Gave No Effort:	2 students	(.8%)
No Reply:	95 students	(37%)

13% (N=31) of the students reported "tried my best" in this assessment and scored below the 50th percentile. Students who indicated that they "tried their best" and had a very low score may in fact lack the skills or knowledge to perform adequately on the CAAP.

Data Tends in Critical Thinking



Use of Results

(1) Dissemination of the Critical Thinking results were shared during an Assessment Conversation Retreat in May 2009, Fall 2009 Lead Faculty Orientation coordinated by the Dean of Instruction and during August 2009 Saturday Fall Start-up.

(2) AWC Assessment Academy Team (made up of members of the LEAP Committee) attended the Higher Learning Commissions Assessment Academy -February 2009 Cohort and developed a student project to focus on AWC's General Education Outcomes. The team recommended focusing its fourth year of the academy, 2012-2013, on Critical Thinking.

Results of Multiple Measures

Embedded Writing – Spring 2009

In 2007-08 33 essays for Embedded Writing were gathered. The LEAP committee acknowledged the low response rate which would not produced a valid report. The LEAP Committee recommended in spring 2009 (with approval of the English Department) that we assess writing in English 101 courses using the same General Education outcomes and tools for assessment.

Learning Outcomes

Written Communication outcomes state that learners provide writing that is clear, with a specific thesis and awareness of audience; fully develops examples to support thesis in a logical, coherent manner; demonstrates original thinking, depth of analysis, and comprehension of material used; and that shows high proficiency in standard English grammar, spelling and punctuation.

Tools for Assessment and Criteria for Success

Faculty in English 101 courses scored the students essays that were submitted as their class finals and the scores were then forward to the division office. The criterion for success in 2008-09 was set the same as our General education Written Communication as: 100% of the writing artifacts evaluated with a 5 point locally developed rubric will receive a score of 3 or higher.

Data Collection

180 essays were scored by faculty in English 101. The written communication rubric consists of 5 points from 1 to 5; however, results received included minus and pluses (-, +). Furthermore, the data did not have student identifiable data which does not allows us to provide an in-depth study of student performance. The data chart below was provided by the English faculty to the Assessment and Program Review Office.

Assessment Results

Highlighted area indicates writing artifacts score of -3 or higher. If we are to look at all 3's regardless of – or + , 122 students met the criteria for success; however, eliminating the -3 from the scoring leaves 115 students meeting the criteria for success while 65 students fell at -3 and below.

Score:	Number of Essays
Number of Scores equivalent to 1	8
Number of Scores equivalent to -2	1
Number of Scores equivalent to 2	47
Number of Scores equivalent to +2	2
Number of Scores equivalent to -3	7
Number of Scores equivalent to 3	66
Number of Scores equivalent to +3	9
Number of Scores equivalent to -4	4
Number of Scores equivalent to 4	30
Number of Scores equivalent to +4	0
Number of Scores equivalent to 5	6
Total	180

Data Trends in Embedded Writing

In spring 2008, the results forwarded to the Assessment and Program Review Office (above) were conducted differently than in the past and a trended data comparison could not be developed but analyzed. The writing artifacts and score sheets were not available in an effort to re-run this data. The information, though limited, still provides us with data to analyze. In spring 2009, 64% of the students met the criteria for success.

N = 180 in spring 2009:

64% (N=115) met the criteria for success at or above a 3; 36% fell below the criteria

N = 33 in spring 2008:

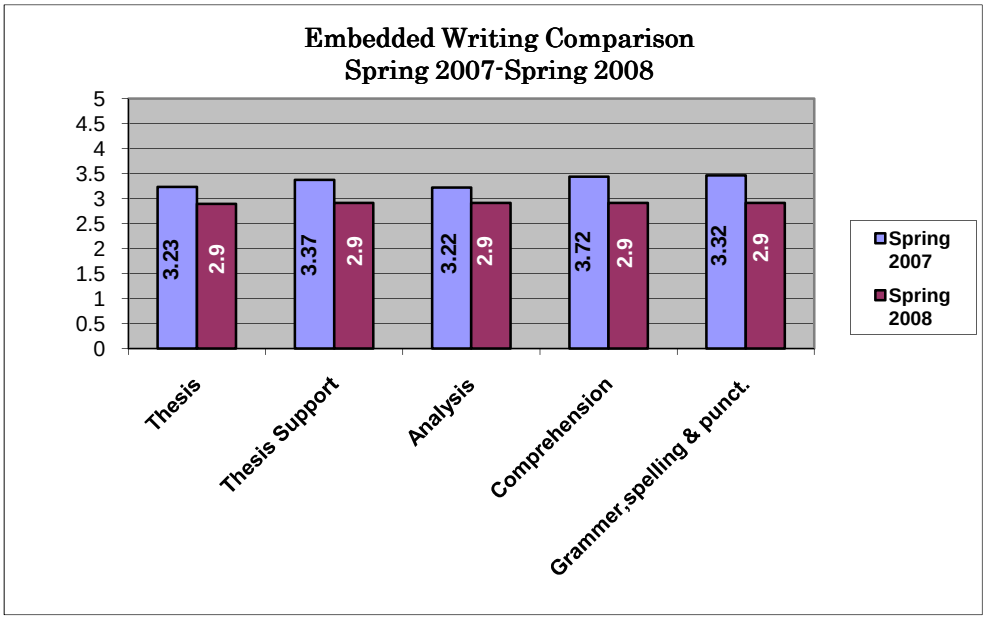
In averaging all scores, all 33 students fell below the criteria for success in each outcome.
1 student scored 5's in each outcome
24% (n=8) of the students scored 4 or above
42% (n=14) of the students scored below a 3

42% (n=14) of the students scored below a 3 in all categories: thesis, thesis support, analysis, comprehension / punctuation / spelling.

N = 93 in spring 2007:

The average score of the 93 students scored at or above the criteria for success in each outcome
2 students scored 5's in each outcome
24% (n=22) of the students scored 4 or above
25% (n=23) scored below a 3

Thesis and depth analysis were the lowest scores among students.
26% (n=24) of the students scored below a 3 in Thesis
23% (n=21) of the students scored below a 3 in Thesis Support
25% (n=23) of the students scored below a 3 in Analysis
14% (n=13) of the students scored below a 3 in Grammar, Punctuation and Spelling



Use of Results

(The use of results for embedded writing is the same as for the general education written communication.)

(1) Rubric: In January 2009, the Learning Excellence Assessment Process (LEAP) committee recommended and voted to use the revised Written Communication (Appendix 1) rubric for AY2008-09 that was used by the English Department and replace the eight year old version currently in use. The revised rubric remains as a 5 point scale (5 to 1). It had been discussed throughout the LEAP meetings that there were missing elements in the current rubric and needed revision. A revised rubric was used for scoring the 2008-09 essays. replaced the old rubric was 'Organization' and 'Development' as these areas are important in any written material. The 'thesis support' of the old rubric became 'Organization / Paragraph Development' in the new rubric. This was needed to be able to score the artifacts organizational and developmental structure on paragraphs and transitions. In the old rubric, 'Analysis' and 'Comprehension' became 'Analytical Content' in the revised rubric. The writing artifacts needed to demonstrate analytical ability with original thinking. 'Grammar, Spelling & Punctuation' in the old rubric was revised to 'Mechanics & Syntax'. Mechanics & Syntax encompasses grammar, spelling, and punctuation as well as sentence variety and clarity which did not exist in the old rubric.

(2) Rubric Training: During the 2008-2009 academic year, score teams received training by English faculty members before scoring the artifacts so that teams would have a better understanding of this transition and as well as how to apply the newly revised GE Written Communication Rubric. Update:

(3) Explanations to the rubric were added during summer 2009 to raise the level of faculty and student awareness as to the expectation of the writing achievement.

(4) Dissemination of the Written Communication results were shared during an *Assessment Conversation Retreat* and will be to Lead Faculty with recommendation to also share these results during Fall 2009 Faculty Start-up.

(5) Develop a website for faculty to use as a writing resource. Website will be developed by the Assessment and Program Review Office in collaboration with the English department.
UPDATE-July 2009: **Writing Resources:** A ***Writing Resources*** webpage was developed in collaboration with the English Department and the Assessment and Program Review Office. The purpose is to 'house and store' writing resources that could be useful for faculty and students. The Writing Resources page is housed in the CTE Website at www.azwester.edu/cte .An explanation sheets title, ***Rubric with Explanations*** was developed to better assist faculty in the use of the recently revised rubric (Appendix 2). This is also in place in the Writing Resources webpage. In addition to the *rubric with explanations* sheet placed in the CTE website, the recently revised ***Student Writing Guide*** is now posted in the Writing Resources webpage and we completely eliminated the traditional copied handouts to an electronic version. This guide can also be found in the Writing Resources webpage. Web links are currently in place at various AWC websites such as the Academic Library and Student Success Center for students to access the guide. Faculty members have reported that the link to the *Student Writing Guide* have also been posted on their Blackboard shells or have sent the link to their students. The CTE Writing Resources page has become a housing unit for a variety of writing resources for faculty as well as students. Faculty can now locate ***samples of writing*** for their courses as well as ***tips on evaluating student writing***.

(6) Offer professional development workshops to both full-time and associate faculty in writing, exposure to the writing resources webpage and tips.

(7) *Update*-September 2009: As a result of the CTE professional development workshops on "Writing Matters: Improving student learning outcomes in writing" we learned that faculty member use rubrics in their current grading. The Office of Assessment and Program Review conducted a call-out for rubrics via email to faculty

and posted the rubrics at the Writing Resources webpage. A collection of rubrics that are currently being used throughout different departments and disciplines at AWC are now posted on the website to demonstrate and share how other departments have embraced Writing Matters throughout the community.

(8) AWC Assessment Academy Team (made up of members of the LEAP Committee) attended the Higher Learning Commissions Assessment Academy -February 2009 Cohort and developed a student project to focus on AWC's General Education Outcomes. The following **Responsibilities and Timeline** (Table 1, Page14) were developed and **Obstacles and Solutions** identified (Table 2, Page 15).

(9) As one of the recommendations made by the AWC Assessment Academy Team, we followed through on a retreat concept with the support of the LEAP Committee and in May 2009 a half-day *Assessment Conversations Retreat* was held off campus at the AWC Entrepreneurial Center. Results of the conversations retreat and action items are outlined in chart below:

(10) As a result of the work in Items #8 and 9 of the AWC Academy Team and the Assessment Conversations with faculty and administration present, a recommendation to the Vice President of Learning Services was to declare a year of writing for the academic year 2009-2010. In July 2009, in collaboration with faculty from the English department, the 2009-2010 Academic Year will be titled, "Writing Matters: Writers with Purpose, Writers with Voice."

Embedded Math -Quantitative Analysis

Embedded Math– Fall 2008 and Spring 2009

Learning Outcomes

In embedded math, the same outcomes as in the G.E. Quantitative Analysis are outlined. It states that graduates 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: tables or spreadsheets (with or without technology); or graphical representations (with or without technology); or symbolic/equation format; and (3) Obtain correct mathematical results and state those results with qualifiers. 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.

Tools for Assessment and Criteria for Success

100% of the graduates will correctly answer 6 or more questions. Additionally, 75% of participating graduates will correctly answer each multiple-choice question on a locally designed test that addresses all of the target outcomes for quantitative skills.

MAT 151 *College Algebra: Standard*, ***MAT 187*** *Pre calculus* and ***MAT 142*** *College Mathematics with Applications* were kept as a second pilot (first pilot Spring2008) for 2008-09 assessment period. These courses are required for students pursuing a degree or an AGEC certificate and are required to take one of these three math courses depending on the type of degree the student is pursuing.

Two separate math exams were created: one for **MAT 142** and a second one for **Mat151** and **MAT 187.** The purpose for this was to have appropriate math concepts to the level of math in which certain competencies are being taught. The math questions to this pilot were different from the GE Quantitative Analysis exam and met the outcomes stipulated. Questions to the exam were re-designed and linked to the GE Quantitative Analysis as indicated below.

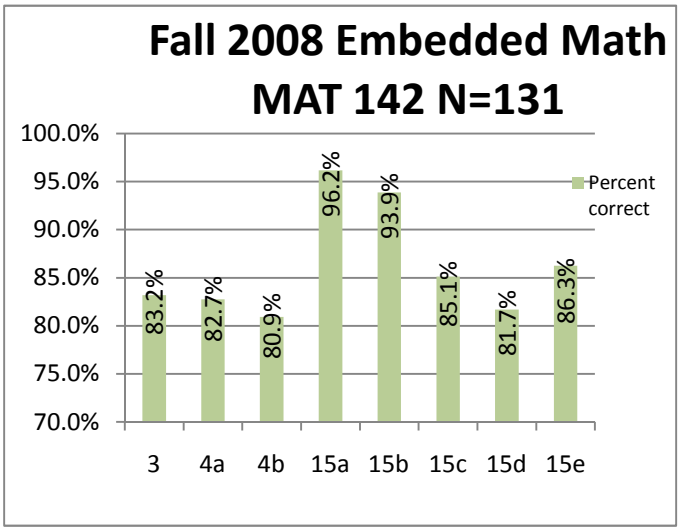
Data Collection – <u>Fall 2008</u>

Embedded math was originally scheduled to occur in Spring 2009; however, faculty were able to complete the assessments and began a semester earlier than expected and took place both semesters – fall 2008 and spring 2009.

MAT142: A total of 131 students answered the 8 questions in MAT 142 on test one. All sections of live MAT 142 participated and one web course did not participate. Questions 3 and 4 were given on the in-class portion of exam. Question 15 was part of the take-home portion of the exam because of the computer component—students need to use Excel to accomplish #15. In fall 2008, Embedded Math results met the criteria for success in all 8 questions which states that "75% of participating graduates will correctly answer each multiple-choice question on a locally designed test that addresses all of the target outcomes for quantitative skills." Results on students answering 6 or more questions were not gathered.

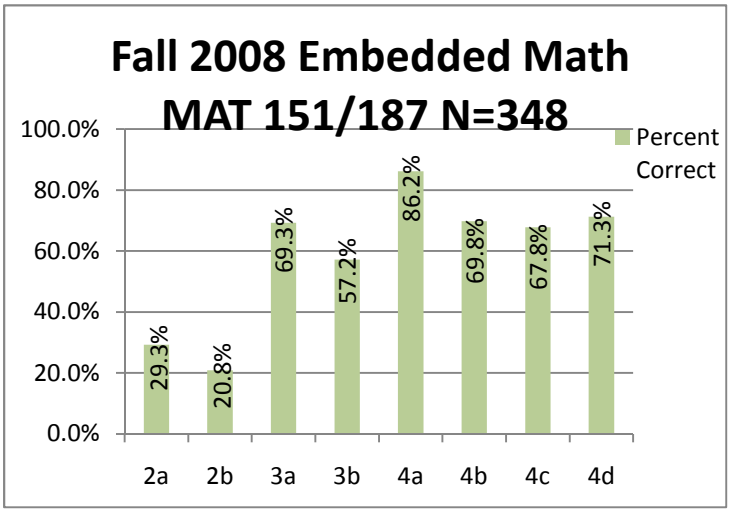
Assessment Results

131 students were administered the embedded math test in MAT142 in fall 2008.



MAT 142			
Outcome	Question #	Total	% correct
1 and 3	3	109	83.2%
1 and 3	4a	108.4	82.7%
2	4b	106	80.9%
2	15a	126	96.2%
2	15b	123	93.9%
4c	15c	111.5	85.1%
4c	15d	107	81.7%
4a	15e	113	86.3%

MAT 151 and MAT 187: A total of 348 students were administered the embedded questions in math. Thirteen (13) of the fourteen (14) sections of Mat 151 and seven (7) of the eight (8) sections of MAT 187 taught at AWC during Fall 2008 were included in this pilot. The sections not included were web classes with instructors who did not use a written final exam. Fall 2008 Embedded Math results in MAT 151 and MAT 187 resulted in one question only meeting the criteria for success at 86%. All other seven questions answered did not meet our target of 75%. Results on students answering 6 or more questions were not gathered.



MAT 151/187			
Outcome	Question #	Totals	% correct
2c	2a	102	29.3%
3	2b	73	20.8%
2c	3a	241	69.3%
3	3b	199	57.2%
1 and 2b	4a	300	86.2%
2c	4b	243	69.8%
4a	4c	236	67.8%
4c	4d	248	71.3%

Data Collected for <u>Spring 2009</u>

Spring 2009: During spring 2009, the **ACT/CAAP Mathematics** test was used to replace the embedded questions used in the classroom during fall 2008. Students were given extra credit to participate and the testing locations were conducted after class hours in the LA and LR building. The reliability of this exam is in question as it is believe that students who felt more comfortable in taking math exams may feel opt to taking the exam than those students with math anxiety. Also, students who may have needed the extra credit to receive a better grade in class may also have been a factor in participating.

Assessment Results

Despite the reliability of the process used, the 26 students were administered the ACT/CAAP Mathematics exam. During spring 2009, 25 of the students were enrolled in MAT151 and one student was enrolled in MAT 183 and MAT 130 simultaneously. Nineteen (19) students scored at or above the national mean score for sophomores at two-year colleges. Twenty-two (22) students successfully completed and passed their math courses that semester and four students did not. Two students, who received a certificate of achievement in scoring at or above the national mean score from ACT/CAAP, did not successfully complete/pass the course. This may be for many factors such as students not completing assignments, finals, etc. It was determined that a larger number of students are needed to make any further conclusions.

Data Trends in Embedded Math

1st Pilot: Implementation not complete and was not conducted in spring 2008
2nd Pilot: Conducted in fall 2008 and disclosed in this report. This is the first time this assessment was conducted in which questions were modified to meet course competency and the learning outcomes for this assessment.
3rd Pilot: Conducted in spring 2009 and disclosed in this report. The ACT/CAAP was used during spring 2009.
Each pilot had been conducted differently and a comparison report is not yet available.

Use of Results

The assessment tools initially created and implemented during fall 2008 will be administered during fall 2009 and spring 2010 (AY 2009-10). The ACT/CAAP Mathematics was not completely supported by faculty as it was considered too long and the ACT/CAAP contained math problems that may not be in sync for MAT 142 but rather more appropriate for MAT 151 and so forth. The math department has agreed to take a closer look at the ACT/CAAP Mathematics test to make a final decision. The in-house assessment tool used for embedded math during fall 2008 will continue to be utilized during AY2009-10 so that the results can be examined and shared with faculty to determine what modifications are needed to better serve faculty and students.

Program Assessments

During 2008-09, AWC used a five column template titled *Academic Achievement Report* (AAR) to document program assessments. Each column summarized the following*: (1) Program Statement Purpose, (2) Intended Student Learning Outcome, (3) Tools for Assessment and Criteria for Success, (4) Summary of Data Collected, and (5) Use of Results.*

A timeline is posted on the website which is updated yearly. The timeline outlines the tasks that are due along with the team (s) responsible. The *2008-09 Timeline* is presented below:

2008-2009 TIMELINE

(*__Please note__ that during Fall semester, __two__ academic years overlap.).

Date	Task	Comments	Team Responsible
9/11/2008	Complete *Use of Results* section #5 in the AAR.	Faculty "close the loop" and complete section #5 of the AAR using ACRES. What did your program / department / course cluster discover from collecting these results, what worked, what did not work, and most importantly how will the results be used to improve student learning. (The improvements that you plan to make may "spiral" into the next planning year that you can use.) Section (5) refers to the academic year **2007-2008**.	Lead Faculty, Associate Dean and or Director of the area
9/25/2008	Assessment plans for **2008-2009** Academic Year are due.	Faculty complete AAR assessment plans for the academic year which includes: (1) Statement of Purpose, (2) Intended Student Learning Outcomes, and (3) Tools for Assessment and Criteria for Success. (Sections 1-3). Information is entered in ACRES.	Lead Faculty, Associate Dean and or Director of the area
10/31/2008	Submit annual narrative report for **2007-2008**.* *(This is the final step of the AAR process)*	Complete the AAR assessment annual narrative report (or executive summary). Some examples are: (1) summary of the planning activities that occurred during the previous academic year (2007-2008), (2) analysis of programmatic assessment data, (3) analysis of student learning assessment data, (4) listing of program, curricular improvement, causes, factors rationale supporting such improvements, (5) results of implementing the action plan developed during the previous fall semester, (6) proposed action plan for the current academic year. Completed report is forward to APR Office.	Lead Faculty, Associate Dean and or Director of the area
5/31/2009	Submit Summary of Data in AAR report.	Complete Summary of Data in AAR report. (Section 4) **2008-2009**	Lead Faculty, Associate Dean and or Director of the area
9/4/2009	Complete *Use of Results* section #5 in the AAR.	Faculty "close the loop" and complete section #5 of the AAR using ACRES. This section refers to the academic year **2008-2009**.	Lead Faculty, Associate Dean and or Director of the area
For questions regarding the Academic Achievement Report, please contact the Office of Assessment and Program Review at 344-7664 or 344-7651.			

The following programs submitted completed *Academic Achievement Reports* during 2008-09 to the Office of Assessment and Program Review.

Administration of Justice

Academic Achievement Report

2008-2009 Administration of Justice Studies A.A.S. and A.A

Originator:	Timothy Smith **Status:** Approved **Department:** Adm. Justice Studies
Date Created:	09/03/2008 **Submitted:** 10/06/2009 **Completed:** 02/22/2010 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Administration of Justice Studies A.A.S. and A.A. (AA.ADMJU; AAS.ADMJU)
1. Statement of Purpose:	Graduates will demonstrate: 1.) Basic knowledge of the administration of justice systems' operation and structure. 2.) Knowledge of administration of justice studies terminology 3.) Competency in communication, critical thinking, quantitative analysis and technical applications.
2. Intended Student Learning Outcomes:	1. Graduates will be able to explain the operational processes of the administration of justice system and its structure. 2. Graduates will be able to define the various terms used in administration of justice studies. 3. Graduates will be able to demonstrate critical thinking, communication, and technical prowess to solve complex situations.
3. Tools for Assessment and Criteria for Success:	1. Graduates will receive at least a 70% on an exit exam. 2. Graduates will receive at least a 70% on an exit exam. 3. Graduates will prepare and orally present papers that provide a clear, specific thesis. The paper shall contain fully developed examples to support the thesis in a logical and coherent manner.
4. Summary of Data Collected:	1. This data was not collected as graduates did not self identify. 2. No data was collected. We did not establish a standard of define terms to be used by the program. Currently, faculty members use a variety of terms in AJS for students and courses but there is no set guideline and collection of this data was not possible. 3. We currently rely on the 2008-09 Student Learning Outcomes in Written Communication; however, the data compiled through the AWC Office of Institutional Effectiveness, Research, and Grants did not separate AJS majors but instead indicated all AWC AA and AAS degrees. IR will have new data to us by the end of January 2010.
5. Use of Results:	Through department discussion, we hope to establish a set of terms and definitions that need to be introduced in all AJS101 courses. Faculty will collaborate in the review of writing assignments given in AJS courses that stress one of the following: (a) the analysis of AJS problems and (b) case studies.

	A writing rubric will be discussed during our department discussions. We will continue to use data compiled through the AWC Office of Institutional Effectiveness, Research, and Grants to determine how AJS students perform in the institutional Student Learning Outcomes (exit exams) assessments. Furthermore, the AJS Program will request an annual IR request as to the success rates and retention rates of students in the AJS program.

Agriculture

Academic Achievement Report

2008-2009 Agricultural Sciences AA.AGRIC

Originator:	James Williams **Status:** Approved **Department:** Plant Science
Date Created:	09/15/2008 **Submitted:** 09/19/2009 **Completed:** 10/12/2009 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Agricultural Sciences (AA.AGRIC)
1. Statement of Purpose:	Graduates will demonstrate a sophomore level of expertise that will prepare them for transfer to the university level and demonstrate competency in communication, critical thinking, quantitative analysis, and technological applications.
2. Intended Student Learning Outcomes:	The students will successfully grow their crops to maturity.
3. Tools for Assessment and Criteria for Success:	90% of the students will successfully bring their assigned crop to maturity. Students will determine which variety would be best grown under these conditions and will present the results verbally and in writing.
4. Summary of Data Collected:	Growth characteristics of germination, pollination, insect resistance, setting of fruit, and fruit quality of each variety were tested.
5. Use of Results:	An evaluation of each variety of an individual crop was completed and a recommendation of one variety being superior to the others was made based on its growth performance.

Air Conditioning and Refrigeration

Academic Achievement Report

2008-2009 AAS.AIRCR and CERT.AIRCR

Originator:	Gloria Martinez **Status:** Approved **Department:** Air Cond & Refrigeration
Date Created:	09/18/2008 **Submitted:** 10/21/2009 **Completed:** 02/22/2010 **To ACETS:**
Assessment for a:	Certificate and Degree
Assessment for:	2008-2009
Course/Program Title:	AAS.AIRCR ; CERT.AIRCR
1. Statement of Purpose:	Graduates will be EPA 608 certified upon completion. Competencies in communication, critical thinking, quantitative analysis, and technology applications will be demonstrated by graduates. Graduates will demonstrate expertise and understanding in troubleshooting and maintenance

	in residential & light commercial air conditioning and refrigeration systems.
2. Intended Student Learning Outcomes:	Students will complete the EPA 608 test. This will make the student more employable. Learners will demonstrate a basic understanding in the use of computers and related programs for communications and information searches. Have a national test score for graduates to show employers when looking for job. This test will be given in ACR-112 (the last class of the basic certificate and mid way through the others).
3. Tools for Assessment and Criteria for Success:	EPA-608 testing is an embedded part of the A/C-2 class final. With a goal of 80% of the students to pass the Core and 2 or more sections. All students in ACR-101 & 103 will be required to have Toro e-mail accounts. We will be incorporating Blackboard and e-mail assignments into A/C classes for a grade. Use HVAC Excellence Employment Ready Certification tests as a base. A goal of 75% of the students passing.
4. Summary of Data Collected:	63 (out of 65) students in AC-2 took the EPA test. 40 passed the core and 2 or more sections (63.5%) & 46 passing the core (73%). 100% of the students obtained their Toro accounts. ACR-101 & 103 used Blackboard for tests, discussions & assignments. 3 students afterwards noted that this was useful in the next semester with on-line classes. Due to costs we were unable to use HVAC Excellence tests.
5. Use of Results:	Will be addressing the content delivery. Found that if students took the test on line the success rate was lower. Will give the test on paper. Will continue using electronic classes and information delivery. Many of the ACR students have limited experience with the internet. Found another curriculum which is nationally recognized, NCCER.

Art: Graphics & Art: Studio Art

Academic Achievement Report

2008-2009 Art: Graphics AA.ARTGR and Art: Studio Art AA.ARTST

Originator:	William Blomquist **Status:** Approved **Department:** Art
Date Created:	10/27/2008 **Submitted:** 02/22/2010 **Completed:** 03/22/2010 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Art: Graphics (AA.ARTGR) AND Art: Studio Art (AA.ARTST)
1. Statement of Purpose:	Graduates will demonstrate: 1. Knowledge of studio art preparatory to university transfer. 2. Competency in communication, historical development, critical thinking, quantitative analysis, and technological application
2. Intended Student Learning Outcomes:	1. Graduates demonstrate analytical and technical skills. 2. Graduates will develop conceptual skills and successfully develop portfolios for acceptance to

	BFA programs.
3. Tools for Assessment and Criteria for Success:	1. Portfolio review through a submitted body of artwork; this portfolio needs to receive a 70% or better. 2. Critique and demonstration of analytical and conceptual skills through the verbal appraisal of works of art; this project must receive a 70% or better. 3. Student exhibition: a body of work is assessed for its originality, consistency of theme and technical level with a 70% or better.
4. Summary of Data Collected:	Collected data are constantly applied in the studio. Student analytical and conceptual abilities measured in critique and through portfolio review are foundations of the studio learning environment at AWC.
5. Use of Results:	Art faculty use assessment tools (#3) in guiding students and in assessing and adjusting our effectiveness as studio art teachers.

Automotive

Automotive Brakes and Suspension CERT.AUTBR; Automotive Computer Fundamentals Engine Performance, and Diagnostics CERT.AUTCD; Automotive Electrical and Air Conditioning Systems CERT.AUTAC; Automotive Power Trains CERT.AUTPT; and Automotive Technology AAS.AUTOT, CERT.AUTOT

Academic Achievement Report

2008-2009 Automotive

Originator:	April Nakamoto **Status:** Approved **Department:** Automotive
Date Created:	09/11/2008 **Submitted:** 10/08/2008 **Completed:** 02/22/2010 **To ACETS:**
Assessment for a:	Degree and Certificates
Assessment for:	2008-2009
Course/Program Title:	Automotive Brakes and Suspension CERT.AUTBR; Automotive Computer Fundamentals Engine Performance, and Diagnostics CERT.AUTCD; Automotive Electrical and Air Conditioning Systems CERT.AUTAC; Automotive Power Trains CERT.AUTPT; and Automotive Technology AAS.AUTOT, Automotive Technology CERT.AUTOT
1. Statement of Purpose:	Graduates will demonstrate expertise in Automotive Technology and demonstrate competency in communication and critical thinking applications/skills. Graduates will be prepared for the ASE (Automotive Service Excellence) testing certification program for Automotive Technicians.
2. Intended Student Learning Outcomes:	1. Graduates to perform entry-level diagnosis and repair of automobiles. 2. Graduates to demonstrate effective communication both written and orally. 3. Graduates will be able to analyze automotive applications and quantify the needed materials and equipment to perform the task. 4. Graduates to use computer technology and the Internet to communicate and obtain information as it relates to their professional needs. 5. Graduates to complete NATEF (National Automotive Technician Education Foundation) Competencies P1, P2, P3 (Priority one, two and three) certification requirements

3. Tools for Assessment and Criteria for Success:	Students will be prepared to participate in ASE certification examinations and complete performance testing. Students will be exposed to NATEF task/lab requirements at the following levels. 95% of P1 requirements 80% of P2 requirements 50% of P3 requirements NATEF determines what those priorities are and relays that to the certified programs through their website. Student participation in State Skills Competition as to gauge effectiveness in student preparedness for work force participation in comparison to similar colleges and universities in the state of Arizona. Participation in the National Automotive Student Skills Standards Assessment. The students are graded based on their ability to complete the NATEF tasks and are awarded a grade based upon the following criteria: 1=No exposure; no experience or knowledge in this area. 2=Not mastered; requires instruction and close supervision. 3=Requires supervision; student can perform job completely with limited supervision. 4=Mastered; student can work independently and with no supervision.
4. Summary of Data Collected:	Students are currently completing NATEF required tasks to satisfy the lab requirements in each of the NATEF areas Participating in the National Automotive Student Skills Standards Assessment gives AWC the opportunity to evaluate student preparedness as a gauge in comparison to other community colleges and universities with similar programs and courses. Based upon the data collected it has been determined that of the 119 assigned P1, P2, and P3 labs for the spring 09 semester, that the average score/grade was 3.78 out of a 4.0 possible.
5. Use of Results:	These results will be used to continually update curriculum as it pertains to the automotive area. This data, along with input from our advisory board team will assure AWC Automotive of the latest techniques available in maintaining a curriculum that is keeping pace with industry standards and student preparedness. It has been determined that the current lab/class ratio, and lab assignments seem to be in line with industry needs and are indicative of the positive impact that the NATEF program has had at AWC. No change in curriculum delivery is necessary at this time.

Biology

Academic Achievement Report
2008-2009 Biology A.S.BIOLO

Originator:	Cecilia M. Vigil **Status:** Approved **Department:** Biology
Date Created:	09/02/2008 **Submitted:** 09/22/2009 **Completed:** 10/12/2009 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Biology Associate in Science (A.S.) degree AS.BIOLO
1. Statement of Purpose:	We will assess biology students from three perspectives a)Those taking GE b)Those taking heath care related courses – radiology, massage therapy, EMT, paramedics, & nursing. c)Those that are declared majors and are part of the 2+2 program with NAU-Yuma.
2. Intended Student Learning Outcomes:	a) Those taking GE courses should at the end of the course demonstrate that they have met the competencies declared in syllabi b) Those taking health field courses – *radiology, massage therapy, EMT, paramedics taking would need Bio 160, and should demonstrate that they have met competencies declared in syllabus, *nursing students (Bio 201 & 202) should be proficient and competitive at a national level to be prepared for the demands of the nursing program within the real of anatomy & physiology c) Declared majors in biology will be prepared to achieve a passing score in the biological component of the GRE d) All should demonstrate competency in communication, critical thinking, quantitative analysis, and technological applications.
3. Tools for Assessment and Criteria for Success:	a) GE students will take a pre-test and at post-test will complete with 70% accuracy written and/or practical tests. b) Bio 160 students that are taking this course for health care related program will take a pre-test and at post test will complete with 70% accuracy written and/or practical tests. Students taking bio 202 will take cumulative A&P tests and will complete with 70% accuracy written and/or practical tests. c) Declared major will take mock GRE test, and will complete the biological component with a 70% accuracy.
4. Summary of Data Collected:	36 biology concepts, 88 introduction to anatomy & physiology, 56 2nd semester anatomy & physiology, and 3 biology/environmental science majors were assessed during the spring of 2008. a) For the BIO 100 classes the cumulative final exam average score was 86% b) For the BIO 160 classes the cumulative exam average score was 77% c) For the BIO 202 anatomy and physiology classes the cumulative final exam was 81% d) For the majors students the average score was 56%

5. Use of Results:	The biology department has completed two rounds 07-08 & 08-09 as delineated in our statement of purpose. The summary of the data collected indicates that students taking introductory biological concept courses and those in the health care field are very proficient, while the majors averaged a lower score. Since only three students took the mock GRE, we deemed this data not representative of this group. In the next cycle, we will determine if healthcare and biology majors who have taken introductory courses are more successful academically better than those that have not.

Carpentry Knowledge

Academic Achievement Report

2008-2009 Carpentry Knowledge CERT.KCPT

Originator:	Tanja Eiben **Status:** Approved **Department:** Construction Trades Management
Date Created:	10/22/2008 **Submitted:** 03/02/2010 **Completed:** 05/17/2010 **To ACETS:**
Assessment for a:	Certificate
Assessment for:	2008-2009
Course/Program Title:	Carpentry Knowledge CERT.KCPT
1. Statement of Purpose:	Graduates will demonstrate a working knowledge of basic carpentry skills and competency in communication, critical thinking, decision-making, and quantitative analysis. Graduates will be able to apply basic blueprint reading techniques.
2. Intended Student Learning Outcomes:	Learners will demonstrate and apply basic print reading techniques in construction through applied problem solving. Learners will demonstrate ability to use plans and specifications to determine quantities required to prepare a contract bid. Learners will apply procedures for various estimation scenarios using proven methods. Learners will demonstrate a working knowledge of OSHA and construction industry safety regulations. Learners will have the knowledge to identify hazards on a construction site and understand the procedures necessary to take immediate corrective action to eliminate the recognized hazard. Learner will understand the various types and methods of foundation and framing construction. Learners will identify and demonstrate the proper use and care of the basic instruments and tools used in foundations and framing construction. Learners will demonstrate an understanding of flooring systems, wall systems, and ceiling and roof systems.
3. Tools for Assessment and Criteria for Success:	Learners will demonstrate skills by participating in group discussions, in-class exercises. Knowledge & Skills Pass all safety and general knowledge exams/quizzes with a score of 70% or higher. Learners will demonstrate proper techniques with tools during practical application labs.
4. Summary of Data Collected:	Not enough student completions to make any changes to the curriculum.
5. Use of Results:	Program no longer offered due to changes in contract with ADOC in spring 2009.

Chemistry

Academic Achievement Report

2008-2009 Chemistry AS.CHEMI - General Chemistry 2 (CHM 152)

Originator:	scott donnelly **Status:** Approved **Department:** Chemistry
Date Created:	08/12/2008 **Submitted:** 10/30/2009 **Completed:** 11/18/2009 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Chemistry: AS.CHEMI General Chemistry 2 (CHM 152)
1. Statement of Purpose:	General Chemistry 2 students will demonstrate: (1) basic knowledge in chemistry that will prepare them for transfer to the university level and (2) competency in communication, critical thinking, quantitative analysis, and technological applications.
2. Intended Student Learning Outcomes:	General Chemistry 2 students will: 1) perform chemical analysis using traditional and modern instrumental methods/techniques, especially related to spectroscopy, photosynthesis, and solar fuel cells principles, and 2) solve mathematical chemistry problems and analyze and graph data.
3. Tools for Assessment and Criteria for Success:	Students in CHM 152 will score 70% or higher on: 1. an exam devoted exclusively to spectroscopy, photosynthesis, and solar fuel cell principles- both conceptually and mathematically- and instrumental methods, and 2. a series of pre- and post-spectroscopy, photosynthesis, and solar fuel cell activities in lab which will be used to monitor a student's grasp of said topics mentioned above.
4. Summary of Data Collected:	Data analysis from the spring 2009 CHM 152 class indicates that greater than 75% of students scored 70% or higher on the comprehensive spectroscopy/photosynthesis/solar fuel cell exam. Analysis of the pre- and post-lab activities also indicates that CHM 152 students gained a better understanding (not surprisingly some more or than others) of spectroscopy, photosynthesis, and solar fuel cell principles and about the interaction of matter and energy. Last, post-lab surveys indicate that students found the photosynthesis and solar fuel cell labs a positive learning experience and intellectually challenging.
5. Use of Results:	Based on the data analysis and student surveys for the two spring 2009 CHM 152 classes, no serious modifications to the spectroscopy, photosynthesis, and solar fuel cell pre-labs, labs, or the comprehensive exam are necessary.

Detention Officer Operations

Academic Achievement Report

2008-2009 Detention Officer Operations

Originator:	Timothy Smith **Status:** Approved **Department:** Adm Justice Studies
Date Created:	09/03/2008 **Submitted:** 10/06/2009 **Completed:** 10/12/2009 **To ACETS:**
Assessment for a:	Certificate
Assessment for:	2008-2009
Course/Program Title:	Detention Officer Operations (CERT.DETOF)
1. Statement of	This program is under review.

Purpose:	
2. Intended Student Learning Outcomes:	Pending
3. Tools for Assessment and Criteria for Success:	Pending
4. Summary of Data Collected:	No data collected for this program because classes haven't been offered for a number of semesters. The program is usually populated with employees of the sheriff's department. For the last five or six semesters, we have not received any students from the sheriff's department.
5. Use of Results:	We will contact the sheriff's department to determine if offering this certificate is still of interest.

Early Childhood Education

Academic Achievement Report

2008-2009 Early Childhood Education AAS.ECE, CERT.ECE

Originator:	Judy Watkinson **Status:** Approved **Department:** Early Childhood Education
Date Created:	09/09/2009 **Submitted:** 09/09/2009 **Completed:** 10/20/2009 **To ACETS:**
Assessment for a:	Degree and Certificate
Assessment for:	2008-2009
Course/Program Title:	Early Childhood Education AAS.ECE, CERT. ECE
1. Statement of Purpose:	AWC Early Childhood Education AAS students will develop expertise in child care-giving. They will also demonstrate competence in communication, computation, use of technology and critical thinking as it relates to the care of young children
2. Intended Student Learning Outcomes:	Students will demonstrate knowledge of the NAEYC code of ethics in the early childhood profession.
3. Tools for Assessment and Criteria for Success:	In ECE 200 Early Childhood Education students will be given a pre-test to access their knowledge of the NAEYC ethical code of content. A post test will be given in ECE 270 Internship to access if these skills have been assimilated. Initially our findings will come from the level of knowledge demonstrated in ECE 200 an introductory course. Ethics will be woven through the intervening courses to ensure a 90% pass rate in the post test taken by the students as they exit our degree program
4. Summary of Data Collected:	A test was administered to students in ECE 200. This course was taught in Fall 2008. The test consisted of 5 questions: These five questions were built from the NAEYC "Ethical Code of Content" 12 students were tested. The students came up with answers that were passable. However, their definition of ethical was not attributed just to Early Childhood but more about morals. The results were predictable as these were beginning students.
5. Use of Results:	The use of the NAEYC code of Ethics will continue in all ECE courses. The twelve students tested in Fall 2008 will be tested again in Fall 09. As long as they remain in the degree program they will be tested yearly.

	A new set of students in ECE 200 will receive the same 5 questions delivered last Fall

Early Childhood Education – Child Development Credential (CDA) Preparation

Academic Achievement Report

2008-2009 Early Childhood Education - CDA Program

Originator:	Judy Watkinson **Status:** Approved **Department:** Early Childhood Education
Date Created:	09/09/2009 **Submitted:** 09/09/2009 **Completed:** 10/01/2009 **To ACETS:**
Assessment for a:	Certificates
Assessment for:	2008-2009
Course/Program Title:	CDA Program: Infant and Toddler Education CERT.INTOE Preschool Education CERT.PRSCE School-Aged Child Care CERT.SACC
1. Statement of Purpose:	Prepare students to complete the Child Development Associate Credential, a national assessment process.
2. Intended Student Learning Outcomes:	Students identify as well as demonstrate understanding of early childhood terms and vocabulary
3. Tools for Assessment and Criteria for Success:	New Questions will be added to the capstone test. These new questions will relate to all domains of development covering infancy to age 12 years. The national CDA requires that all students understand development in terms of infancy pre-school and school age. Many caregivers look after multiple ages in care. The pre-test will demonstrate an 80% pass rate on the test. The post test will demonstrate a 90% pass rate on the test
4. Summary of Data Collected:	Questions were added to the test to better reflect the 13 functional areas of the CDA Credential. Since September of 08 to August 09 Twenty five students have taken the exam for the credential and 100% have passed gaining their CDA Credential from Washington DC
5. Use of Results:	The emphasis on the 13 functional areas has made the CDA advisors aware of the need to continue emphasis on these. One advisor has begun a process of having students create a portfolio to demonstrate all of these areas. At the next CDA meeting all CDA advisors will be encouraged to do the same as this gives students concrete examples of the competencies we require

Education, Elementary

Academic Achievement Report
2008-2009 Elementary Education AA.EDELM

Originator:	Patricia Powers **Status:** Approved **Department:** Education
Date Created:	09/02/2009 **Submitted:** 09/02/2009 **Completed:** 10/01/2009 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Elementary Education AA. EDELM
1. Statement of Purpose:	Graduates will demonstrate: (1) basic knowledge in education that will prepare then for transfer to the university and (2) competency in communication, critical thinking, quantitative analysis, and technological applications. (3) Knowledge that is aligned with state, university, and district standards.
2. Intended Student Learning Outcomes:	Students will demonstrate their knowledge of effective teaching and instructional planning as they relate to the Arizona Professional Teaching and INTASC Standards.
3. Tools for Assessment and Criteria for Success:	1. Beginning spring 09 students entering 210 and/or 222 will be given a pre-assessment to test their knowledge of creating a measurable objective aligned to the state academic standards and will provide a writing sample to demonstrate their knowledge of teacher standards. At the end of the spring semester, students will be assessed on their ability to meet all of the requirements on the lesson plan as stated on the rubric. 2. Mastered observation assignments in all education classes.
4. Summary of Data Collected:	No data has been collected; it will not begin until Spring 2010.
5. Use of Results:	The EDU 110 faculty have been informed and trained in the current expectations. All faculty have been provided with the observation protocol forms and have been asked to incorporate these into their classes.

Electrical

Academic Achievement Report
2008-2009 Electrical CERT.ELECT

Originator:	Gloria Martinez **Status:** Approved **Department:** Electrical Construction Trades
Date Created:	09/10/2008 **Submitted:** 01/04/2010 **Completed:** 05/17/2010 **To ACETS:**
Assessment for a:	Certificate
Assessment for:	2008-2009
Course/Program Title:	Electrical Certificate
1. Statement of Purpose:	Graduates will be prepared to work as electricians' helpers and/or enter an electrical apprenticeship program. Graduates will demonstrate expertise in working safely with electricity; know what electricity is and how electricity performs work.

	The evening ECT class schedule of three evenings a week had very limited enrollment. ECT Faculty is considering offering evening classes on a one night a week, full semester basis (resulting in four classes per semester) for the 2009-2010 school year.
2. Intended Student Learning Outcomes:	Students will perform entry-level circuit analysis, Ohm's Law and Power Formula calculations. Students will understand the principles of electrical power generation and transmission. Students will know how to use the National Electrical Code to determine proper sizing and installation of electrical devices, wiring and equipment. Students will perform selection, rough-in, trim-out and check-out/trouble shooting operations in the laboratory and/or in the field. Students will demonstrate knowledge of electrical control circuit drawings, wiring and troubleshooting techniques.
3. Tools for Assessment and Criteria for Success:	Students will demonstrate entry-level and critical thinking skills in the Intended Student Learning Outcomes by satisfactorily participating in written and hands-on skills applications examinations. 75% of the students beginning the Electrical Construction Trades Basic Program Certificate course of studies will satisfactorily complete all five core classes with a passing grade. 75% of the students beginning the Electrical Construction Trades 1-Year Certificate and AAS Degree course of studies will satisfactorily complete all classes with a passing grade.
4. Summary of Data Collected:	76.5% of the students actually entering the Electrical Construction Trades Certificate Program completed the five class course of studies with a passing grade. [Note that a couple of students had significant work schedule changes which prevented these students from completing the program.] 95.5% Of students who enrolled in evening ECT-105, either in the Fall or Spring, as a requirement for an AAS Degree, completed the course with a passing grade.
5. Use of Results:	The five course Basic Electrical Construction Trades Certificate program, renamed "Cert.BELECT", was reconfigured to cover two semesters, instead of one semester, as it was in the 2007-2008 school year. The Monday, Wednesday and Thursday daytime class schedule, at four hours per day, resulted in more class preparation time for students and faculty. The ECT Faculty believes that this "stretching out" of the schedule has increased the successful completion rate. The evening ECT class schedule of three evenings a week had very limited enrollment. ECT Faculty plans to offer evening classes on a one night a week, full semester basis (resulting in four classes per semester) for the 2009-2010 school year. One ECT-105 evening class was offered in each semester with excellent enrollment. This class offering will be continued.

Emergency Medical Services: Paramedic

Academic Achievement Report

2008-2009 Emergency Medical Services-Paramedic AAS.EMSPA, CERT.EMSPA

Originator:	Lupe Fuentes **Status:** Pending Revisions **Department:** Emergency Medical Services
Date Created:	09/09/2008 **Submitted:** 11/02/2009 **Completed:** **To ACETS:**
Assessment for a:	Degree and Certificate
Assessment for:	2008-2009
Course/Program Title:	Emergency Medical Services-Paramedic AAS.EMSPA, CERT. EMSPA
1. Statement of Purpose:	AWC Paramedic graduates will demonstrate (1) basic knowledge in emergency medical services that will prepare them for employment as paramedics and (2) Competency in communication, critical thinking, quantitative analysis, and technological applications.
2. Intended Student Learning Outcomes:	1. Students will pass the required state and national exam series demonstrating the requisite written and practical skills. 2. Students will secure employment as paramedics
3. Tools for Assessment and Criteria for Success:	1. Students will pass the NREMT Advanced Level written and practical exam series. 2. 80% of those seeking jobs as paramedics will be successful within 6 months
4. Summary of Data Collected:	Prior students are using the portfolio class to get credit for prior participation in course. Students are now taking General Ed courses to finish the degrees. Local agencies are now making requiring degrees for promotions. This will increase the enrollment in Gen Ed courses and increase request for EMS AAS degrees.
5. Use of Results:	1. Program will continue to offer portfolio class to capture students who took classes prior to degree programs. 2. Encourage students to take Gen Ed classes for the degree in EMS. Eng 101 and MAT 105 will become a requirement prior to attending paramedic program in 2011. Local agencies support this change and have already implemented it internally.

Emergency Medical Technician: Basic

Academic Achievement Report

2008-2009 Emergency Medical Technician CERT.EMSBA

Originator:	Lupe Fuentes **Status:** Approved **Department:** Emergency Medical Services
Date Created:	09/09/2008 **Submitted:** 11/02/2009 **Completed:** 02/22/2010 **To ACETS:**
Assessment for a:	Certificate
Assessment for:	2008-2009
Course/Program Title:	Emergency Medical Technician CERT.EMSBA
1. Statement of	Provide students with the cognitive, affective and psychomotor training necessary for entry

Purpose:	level EMT-Basics. Adding co-requisite classes to enhance retention of critical knowledge and skills. Academy format (shift work, teams, and uniforms) continues to encourage student unity.
2. Intended Student Learning Outcomes:	Students will gain understanding of the roles and responsibilities associated with being an EMT through cognitive and psychomotor skills. Students will demonstrate the practical skills required to perform the duties of an EMT-Basic. Students will pass the required state and national exam series. Students will secure employment as EMT's.
3. Tools for Assessment and Criteria for Success:	Reach the goal of 100% for students to pass the NREMT written and practical exam series within the 3 allowed attempts. 100% graduates who desire employment as EMT will secure employment within 6 months as determined by a graduate survey.
4. Summary of Data Collected:	1. Students are passing practical exams, but now that national testing is computer base and students schedule themselves, they are waiting a long time to take final exam. They have up to a year to take the test. 2. Due to our current economy, agencies are hiring as many EMT's in traditional roles. We will not have data on current class until after January 2010
5. Use of Results:	1. We will start scheduling their initial appointments at the end of class to ensure at least initial testing is done in a timely manner. 2. We will continue to watch the market and develop programs to enhance current certifications.

Environmental Sciences – Biology Emphasis

Academic Achievement Report

2008-2009 Environmental Science- Biology Emphasis AS.ESBIO

Originator:	Ted Martinez **Status:** Approved **Department:** Environmental Science
Date Created:	10/15/2009 **Submitted:** 10/15/2009 **Completed:** 10/29/2009 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Environmental Science- Biology Emphasis AS.ESBIO
1. Statement of Purpose:	AWC Environmental Science program prepares students to transfer to a university, enables them to seek undergraduate science internships and demonstrate competency in communication, critical thinking, quantitative analysis and technological applications
2. Intended Student Learning Outcomes:	Use the scientific method to solve an environmental problem. Design a sound experiment that tests a hypothesis. Use statistics to interpret results

3. Tools for Assessment and Criteria for Success:	Report writing Hypothesis testing Data gathering Statistical analysis Interpretation of results The successful student will synthesis all the above pieces into a report.
4. Summary of Data Collected:	Students were able to synthesize data into a report. They were able to form a hypothesis and scientifically test it. Data were gathered and managed by the students over several weeks. Statistical analysis was performed by the students on their data.
5. Use of Results:	Results were used to determine areas where students skills were deficient. The curriculum was then modified to better instruct the students the following semester on how to perform environmental investigations. Areas of deficiency that were corrected were figure creating, data management and statistical analysis.

History

Academic Achievement Report

2008-2009 History AA.HISTO

Originator:	Kenneth Dale **Status:** Approved **Department:** History
Date Created:	11/30/2009 **Submitted:** 11/30/2009 **Completed:** 01/05/2010 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	History AA.HISTO
1. Statement of Purpose:	Graduates will demonstrate: 1) Basic knowledge of history and its impact. Knowledge of historical concepts and terminology to prepare students for the university level. 2) Competency in communication, critical thinking, and quantitative analysis and technical applications. 3) All History and Geography courses are offered online on a rotating basis.
2. Intended Student Learning Outcomes:	1) Graduates will be able to explain the knowledge and terms required to reflect and react to history. 2) Graduates will demonstrate critical thinking, communication, and sufficient technical ability to solve complex situations.
3. Tools for Assessment and Criteria for Success:	1) Graduates will receive at least 70% on an exit exam in addition to completion of written assignments, written exams and projects/portfolios ; 2) Graduates will receive at least 70% on an exit exam in addition to completion of written assignments, written exams and projects/portfolios
4. Summary of Data Collected:	1) Students received a 65% on the exit exam for historical vocabulary. 2) Students received a 63% on the exit exam for major historical concepts.
5. Use of Results:	1) Include a vocabulary section on the semester exams to help build a base of knowledge for the exit exam; 2) Include a major historical concepts section on all exams to build a stronger knowledge base for the exit exam All associate and full time AWC history faculty will use the same practice and formula to ensure

	continuity in the History program.

Hotel/Restaurant Management

Academic Achievement Report
2008-2009 Hotel/Restaurant Management AA.HOTEL

Originator:	Nancy Meister **Status:** Approved **Department:** Hotel/Restaurant Management
Date Created:	11/04/2009 **Submitted:** 11/04/2009 **Completed:** **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Hotel/Restaurant Management AA.HOTEL
1. Statement of Purpose:	Graduates of the Arizona Western College AA degree in HRM 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.
2. Intended Student Learning Outcomes:	Students in HRM 210 will develop a quality service philosophy. Students in HRM 210 will effectively communicate with customers and other team members and demonstrate the importance of customer service.
3. Tools for Assessment and Criteria for Success:	Completion of reflective papers on quality service. Videotapes of students handling difficult customers and difficult situations during role-playing exercises.
4. Summary of Data Collected:	During the 2008-2009 academic year, 11 students prepared reflective papers focusing on the principles of customer service in hospitality. Of the 16 papers submitted: 0 = A 0% of students 3 = B 27% 1 = C 10% 3 = D 27% 4 = F 36% Unable to video tape students this semester due to changing the course format to BlackBoard.
5. Use of Results:	The goal of this semester was to achieve 80% passing with a B or better in the writing requirement for the class. Findings show that only 27% of the class passed with a B or better. 10% passed the writing requirement with a C. 63% received a D or lower. Will substitute oral presentations with a 3-page mid-term paper due with the focus being on dealing with difficult guests and a final four-page paper due on principles of customer service in hospitality.

Law Enforcement Training Academy

Academic Achievement Report

2008-2009 Law Enforcement Training Academy CERT.LETA

Originator:	Lupe Fuentes **Status:** Approved **Department:** Adm Justice Studies
Date Created:	09/09/2008 **Submitted:** 10/28/2009 **Completed:** 02/22/2010 **To ACETS:**
Assessment for a:	Certificate
Assessment for:	2008-2009
Course/Program Title:	Certificate-Law Enforcement Training Academy (CERT.LETA)
1. Statement of Purpose:	Students will demonstrate: 1. Basic knowledge in law enforcement that will prepare them for an entry-level Peace Officer position in an AZ Law Enforcement Agency. 2. Students will demonstrate competency in communications, Critical Thinking, technological applications, and proficiency skills related to Law Enforcement.
2. Intended Student Learning Outcomes:	Students will acquire knowledge of: 1. Arizona Criminal and Traffic Law and attain a minimum score of 70% on written tests. 2. Students will demonstrate proficiency in the handling and use of firearms by attaining the minimum qualification score of 210 as mandated by Arizona Post. 3. Students will demonstrate proficiency in vehicle and pursuit operations by attaining the minimum qualification score of 70% on a written test and successful completion of all driving maneuvers/techniques. 4. Students will demonstrate proficiency in physical conditioning by attaining a minimum score of 384 in the POPAT prescribed by AZPOST. 5. Students will successfully complete the comprehensive final exam (CFE)administered by Arizona POST staff in the final two weeks of the academy program students must attain a minimum score of 70% on all three blocks of the CFE.
3. Tools for Assessment and Criteria for Success:	1. All students will attain a minimum score of 70% on written tests for Arizona Criminal and Traffic Law. 2. All students will demonstrate firearms proficiency by attaining a minimum qualifying score of 210 in the day and night qualification courses prescribed by AZPOST. 3. All students will demonstrate proficiency in vehicle and pursuit operations by attaining a minimum qualifying score of 70% on a written test and successful completion of all driving maneuvers/techniques. 4. All students will attain a minimum score of 384 in the POPAT by AZPOST. 5. All students will attain a minimum score of 70% on all blocks of the CFE administered by AZPOST staff.
4. Summary of Data Collected:	1. Twenty-one students started the Academy. Twenty students attained score of 70% on written tests for Arizona Criminal and Traffic Laws. One student failed. 2. Twenty students attained minimum qualifying scores in both day and night firearms qualification courses. 3. Twenty students attained minimum qualifying scores on the written test for Vehicle/Pursuit Operations. Twenty students successfully completed all driving maneuvers/Techniques. 4. Twenty students attained minimum qualifying scores in the P.O.P.A.T. 5. Seventeen students attained scores of 70% on all blocks of the comprehensive final exam (CFE). Two students failed.
5. Use of Results:	1. One student was dismissed from the Academy for academic failure. Additional study sessions

	will be conducted in future classes. 2. All students in the class demonstrated firearms proficiency. 3. All students in the class demonstrated proficiency in Vehicle/Pursuit Operations. 4. All students in the class attained passing scores in the POPAT. Additional physical conditioning sessions will be added to improve POPAT overall scores. 5. Two students were dismissed from the Academy for failing three attempts to pass the C.F.E. Additional study sessions will be incorporated in the Academy schedule to improve C.F.E. scores. Also, test taking techniques/study skills will be offered by AWC staff.

Mathematics

Academic Achievement Report

2008-2009 Mathematics AA.MATHE

Originator:	Light Bryant **Status:** Approved **Department:** Mathematics
Date Created:	10/13/2009 **Submitted:** 10/13/2009 **Completed:** 10/20/2009 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Mathematics AA.MATHE
1. Statement of Purpose:	Graduates will demonstrate (1) basic knowledge in mathematics that will prepare them for transfer to the university level and (2) competency in communication, critical thinking, quantitative analysis, and technological applications.
2. Intended Student Learning Outcomes:	Graduates will: 1a. apply the concept of the derivative to solve real world problems b. apply the concept of the integral to solve real world problems. c. use appropriate technology to solve real world problems.
3. Tools for Assessment and Criteria for Success:	Students will: 1. score 80% or higher on application problems involving the a. derivative b. integral c .use of technology Problems will be included on the final examinations in Calculus 3 (MAT 241) Introduction to Differential Equations (MAT 262) from both fall and spring semesters.
4. Summary of Data Collected:	Data were collected from the spring 2009 MAT 262 final examination only. Two problems on the test were preselected to be used for data. The numerical results were first question: 9 of 13 students scored at least 80% on this question; the mean score was 76.31% and the median score was 88% second question: 3 of 13 students scored at least 80% on this question; the mean score was 62.92% and the median score was 64% Both questions indicate failure to achieve the stated goal of at least 80% success. Although most students demonstrated at least moderate proficiency in the three target areas, as a group these students fell measurably short.

5. Use of Results:	We will reconsider how to measure student proficiency and demonstrated success in the three targeted key skills – differentiation, integration, and technology use. A larger data base for the 2009 – 2010 school year will be sought from which to extract our metrics, and we will determine how to measure a fuller sample of our A.A.-in- mathematics student population.

Music

Academic Achievement Report

2008-2009 Music AA.MUSIC

Originator:	Elizabeth Tibbs **Status:** Approved **Department:** Music
Date Created:	09/04/2008 **Submitted:** 02/24/2010 **Completed:** 03/09/2010 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Music AA.MUSIC
1. Statement of Purpose:	Graduates will demonstrate: (1) basic knowledge in music that will prepare them for transfer to the university and (2) competency in communication, critical thinking, quantitative analysis, and technological applications. Continue to assess incoming and 1st year majors to increase number of students completing the program.
2. Intended Student Learning Outcomes:	1. New students should move to the 2nd year of Theory program. Graduates will understand and be able to apply the concepts of music theory. 2. New students should move to the 2nd year of the Ear Training program. Graduates will be able to hear, write and apply the concepts of ear training. 3. New students should increase their piano skills to move on to 2nd year. Graduates will reach a required level of proficiency on the piano. 4. New students should increase their skills on their main instrument to move on to 2nd year. Graduates will reach a minimum level of proficiency on their chosen instrument and perform in a variety of instrumental and/or vocal ensembles.
3. Tools for Assessment and Criteria for Success:	1. Students will demonstrate an understanding of music theory through examination, quizzes and writing assignments at 70% or better. 2. Students will demonstrate an understanding of ear training through oral, aural and written examinations, quizzes and assignments at 70% or better. 3. Students will demonstrate a required level of piano proficiency by performance in class and in recital. 4. Students will demonstrate a minimum level of proficiency on their chosen instruments in weekly lessons and through recitals and juries.
4. Summary of Data Collected:	1. 50% of entering freshmen in Fall 2008 continued to Fall 2009. All continuing second year music students attained 70 % or better on all assignments, quizzes and examinations in theory. 2. 50% of entering freshmen in Fall 2008 continued to Fall 2009. All continuing second year music students attained 70 % or better on all assignments, quizzes and examinations in ear training.

	3. 100% of continuing students received 70% of above in piano class. 4. 90% of all music majors taking private lessons attained a minimum level of proficiency or better
5. Use of Results:	1. To support success in Music Theory, we will continue to offer MUS 110 Fundamentals of Music year around. Continue to offer music tutors for remedial music majors. 2. To support success in Ear Training, we will continue to offer MUS 110 Fundamentals of Music year around. Continue to offer music tutors for remedial music majors. 3. Continue to combine the Music Major piano classes allowing 2nd year students to assist and coach 1st year students. 4. Maintain higher expectations in private lessons with a focus on higher technical and musical skills. Communicate expectations to private instructors. 5. Continue to offer all Music Major classes to music students as university transfer classes

Nursing

Academic Achievement Report

2008-2009 Nursing AAS.NURHC

Originator:	Lannie Wills **Status:** Approved **Department:** Nursing
Date Created:	08/28/2008 **Submitted:** 09/17/2009 **Completed:** 10/29/2009 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Nursing AAS.NURHC
1. 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.
2. Intended Student Learning Outcomes:	The graduate will demonstrate knowledge in the profession of nursing. The graduate will demonstrate critical thinking. The graduate will demonstrate safe patient care. The graduate will demonstrate the ability to safely calculate figures. The graduate will demonstrate an ability to communicate both orally and in writing. The graduate will demonstrate an ability to use technology.
3. Tools for Assessment and Criteria for Success:	90% or greater of Graduates will pass the NCLEX-RN test on the first attempt. 90% of students will pass the Nursing 4 exit exam on their 1st attempt. 100% of students will pass all clinical competencies. 85% of employer surveys will indicate AWC RN graduates are adequate or above in basic nursing skills and procedures. 100% of students will pass the math challenge requirement in Nursing 4. 85% of employer surveys will state graduates are adequate or above in communication skills. 85% of employer surveys will indicate that graduates are adequate or above in the use of technology.
4. Summary of Data Collected:	Level of achievement: 89.3% (50/56 grads), the national average for 2008 is 87.33% Level of achievement: 38% Fall '08 6.28 passed on 1st attempt Sp' 09 20/40 passed on 1st attempt Level of achievement: 100% 100% of employers indicated graduates were adequate or above in basic skills and procedures.

	Level of achievement: 70% 2 Math questions on final exam: Fall '08: 70% (21/30) answered both correctly SP'09: 70% (28/40)answered both correctly. Level of achievement 100% Level of achievement 100%
5. Use of Results:	Faculty have implemented simulation experiences in order to enhance comprehension and application of theory to practice. NUR 121 added exam during the semester to help students build on content. Clinical post conference time was extended to add critical/ clinical thinking activities r/t problem solving learning and greater student focused learning. Fall '08 saw the implementation of required practice tests and remediation prior to the exit exam. The testing and remediation service provider was changed for Spring '09. Sept '09:Although 1st time pass rate has improved, strategies are being developed to make better use of total testing and remediation services, and to start preparing graduates for a total program comprehensive exam (NCLEX) earlier in the semester. Maintain level of achievement. Implementation of assessment and procedures earlier in Nursing 1 (NUR 121) will be implemented in Fall'09. Dosage calculations exams are included on every exam in every core-nursing course. Students are require to complete math remediation exercises is math questions are missed on exams. Maintain level of achievement. Continue monitoring. Maintain level of achievement.

Nursing Assistant

Academic Achievement Report

2008-2009 Nursing Assistant CERT.NURAS

Originator:	Lannie Wills **Status:** Approved **Department:** Nursing
Date Created:	08/28/2008 **Submitted:** 09/17/2009 **Completed:** 03/09/2010 **To ACETS:**
Assessment for a:	Certificate
Assessment for:	2008-2009
Course/Program Title:	Nursing Assistant CERT.NURAS
1. Statement of Purpose:	Arizona Western College Nursing Assistant Program graduates will demonstrate expertise as beginning nursing assistant practitioners.
2. Intended Student Learning Outcomes:	The students will demonstrate knowledge in the role of the of the nursing assistant. The student will demonstrate safe patient care. The student will meet state certification standards.
3. Tools for Assessment and Criteria for Success:	90% of students taking the Nursing Assistant theory portion of the certification test will pass. 90% of the students taking the Nursing Assistant practical skills component of the certification exam will pass. 90% of the graduates will take the state certification written and practice exam.
4. Summary of Data Collected:	Level of achievement: 2008 calendar year written exam data:75.9% (82/108) pass rate.2007 calendar year data: 92.4% Level of achievement: 2008 calendar year skills exam data: 86.3% (88/102) pass rate. 2007 calendar year data: 82.5%

	Level of achievement: 2008 Calendar year data for number of graduates who tested: 92.3% (108/117. 2007 calendar year data: 96.9%
5. Use of Results:	Data was reviewed and discusses with course faculty. The Director of Nursing will develop and administer the end of semester comprehensive exam to ensure student competence to graduate. A Program Coordinator is being hired in May 2009 to teach lecture, lab, and one clinical rotation, and to manage the program and supervise adjunct faculty and clinical associates. Data was reviewed and discussed with course faculty. Faculty will require higher standards for passing the course skills exam in order to ensure competency of students taking the state board exam. Hiring of Program Coordinator. Maintain level of achievement for graduates taking the certification exam.

Nursing Practical

Academic Achievement Report

2008-2009 Nursing Practical CERT.NURPN

Originator:	Lannie Wills **Status:** Approved **Department:** Nursing
Date Created:	08/28/2008 **Submitted:** 09/17/2009 **Completed:** 03/09/2010 **To ACETS:**
Assessment for a:	Certificate
Assessment for:	2008-2009
Course/Program Title:	Nursing Practical CERT.NURPN
1. Statement of Purpose:	Arizona Western College Licensed Practical Nursing program graduates will demonstrate expertise as beginning practitioners.
2. Intended Student Learning Outcomes:	Students will demonstrate knowledge in the field of nursing. The graduate will demonstrate safe patient care. The graduate will demonstrate the ability to safely calculate figures.
3. Tools for Assessment and Criteria for Success:	90% of students taking the test for the first time will pass NCLEX-PN. 100% will pass all PN level clinical competency skills check list by end of PN summer semester. 100% of graduates will achieve 100% on their math for dosage calculation test.
4. Summary of Data Collected:	Level of achievement:100% (Summer 2008) 9/16 students successfully passed the course. Level of achievement 100% Level of achievement 100%
5. Use of Results:	Dosage calculations exams are included on every exam in every core-nursing course. Students are required to complete math remediation exercises if math questions are missed on exams. This course has consistently exceeded the department's expected level of achievement and the clinical component has been strengthened with the increase in clinical experience exposure.

Paralegal Studies

Academic Achievement Report

2008-2009 Paralegal Studies AAS.LEGAL

Originator:	James D. Smith **Status:** Approved **Department:** Paralegal Studies
Date Created:	10/21/2009 **Submitted:** 10/21/2009 **Completed:** 11/18/2009 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Paralegal Studies AAS.LEGAL
1. Statement of Purpose:	Graduates will demonstrate basic knowledge in legal skills which will prepare them to obtain an entry level position within a law office, corporation, governmental agency, or other entity Competencies in communication, critical thinking, quantitative analysis, and technology applications will be demonstrated by graduates.
2. Intended Student Learning Outcomes:	At the completion of the program the student should have a familiarity with the terminology and important areas of interest within each of the topic areas covered in the program Learners will demonstrate a basic understanding in the use of computers and related programs for communications and information searches. Successful students will be able to write in a proficient and standard legal format, they will be able to use online legal research databases to perform research; they will be able to analyze case law and statutes and apply the rulings to particular situations.
3. Tools for Assessment and Criteria for Success:	Each course will include at least one substantial paper dealing with a legal topic pertinent to the particular course. Projects will be assessed giving particular weight to legal research (ie Westlaw use), grammar, correct format, and legal reasoning. It is expected that 75% of students will receive a grade of 75% or better.
4. Summary of Data Collected:	Information was collected from the 3 main subject matter courses and one introductory course. Each instructor assessed the abilities of the individual students to use a word processing program and legal resource materials to complete a writing project specific to each class. As well as correctly use standard grammar and correct legal format. 85% of students received a grade of 75% or higher on the individual project
5. Use of Results:	Faculty administering the writing project met to discuss the individual results of the writing project. Two conclusions resulted from the information. First; A greater focus on basic grammar and punctuation should be made to assist students achieve higher results on the individual writing assignments. That focus will happen in the LAS 100 Second; To ensure uniform assessment of students applying for a certificate or a degree a standard test will be developed and presented to students completing the program.

Paralegal Studies

Academic Achievement Report

2008-2009 Paralegal Studies CERT.LEGAL

Originator:	James D. Smith **Status:** Approved **Department:** Paralegal Studies
Date Created:	10/21/2009 **Submitted:** 10/21/2009 **Completed:** 11/18/2009 **To ACETS:**
Assessment for a:	Certificate
Assessment for:	2008-2009
Course/Program Title:	Paralegal Studies CERT.LEGAL
1. Statement of Purpose:	Graduates will demonstrate basic knowledge in legal skills which will prepare them to obtain an entry level position within a law office, corporation, governmental agency, or other entity Competencies in communication, critical thinking, quantitative analysis, and technology applications will be demonstrated by graduates.
2. Intended Student Learning Outcomes:	At the completion of the program the student should have a familiarity with the terminology and important areas of interest within each of the topic areas covered in the program Learners will demonstrate a basic understanding in the use of computers and related programs for communications and information searches. Successful students will be able to write in a proficient and standard legal format, they will be able to use online legal research databases to perform research; they will be able to analyze case law and statutes and apply the rulings to particular situations.
3. Tools for Assessment and Criteria for Success:	Each course will include at least one substantial paper dealing with a legal topic pertinent to the particular course. Projects will be assessed giving particular weight to legal research (ie Westlaw use), grammar, correct format, and legal reasoning. It is expected that 75% of students will receive a grade of 75% or better.
4. Summary of Data Collected:	Each course will include at least one substantial paper dealing with a legal topic pertinent to the particular course. Projects will be assessed giving particular weight to legal research (ie Westlaw use), grammar, correct format, and legal reasoning. It is expected that 75% of students will receive a grade of 75% or better.
5. Use of Results:	Faculty administering the writing project met to discuss the individual results of the writing project. Two conclusions resulted from the information. First; A greater focus on basic grammar and punctuation should be made to assist students achieve higher results on the individual writing assignments. That focus will happen in the LAS 100 Second; To ensure uniform assessment of students applying for a certificate or a degree a standard test will be developed and presented to students completing the program.

Physics

Academic Achievement Report

2008-2009 Physics AS.PHYSI

Originator:	Paul Koblas **Status:** Approved **Department:** Physics
Date Created:	09/08/2008 **Submitted:** 05/04/2009 **Completed:** 10/20/2009 **To ACETS:**
Assessment for a:	Other
Assessment for:	2008-2009
Course/Program Title:	Physics AS.PHYSI
1. Statement of Purpose:	Physics students will demonstrate competency in critical thinking.
2. Intended Student Learning Outcomes:	Students will demonstrate critical thinking by applying the principles of Newtonian mechanics.
3. Tools for Assessment and Criteria for Success:	Tool: Newtonian mechanics concept test. Criteria for Success: Minimum competency score of 60% Mastery competency score of 80% Average pre-test to post-test gain of 40%
4. Summary of Data Collected:	24 students took the concept test at the end of the fall 2008 semester. The average score was 58%. The average gain was 39%. 6 students (25%) demonstrated mastery competency. 9 students (38%) demonstrated minimum competency. 10 students (42%) demonstrated a gain of 40% or more. Percent score data: 80%-100% 6 students (25%) 60%-79% 3 students (13%) 40%-59% 11 students (46%) 20%-39% 4 students (17%) 0%-19% 0 students (0%) Percent gain data: 80%-100% 3 students (17%) 60%-79% 5 students (21%) 40%-59% 2 students (8%) 20%-39% 7 students (29%) 0%-19% 7 students (29%)
5. Use of Results:	Identify the concept areas where students demonstrated the least concept gain. Develop more effective learning activities.

Plumbing

Academic Achievement Report

2008-2009 CERT.PLMB

Originator:	Gloria Martinez **Status:** Pending Revisions **Department:** Plumbing Trades
Date Created:	09/18/2008 **Submitted:** 09/23/2009 **Completed:** **To ACETS:**
Assessment for a:	Certificate
Assessment for:	2008-2009
Course/Program Title:	CERT.PLMB
1. Statement of Purpose:	Completers will demonstrate expertise in plumbing and demonstrate competency in communication, critical thinking, and quantitative analysis and technology applications.
2. Intended Student Learning Outcomes:	1. Completers will perform entry-level piping for potable and waste water applications. 2. Graduates will effectively communicate orally and in writing. 3. Completers will be able to analyze basic plumbing applications and quantify the needed materials and equipment to perform the task. 4. Completers will use computer technology and the Internet to communicate and obtain information related to their professional needs.
3. Tools for Assessment and Criteria for Success:	1. Students will measure, cut, and solder/glue piping using drawings and prints to set specifications. 2. Student will communicate plumbing ideas by writing a job work order and explaining the work to be done. 3. Student will prepare a materials list for the work to be performed and cost out the materials and labor. 4. Student will research from the internet and prepare a materials list and work description as a word document and e-mail it to the Instructor.
4. Summary of Data Collected:	Plumbing courses for the period reported were safety and blueprint reading. No data was collected from column 3, items 1 due to the nature of the courses being information/knowledge based. Students did perform various writing assignments with the associate faculty and related internet use. These were general assignments in nature and no data collection tool was developed for reporting
5. Use of Results:	From the summary column four the 09/10 academic year will find need for development of data collection tool to better identify those activities that relate to columns 1,2 and 3. Associate faculty will need to be involved in understanding the assessment process and data collection with reporting of results for inclusion in the next assessment cycle

Political Science

Academic Achievement Report

2008-2009 Political Science AA.POLSC

Originator:	Mo Bahramzadeh **Status:** Approved **Department:** Political Science
Date Created:	09/08/2009 **Submitted:** 09/08/2009 **Completed:** 10/01/2009 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Political Science AA.POLSC
1. Statement of Purpose:	Graduates will demonstrate: (1) basic knowledge in Political Science that will prepare them for transfer to the university and (2) competency in communication, critical thinking, quantitative analysis, and technological applications.
2. Intended Student Learning Outcomes:	Graduates will use and understand Political Science terminology, and understand global issues and follow current events and crisis. Prepared students to write a paper/assignments on various political topics with keen intellects, cross –disciplinary knowledge, and cross –cultural perspective.
3. Tools for Assessment and Criteria for Success:	A random sample of student papers will be evaluated in three categories: (a) appropriate use of political science terminology; (b) identifying and considering context and assumptions when discussing political issues; and (c) developing own political positions and perspectives. The average score in each category will be at least 4.20 (70%). Students will communicate with instructors via email; take exam and submit assignment on Blackboard, engage in web-based discussions, and conduct web-based research.
4. Summary of Data Collected:	Student papers (from POS 100, 110, 120, and 130)were evaluated on the three criteria using six-level Likert scales. Average scores: (a) appropriate use of political terminology: 4.56, (b) identifying/considering context and assumptions when discussing political issues: 4.32, (c) developing own political positions and perspectives: 4.26
5. Use of Results:	Based on the criteria for success, all three learning outcomes were achieved. While the score for category (c) was the lowest of the three, it exceeded the minimum expectation. This area of student learning will be emphasized in the 2009-2010 assessment.

Psychology/Sociology

Academic Achievement Report

2008-2009 Psychology/Sociology

Originator:	Lindette Lent **Status:** In Process **Department:** Psychology
Date Created:	09/17/2008 **Submitted:** 04/13/2010 **Completed:** **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Psychology/Sociology AA.PSYSO
1. Statement of Purpose:	Graduates will demonstrate an expertise in psychology that will prepare them for transfer to the university level and will demonstrate competency in communication, critical thinking, quantitative analysis, and technological applications.

2. Intended Student Learning Outcomes:	A. students enrolling in psychology and sociology courses will be able to read and understand their textbook, online information, instructions, research articles, and reference resources. B. Students will demonstrate technological proficiency with computer and online materials C. Upper level students will be involved in outcomes assessment on a regular basis
3. Tools for Assessment and Criteria for Success:	1. Psychology Sociology will be engaging in their first program review this fall. As a part of that review we will complete a needs assessment for staffing and course offerings taking into account student load and the growth of our satellite campuses. While not a student outcomes assessment per say, students are expected to benefit from this analysis by receiving better quality instruction and enhanced scheduling. 2. We have been asked to institute an Honors only Introduction to Psychology course for Fall 08. This course will cover the normal PSY101 curriculum plus the students will be creating teaching modules which will be made available to all of our live and online instructors. Students will use a variety of technologies and an understanding of basic, sound pedagogical techniques to create teaching modules for psychology 101. Criterion for success- A or B graded presentations will be accepted as passing and as demonstrating the abilities outlined in column 2. 3. Research Methods students will complete a project assessing AWC student data about student learning styles as they are related to type of class taken and grade outcomes.
4. Summary of Data Collected:	1.Program Review completed and staffing requests made. 2. Honors course held and very successful with 100% of completing students achieving a B or better- many with a+. 3. Research Methods students have collected the data and put it into spreadsheets in preparation for analysis (4/09). Analysis completed by online and live students. Results show that San Luis high school and Yuma Catholic high school have the highest entering test scores overall, but that this testing effect fades away by the time students reach PSY 290- or two years at AWC. We are being successful! The test scores referred to in earlier AARs are incoming freshman scores on reading and math placement tests, not class grades.
5. Use of Results:	1. These staffing recommendations will be included in our program review and also used by the Associate Dean of BLAD to justify 2 new full-time and associate faculty hires in our program area. 2. The teaching modules will be made available to all live and online, full time and associate faculty for use in their psychology classes. We are especially looking forward to offering these modules to our “online only” students to enhance their understanding of difficult psychological concepts. 3. The results will become part of seminars offered to the AWC community through the CTE fall 09. I will also use the results to make any modifications necessary to my course offerings especially where it applies to advisement (what kind of courses my students take- live INT, cable, internet).There appears to be no effect of delivery modality on final grades FOR THOSE WHO COMPLETE the class. We don’t know if delivery mode might cause more withdrawal or if drop/withdrawal is related to underprepared students or poor advising.

	We will overhaul the requirements for PSY 290 (new pre-reqs.) to bolster completion rates. We will meet with academic advisors about better advising in the psy/soc degree.

Radiologic Technology

Annual Summary Report

2008-2009 Radiologic Technology

Originator:	Victoria Holas **Status:** Approved **Department:** Radiologic Technology
Date Created:	02/03/2010 **Submitted:** 02/03/2010 **Completed:** 02/23/2010 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Radiologic Technology
Annual Summary:	2008 - Pass rate on Registry 94% first attempt 2009 - pass reat 94% first attempt Program completion 2008- 88% 2009-94% Employment 2008 - 93% of students were employed 5 months after graduation 2009- no data
Examples of support for General Education Student Learning Outcomes:	
Critical Thinking:	100% of students scored greater than 3 points on section 9 of the clinic competency form that assesses the ability to evaluate the diagnostic quality of the images. 100% of students passed with greater than 40 of 50 points on non-routine exams which required students to use critical thinking skills to perform exams when the patient is unable to be positioned in the traditional manner because of their injuries.
Communication:	90% of students scored 5 of a possible 5 points on oral case study presentations 10% scored 4 points (standard 3 and above of 5 points) 100 % of students scored above 3 of 5 points on the communication skills evaluation form used in RAD 110 to evaluate oral communication and use of technology for communication (standard 3 and above of 5 points)
Quantitative Analysis:	82%of students scored greater than 40 points on the Technical Competency form that evaluates use of technical factors to affect changes in image quality
Technology Applications:	100% of students scores greater than 68 of a possible 85 points on the PACS form that evaluates the ability to use technological applications (Average score 84) 100 % of student did post exam computerized image processing and exam data entry for a score of more than 3 of 5 points

Radiologic Technology

Academic Achievement Report

2008-2009 Radiologic Technology AAS.RADTE

Originator:	Victoria Holas **Status:** Approved **Department:** Radiologic Technology
Date Created:	09/25/2008 **Submitted:** 09/11/2009 **Completed:** 10/29/2009 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Radiologic Technology AAS.RADTE
1. Statement of Purpose:	Goal 1: Students will demonstrate competency at the entry level in the field of Diagnostic Radiology. Goal 2: Students will demonstrate the ability to use critical thinking skills. Goal 3: Students will communicate effectively Goal 4: Students will demonstrate the ability to use technological applications Goal 5. The program will continuously monitor its effectiveness. Goal 6: Students will display the positive affective behaviors of teamwork and professionalism.
2. Intended Student Learning Outcomes:	1A. Arizona Western College students will be able to position all patients appropriately. 1B. Students will protect patients from radiation. 1C. Students will use appropriate technical factors. 2A. Students will effectively critique radiographic images. 2B. Students will perform non routine procedures in: portables, surgery and trauma areas. 3A. Students will communicate effectively with patients. 3B. Students will be able to use effective oral presentation skills. 4A. Student will be able to perform post exam processing using the computer 4B. Students will be able to use the PACS system to access and archive radiographic studies. 5A. Graduates will pass the ARRT exam. 5B. Graduates will be employed in the field of radiology. 5C. Students will complete the Radiologic Technology Program. 5D. Employers will be satisfied with the graduate's performance. 5E. Students will be satisfied with their education. 6A. Students will determine the importance of continued professional development 6B. Students will practice professional behaviors in the performance of their daily clinical practice
3. Tools for Assessment and Criteria for Success:	1A. Students will score equal to or greater than 3 of 5 points • Clinical Competency form Section # 1 1A. The student will score equal to or greater than 80% • Positioning Final Exams 1B.Students will score equal to or greater than of 5 points • Clinical competency form Section #6 1B. The student will score equal to or greater than 80% • 2nd Summer Radiation Protection Quiz 1C. Students will score equal to or greater than 40 of 50 points • Technical Competency forms at film/screen clinical education sites. 2A. Students will score equal to or greater than 40 of 50 points. • Image Evaluation Form 2A Students will score equal to or greater than 3 of 5 points. • Clinical Competency form Section # 9 2B. Students will score equal to or greater than 40 of 50 points

	• Competency form for non- routine exams. 3A. Students should score equal to or greater than 3 of 5 points • Instructor Performance Evaluation Form Section # 8 3A. Students should score equal to or greater than 6 of 10 points • Staff Evaluation Form Section # 4 3B. Students should score equal to or greater than 3 of 5 points • Case Study Presentation Form 3B. Students will score equal to or greater than 5 points. • Communication Skills Eval. Form RAD 110 4A. Students will score equal to or greater than 3 of 5 points • CR Processing Form Section # 8 4A. Students will score equal to or greater than 3 of 5 points • Competency Evaluation form Section # 10 4B. Students will score equal to or greater than 68 of possible 85 points. • PACS Competency form 5A. The program will strive for a pass rate of equal to or greater than 75% on first attempt on the ARRT Exam. •ARRT results 5B.75 % of students will be employed 6 months after graduation. • Alumni Survey 5C. 50% of students will complete the program based enrollment on the 45th day of the 1st Fall semester. • Attrition Rates 5D. 100% of employers will respond positively. • Employer survey Item # 3 5E. 80% of students will respond good /adequate. • Exit Interview Question # 15 6A. 75% of graduates will indicate that they plan to become a member of a professional organization. • Graduate Exit Survey 6B. Students will score ≥ 3 of 5 points. • Instructor Performance Evaluation form Section # 4
4. Summary of Data Collected:	Clinical Comp Forms 1A. 2nd semester: 100% of students scored equal to or greater than 3 points 5th semester:100% of students scored equal to or greater than3 of 5 points Positioning Exams 1A. 2nd semester:68% of students scored above 80 % 5th semester : 63% of students scored

	above 80% 1B. 94% of students scored greater than 5 points on the comp form section # 6 Radiation Protection Quiz 2nd Summer 2009 - no available data 1C. 82% of students scored greater than 40 points on the Technical Comp. Form 2A. Image Eval Form - 100 % of students scored greater than 3 points on section 9 of the clinical comp form that measures the ability to evaluate images. 2B.Non routine exams :100% of students scored above 40 points 3A. 100% students scored equal to or greater than 3 of 5 points on the instructor eval form section #8 90 % of 1st year students scored 5 points , 10 % scored 4 points on the Staff Evaluation section #4 3B. Students should score equal to or greater than 3 of 5 points on case studies • 90% of 1st year students scored 5 points on the case study presentation form , 10% scored 4 points 100% of students scored equal to or more than 3 of 5 points. on the communication skills eval form in RAD 110 4A.CR processing section #8 2nd semester: all students scored equal to or more than 3 of 5 points 5th semester: 100% of students scored equal to more than 3 of 5 points 4.A Competency Evaluation form Section # 10 2nd semester : 100% scored equal to or greater than 3 of 5 points 6th semester: 100 % of students scored 5 points 4B. 2nd semester:100% of students scored equal to or greater than 68 of possible 85

	points on the PACS comp form. 6th semester: Average score for students all is 84 5A. 2008:ARRT pass rate 94% on first attempt 2009:ARRT pass rate 94% on first attempt 5B.93% of students were employed 5 months after graduation 2008 5C. 2006-2008 the program completion rate was 88% 2007-2009 the program completion rate was 94% 5D. 2008- 100% of respondents responded positively 2009- 100% of respondents responded positively 5E.2008 94% of students responded excellent , very adequate / good adequate to question #15 6% responded fair /inadequate 6A.100% of students who responded intended to join a professional org. ASRT 43% ASSRT 7 % Both 50% 6B. 2nd semester : All students scored equal to or greater than 3 of 5 points. 6th semester : all students scored equal to or greater than 3 of 5 points.
5. Use of Results:	1A : Positioning Exams Review Position classes to more closely correlate class content with positioning Labs Continue to monitor educational processes National Registry : Change goals for the next assessment cycle to focus on raising scores in the Imaging section of the National Registry

Spanish

Annual Summary Report

2008-2009 Spanish as a Foreign Language

Originator:	Lorraine Michelle Faust **Status:** Approved **Department:** Spanish
Date Created:	03/08/2010 **Submitted:** 03/08/2010 **Completed:** 03/22/2010 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Spanish as a Foreign Language
Annual Summary:	The mission of the Spanish as a Foreign Language section 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 twofold: 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 2008-2009, the section completed full assessment cycles for the Spanish 101-102 Course Cluster, as well as the Associate of Arts Degree in Spanish.
Examples of support for General Education Student Learning Outcomes:	
Critical Thinking:	Critical thinking Students in Spanish courses are asked to think critically about cultural aspects of the Spanish speaking world and make a connection to the local traditions and cultures. Students in intermediate and advanced classes are required to express their point of views in the target language.
Communication:	Communication Students in the Spanish courses focus on both written and spoken communication with attention to the grammatical and organizational process.
Quantitative Analysis:	Quantitative analysis Students in Spanish courses practice basic mathematical problems and do opinion surveys in the target language.
Technology Applications:	Technology Applications Students use technology in a day to day basis in all levels of Spanish. Course requirements include online workbook and lab manual, use of blackboard and e-mail to turn in assignments and to enhance classroom instruction.

Spanish

Academic Achievement Report

2008-2009 Spanish AA.SPANI

Originator:	Lorraine Michelle Faust **Status:** Approved **Department:** Spanish
Date Created:	03/08/2010 **Submitted:** 03/08/2010 **Completed:** 03/22/2010 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Spanish AA.SPANI
1. 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 communication, critical thinking, quantitative analysis, and technology applications.
2. 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 writing process (i.e. organizing, revising, proofreading) in Spanish 3. Demonstrate comprehension and language production, including cultural fluency 4. Successfully transition to a four year institution
3. Tools for Assessment and Criteria for Success:	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. 2. 100% of students will demonstrate-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. 3. 100% of students will demonstrate intermediate high language proficiency (per ACTFL standards) and literary understanding through an oral presentation on literary research. 4. 100% of graduate who apply to a 4 year university will be accepted.
4. Summary of Data Collected:	1. 57% of students demonstrated an appropriate knowledge of Hispanic literature per guidelines from the AWC Spanish Department and demonstrated intermediate-high writing proficiency (per ACTFL standards) on embedded questions within the exit exam in SPA 265, the capstone course. 2. 85% of students demonstrated high writing proficiency (per ACTFL standards) on a "word processed" paper that provides a clear, specific thesis. The paper contained fully developed examples to support the thesis in a logical coherent manner that demonstrates original thinking depth of analysis, and comprehension. All papers were reviewed by four different non-Spanish faculty members. 3. 100% of students demonstrated intermediate high language proficiency (per ACTFL standards) and literary understanding through an oral presentation on literary research. 4. Data only available for one student, who did meet this goal.
5. Use of Results:	A procedure needs to be established to select faculty to review the essays. It is challenging to find faculty that can evaluate the final paper in Spanish. It will be easier to find more Spanish literate faculty by changing the stated tool from the papers being reviewed by a non Modern Languages faculty member to the papers being reviewed by a non Spanish faculty. A procedure needs to be established to track Spanish AA graduates. In the 2010/2011 Spanish Program Review please consider the following questions: 1. How can we improve the numbers in this course (SPA 265) and the Spanish AA program? 2. Should we have further training in ACTFL writing standards? 3. Should we separate knowledge of Hispanic literature from writing proficiency? We are evaluating writing proficiency in the written essay and the written exam. 4. Should we be expecting 100% of students to be achieving these standards?

Theatre

Academic Achievement Report
2008-2009 Theatre

Originator:	Forrest A. Straley **Status:** Approved **Department:** Theatre
Date Created:	09/11/2008 **Submitted:** 03/11/2010 **Completed:** 03/22/2010 **To ACETS:**
Assessment for a:	Degree
Assessment for:	2008-2009
Course/Program Title:	Theatre AA.THETR
1. Statement of Purpose:	Graduates will demonstrate: 1. A basic knowledge in theatre that will prepare them for transfer to the university. 2 Competency in communication, critical thinking, quantitative analysis, and technological applications. 3 An ability and desire to find employment or further education in theatre or a theatre related occupation where their skills and training can be of use.
2. Intended Student Learning Outcomes:	1. Application of theatre skills and techniques to performance realities. 2. Competency in communication, critical thinking, quantitative analysis, and technological applications 3. Continue to pursue an education that includes theatre and/or find employment in theatre or a theatre related occupation where their skills and training can be of use.
3. Tools for Assessment and Criteria for Success:	Graduates will have performed/produced/managed/ designed/or participated as a theatre technician for at least one main stage production. 2. Graduates will have made oral, written, and group presentations which cover the material in item 2 of Column 1 in classroom and production settings. Graduates will have used email and attachments to turn in homework, papers, and other assignments. 3. 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.
4. Summary of Data Collected:	No Data Collected
5. Use of Results:	No Results as there was no data collected.

Welding

Academic Achievement Report

2008-2009 AWS (American Welding Society) Entry Level 1 CERT.AWS; AA.WELDT; CERT.WELDG; CERT.GMAW; CERT.SMAW

Originator:	Gloria Martinez **Status:** Approved **Department:** Welding
Date Created:	09/10/2008 **Submitted:** 09/23/2009 **Completed:** 12/07/2009 **To ACETS:**
Assessment for a:	Certificate
Assessment for:	2008-2009
Course/Program Title:	AWS American Welding Society Certificate CERT.AWS; AAS.WELDT; CERT.WELDG; CERT.GMAW; CERT.SMAW
1. Statement of Purpose:	Graduates will demonstrate expertise in welding and demonstrate competency in communication, critical thinking, and quantitative analysis and technology applications. Graduates will be certified welders.
2. Intended Student Learning Outcomes:	1. Graduates will perform entry-level weldments. 2. Graduates will effectively communicate orally and in writing. 3. Graduates will be able to analyze welding applications and quantify the needed materials and equipment to perform the task. 4. Graduates will use computer technology and the Internet to communicate and obtain information related to their professional needs. 5. Graduates will complete American Welding Society Level I
3. Tools for Assessment and Criteria for Success:	WLD 100 Students Main & South County campus will complete Core Curriculum Competencies. WLD 127 Students will complete AWS (American Welding Society) written welding knowledge test and complete weld performance test. 100% will complete AWS D1.1 Limited welder certification requirements. AWC AWS Chapter Students participating in the AWS Student Chapter will demonstrate welding knowledge, skill and ability to communicate both written and orally through chapter meetings and activities.
4. Summary of Data Collected:	Three WLD 100 course sections for the 08/09 academic year were delivered with one day and one night time course on the main campus and one evening course at San Luis High School San Luis Arizona. Data presented is number of core completers out of enrolled students: WLD 100 Main Daytime 71% achieved course competency for credit WLD 100 Main Night Time 69% achieved course competencies for credit WLD 100 San Luis SC 82% achieved course competency for credit. 77% of Students enrolled in the WLD 127 course students completed the AWS D1.1 performance test (Data presented is number of exam completers to AWS Standard pass/ for performance standard out of students enrolled). AWS Student Chapter Activities included students hosting the SkillsUSA Regional welding contest. Students prepared all weld materials, weld workmanship samples and provided event judging and weld inspection for scoring of high school contest participants. Students

	communicated orally and in writing as they completed all scoring of weldments for final contest outcomes and demonstrated leadership in hosting this event. Students Graduating May 2009 AAS or Certificate completer as a certified welder. 60%. AWS Level I completer 60% for AAS Degree And 66% Data Source AWC Commencement Program: Basic Welding Cert: 3 AAS Degree: 5 Welding students Industrial Technology Degree: 3
5. Use of Results:	Students completing the WLD 100 courses represent a mixed group of learners who are not all pursuing the welding vocational program. Of the students in the WLD 100 course less than 15 enrolled in the WLD 127 course in San Luis and of these nearly 50% listed addresses within the main campus service area. The enrollment in San Luis not achieving full enrollment cap may be due to the course location as main campus offerings have demonstrated ability to make the enrollment cap. As the WLD 100 course is a competency based course students must achieve a minimum pass score of 70% on written test and a pass/fail to the competency on the performance test. The number of core curriculum completers for passing grade core modules may be based on the passing score for college credit and industry based competency completion for training recognition to a standard that requires instruction modules be passed. Based on the data no change in program delivery will be made but a blended approach of traditional grading for college credit and adherence to the NCCER competency achievement for training recognition requirements. WLD 127 data indicates room for improvement in completion and testing to the AWS SENSE standard for Shielded Metal Arc Welding. This course will be taught on the main campus for the 2009/2010 academic year spring semester where additional data collection efforts will be made for the next report. To better assess the efficacy of the AWS Students Chapter a return to the SkillsUSA program for this academic year has been implemented where students will participate in one or both extracurricular CTSO activities. These student driven CTSO activities will be used to collect external data on student performance at SkillsUSA state skills contest as an additional assessment of program and student learning outcomes. Note: Beginning catalog year 2008/2009 students are required to complete the AWS SENSE Level I Entry Level requirements to graduate. This program requires certification to the AWS D1.1 welder certification performance requirement.

COURSE ASSESSMENTS or COURSE CLUSTERS

English 101

Academic Achievement Report

2008-2009 English 101 Freshman Composition

Originator:	Steve Moore **Status:** Approved **Department:** English
Date Created:	11/01/2009 **Submitted:** 11/08/2009 **Completed:** 12/02/2009 **To ACETS:**
Assessment for a:	Course Cluster
Assessment for:	2008-2009
Course/Program Title:	English 101 Freshman Composition
1. Statement of Purpose:	To ensure consistency of learning outcomes with objectives stated on course syllabus
2. Intended Student Learning Outcomes:	Students will be able to analyze and write clear and effective essays. Students will demonstrate minimum preparedness for entry into English 102.
3. Tools for Assessment and Criteria for Success:	A writing assessment of all English 101 students utilizing a common writing prompt, process, and evaluation tool that will be implemented during Spring Semester 2009. Short Essay Assignment: Within a one hour and 15 minute time frame, English 101 students will plan and write a short paper based on a common writing prompt. Using a common rubric to assign scores, English faculty will evaluate student essays.
4. Summary of Data Collected:	In this pilot assessment project administered during Spring Semester 2009, faculty assessment groups scored 180 student essays. From this sampling, five students received a score of 5 based on the skill areas identified on the common rubric; 38 a score of 4; 81 a score of 3; 48 a score of 2, and 8 a score of 1. Most student essays received scores that fell within the 3 range as indicated on the common rubric; however, a score of 3 was variously interpreted by faculty assessment groups. Some faculty members indicated that a score of 3 fulfilled the minimal requirements for the timed in-class writing assignment; others argued that a score of 3 did not demonstrate the minimal skills expected of English 101 students at a mid-point in the semester. These differences of opinion indicate inconsistencies in the scoring of the assessment essays as well as questions about the reliability and validity of the results. Despite the scoring challenges, faculty assessment groups identified several common problems among student writers: (1) insufficient student knowledge or background to address the writing prompt; (2) difficulties with timed writing; (3) problems with thesis construction; (4) inconsistencies with paragraph organization; (4) insufficient support of ideas with evidence,

	details, and examples; (5) difficulties with language fluency, as demonstrated by major grammatical errors, lack of sentence variety, and problems with word choice and academic vocabulary.
5. Use of Results:	Use of Results: The following obstacles to student proficiency in writing were apparent when post analysis discussion took place: • Students' reading skills • Difficulties in assessing end-of-semester skills at mid-point in semester • Insufficient knowledge/background in subject area • Inadequate preparation in developmental instruction • Possible inconsistencies in writing pedagogy Implications for Future Assessments: • Include one or more calibration sessions using a common rubric to establish clearer markers • Emphasize to faculty that assessment initiatives are undertaken primarily to improve instruction and not to serve as barriers for students or as critiques of specific instructors • Include more associate faculty in process • Use a random sampling of essays from classes to limit faculty time • Encourage further participation in developing strategies for assessment • Seek outside expertise and training to develop faculty competency and confidence in writing assessment After post analysis of using the standardized rubric-the update version- that has been used by scoring teams from LEAP to evaluate pre graduation essays written by students at the Testing Center prior to graduation, some several observations that led to the following statements being constructed. Score of 6: Superior Addresses the question fully and explores the issues thoughtfully Shows substantial depth, fullness and complexity of thought Demonstrates clear, focused, unified and coherent organization Is fully developed and detailed Evidences superior control of diction, syntactic variety, and transition May have a few minor mechanical flaws Score of 5: Strong Clearly addresses the question and explores the issues Shows some depth and complexity of thought Is effectively organized Is well developed, with supporting detail Demonstrates control of diction, syntactic variety, and transition May have a few mechanical flaws Score of 4: Competent Adequately addresses the question and explores the issues

	Shows clarity of thought but may lack complexity Is organized Is adequately developed, with some detail Demonstrates competent syntactic control May have some mechanical flaws Pass/Fail Distinction: Scores of 4, 5, and 6 are passing: Scores of 3, 2, and 1 are not passing Score of 3: Not Competent A failing paper will reflect one or more of these weaknesses: Severely distorts or neglects parts of the question Is very simplistic or stereotyped in thought Demonstrates serious problems in organization Contains generalizations without supporting detail or detail without generalizations: may be undeveloped Shows patterns of flaws in language, syntax or mechanics Score of 2: Weak Demonstrates serious inadequacy in one or more of the areas specified for the 3 paper Score of 1: Very Weak Fails in its attempt to discuss the topic Is completely off-topic Is severely underdeveloped (i.e. too short) Is wholly incompetent syntactically and mechanically The consensus is that the modification and refinement of a rubric for evaluating essays from English 101 will be an ongoing process. The English Department feels that it will continue to explore the most effective and efficient methods for collecting data from embedded assignments.

English as a Second Language (ESL) Level 1 and 2

Academic Achievement Report

2008-2009 ESL Course Cluster Levels 1 and 2

Originator:	Steven Lund **Status:** In Process **Department:** English as a Second Language
Date Created:	09/10/2008 **Submitted:** 04/28/2009 **Completed:** 09/17/2009 **To ACETS:**
Assessment for a:	Course Cluster
Assessment for:	2008-2009
Course/Program Title:	ESL Course Cluster Levels 1 and 2
1. Statement of Purpose:	Enable non-native speakers of English to achieve self-determined language acquisition goals: degree/certificate completion, employment, employment mobility, and/or personal

	enrichment.
2. Intended Student Learning Outcomes:	Students will demonstrate level appropriate 1) reading comprehension and written use of words and phrases in affirmative and negative statements, questions, and commands in simple and complex morphological, grammatical, and syntactical contexts. 2) aural recognition and comprehension of institutional cultural practices used in the United States and in other areas of the English speaking world. 3) oral demonstration of level appropriate cultural knowledge of telephone etiquette, gestures, and/or acceptable classroom behavior in the United States.
3. Tools for Assessment and Criteria for Success:	At the end of the semester, 100% of Level 2 and 2b students will: 1a) achieve a score of 70% or higher on a comprehensive multiple choice structure test. At the end of the semester, 100 % of Level 1 and 1b students will: 1b) answer written comprehension questions based on selected reading topics which contain relevant cultural content, with 70% accuracy. At the end of the semester, 100% of Level 2 and 2b students will: 2) write a paragraph with 70% or higher accuracy in content, organization, grammar, and mechanics. 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. 3b) Workshop 2 students will demonstrate advanced-novice speaking proficiency.
4. Summary of Data Collected:	1a)Total of level 2 and 2b students who scored 70% or higher: 28/77 (36%) 2) Total of level 2 and 2b students who scored 70% or higher: 26/38 (68%) 3a) Total of Workshop 1 students who demonstrated mid-novice speaking proficiency: 12/22 (55%) 3b) Total of Workshop 2 students who demonstrated advanced-novice speaking proficiency: 18/19 (95%)
5. Use of Results:	1a) A revised structure assessment will be developed for use in Fall 2009. A new longer assessment tool was used this year. Majority of errors occurred in negative sentences (in present and past tenses), wh-question formation, simple and comparative adjectives, adjective vs. adverb, too vs. very, too much/ many/ few/ little, embedded verbs (students have to choose among the tenses depending on context). 2) A departmental decision was made on 4/13/09, based on language acquisition research, to defer ESL assessment to the end of Level 2 and focus only on structure at this level. Main problems for those who did not perform at 70% or better: off topic; lack of details specified in the prompt; lack of transitions; comma splices; subject/verb agreement. God things in all paragraphs: correct title use; topic sentence; order of ideas; concluding sentence

	3a)A departmental decision was made on 4/13/09, based on language acquisition research, to defer ESL assessment to the end of Level 2 and focus only on structure at this level. 3b)A decision was made on 4/13/09 to focus only on structure assessment at the end of Level 2.

English as a Second Language (ESL) Level 3, 4, and 5

Academic Achievement Report

2008-2009 ESL Course Cluster Levels 3,4,5

Originator:	Steven Lund **Status:** Approved **Department:** English as a Second Language
Date Created:	09/10/2008 **Submitted:** 04/28/2009 **Completed:** 09/17/2009 **To ACETS:**
Assessment for a:	Course Cluster
Assessment for:	2008-2009
Course/Program Title:	ESL Course Cluster Levels 3,4,5
1. Statement of Purpose:	Enable non-native speakers of English to achieve self-determined language acquisition goals: degree/certificate completion, employment, employment mobility, and/or personal enrichment.
2. Intended Student Learning Outcomes:	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 and comprehension of institutional culture practices used in the United States and in other areas of the English speaking world. 3) use a word processing program. 4) appropriate score on placement tests for admittance to English and Reading classes.
3. Tools for Assessment and Criteria for Success:	1)At the end of the semester, 100% of Level 4 students will: 1a)achieve a score of 70% or higher on a multiple choice grammar test. This is done in the Structure 4 class. 1b)write an essay with 70% or higher accuracy in content, organization, grammar, and mechanics. 2) At the end of the semester, 100% of Level 4 students will achieve a score of 70% or higher on problem-solving dilemmas in the Conversation 3,4,5 class. 3) At the end of the semester, 100% of Level 4 students in Writing 4 will achieve a score of 70% or higher on an original composition using appropriate word processing skills and formatting. 4) Based on an analysis of the ENG and RDG placement scores, 100% of students who took Level

	4 at AWC within the last two semesters will receive high enough scores to place into ENG 95 or above and/or RDG 93 or above.
4. Summary of Data Collected:	1a) Total of Level 4 students who achieved a score of 70% or higher: 13/33 (39%) 1b) Total of Writing 4 students who scored 70% or higher: 22/29 (76%) 2) Total of Conversation 3,4,5 students who achieved a score of 70% or higher: 50/53 (94%) 3) Total of Writing 4 students who scored 70% or higher on an original composition using appropriate word processing skills and formatting: 14/14 (100%) 4)Data provided by the AWC Office of Institutional Effectiveness, Research, and Grants did not meet the parameters of the data requested.
5. Use of Results:	1a) A departmental decision was made on 4/13/09 to move structure assessment from Level 4 to the end of Level 3. 1b) The writing rubric used for Level 4 will be reviewed and revised as needed to ensure attention to grammatical accuracy and mechanics. 2) A departmental decision was made on 4/13/09 to focus on structure at Level 3 and writing at Level 4. 3) The writing assessment at Level 4 is to be done on computers and incorporated into #2 above for the 2009-10 matrix. 4) Data needs will be reviewed and/or clarified with the Office of Institutional Effectiveness, Research, and Grants and/or the AWC Testing Center for the 2009-2010 assessment cycle.

Mathematics Developmental

Academic Achievement Report
2008-2009 Developmental Mathematics

Originator:	Cynthia Broughton **Status:** Approved **Department:** Mathematics
Date Created:	09/08/2008 **Submitted:** 07/07/2009 **Completed:** 07/09/2009 **To ACETS:**
Assessment for a:	Course Cluster
Assessment for:	2008-2009
Course/Program Title:	Developmental Mathematics
1. Statement of Purpose:	Improved student success and completion rates in Pre-Algebra will provide for greater success in sequential mathematics courses. Student success, completion, and failure rates will be positively impacted by the addition of 1 credit hour to the Pre-Algebra curriculum.
2. Intended Student	The success and completion rates of MAT 71 students will exceed those of previous MAT 72

Learning Outcomes:	students while the rate of failure will decline due to the increase of instructional contact time (3 credit hour to 4) and daily class meetings (MTWTh schedule verses MW or TTh).
3. Tools for Assessment and Criteria for Success:	Success, completion, and failure rates for the newly implemented 4 credit-hour MAT 71 (2008-09) will be compared to that of the 3 credit-hour MAT 72 previously offered (2007-08). Data will be collected through the AWC Office of Effectiveness, Research, and Grants. Average Fall/Spring percentage rates in all three data categories will reflect a positive change of 10%.
4. Summary of Data Collected:	The data collected is as follows: MAT 72 success rate: F 07 = 33% Sp 08 = 60% Ave = 46.5% completion rate: F 07 = 67.8% Sp 08 = 55.6% Ave = 61.7% failure rate: F 07 = 34.8% Sp 08 = 40% Ave = 37.4% MAT 71 success rate: F 08 = 49.1% Sp 09 = 53.7% Ave = 51.4% completion rate: F 08 = 67.9% Sp 09 = 65.9% Ave = 66.9% failure rate: F 08 = 18.9% Sp 09 = 46.3% Ave = 32.6% Student rates for success, completion, and failure improved in MAT 71 when compared to MAT 72. The average Fall/Spring success rate increased 4.9% while rates of completion increased 5.2%. Failure rates decreased 4.8%. Although improvement in all three data categories did occur, the criteria for success as defined was not met.
5. Use of Results:	Success, completion, and failure rates for MAT 71 2009-10 will be collected and again compared to that of MAT 72 to verify the positive impact of the additional credit-hour added.

FCS 238 (same as) PSY238

Academic Achievement Report

2008-2009 FCS/PSY 238 Human Development

Originator:	Melissa Behunin **Status:** Approved **Department:** Family and Consumer Sciences
Date Created:	09/10/2009 **Submitted:** 09/10/2009 **Completed:** 10/12/2009 **To ACETS:**
Assessment for a:	Course Cluster
Assessment for:	2008-2009
Course/Program Title:	FCS/PSY 238 Human Development
1. Statement of Purpose:	Students who complete this course will demonstrate basic knowledge regarding lifespan development (AWC Learning-Centered Values from Vision 2012: A Vision in Progress. Students will demonstrate competency in communication, critical thinking, quantitative analysis and the application of technology.
2. Intended Student Learning Outcomes:	1. Each person will identify five factors which influence development of an individual from birth throughout the lifespan.

	2. Each person will describe how the concepts of physical, emotional, social, and intellectual development are interrelated during the lifespan. 3. Each student will identify ways in which ethnicity and gender influence his/her life from a developmental perspective. 4. Students will identify the most important topics covered in the course that make a difference in their life.
3. Tools for Assessment and Criteria for Success:	Students will respond at the end of the semester in writing to questions assessing each of the intended learning outcomes. This must be submitted to receive the final exam. All associate faculty will receive these forms to give to students and be required to submit completed forms. CRITERIA: 90% of students who complete course survey will identify key factors related to development through the lifespan. 2. Survey will ask students to identify which topics covered in class were most useful. CRITERIA: 90% of students who complete the survey will identify the most important topics in class.
4. Summary of Data Collected:	1. Of the 48 students who completed the assessment, 48 were able to identify five factors which influence development of an individual from birth throughout the lifespan (100%). 2. Of the 48 students who completed the assessment, 47 were able to describe how the concepts of physical, emotional, social and intellectual development are interrelated during the lifespan (98%). 3. Of the 48 students who completed the assessment, 47 students were able to identify ways in which gender and ethnicity influenced their life from a developmental perspective (98%). 4. Of the 48 students who completed the assessment, 48 students were able to identify the most important topics covered in the course that make a difference in their life (100%). Responses were difficult to classify, but many stated something similar to this student who said they learned that, “life is a wonderful gift and that we should live each day as if it were your last.” Students also reported having a better understanding of how humans develop, including themselves, and the power of happiness. As many of the students are nursing majors, many made comments on how it will help their career. One such student stated, “ Human development is extremely important especially for nursing students. Each patient is unique, but if the medical professional understands about lifespan development, planning their course of care and treatment should be easier and more accurate. Human development is very important when taking care of patients. If you know the characteristics of the different stages of development, it should be easier to diagnose a problem. I will be forever grateful for the knowledge I learned from this class and will use it continually for the rest of my life and career.”
5. Use of Results:	1. Results show high levels of student proficiency as measured by the student learning outcomes. 2. Information regarding the Academic Achievement Report will be distributed to all FCS/PSY 238 instructors. 3. The FCS 220 class has been selected for the 2009-2010 academic year.

Philosophy

Annual Summary Report

2008-2009 Introduction to Ethics (PHI 105)

Originator:	Susanne Goethals **Status:** Approved **Department:** Philosophy
Date Created:	11/03/2009 **Submitted:** 11/03/2009 **Completed:** 11/18/2009 **To ACETS:**
Assessment for a:	Course Cluster
Assessment for:	2008-2009
Course/Program Title:	Introduction to Ethics (PHI 105)
Annual Summary:	The mission of the philosophy program is to help students develop basic knowledge and analytical skill in philosophy that will prepare them for transfer to the university and, more generally, enhance critical thinking and verbal skills necessary for individuals to function meaningfully as members of a pluralistic, open society. As part of the general education curriculum, philosophy courses increase students' competency in communication, critical thinking, technological applications, and to some extent, quantitative analysis. In 2008-2009, the philosophy faculty completed assessment cycles on three broad learning outcomes across the philosophy curriculum. 2007-2008 assessment results revealed a need for improvement in the area of independent thinking: developing and defending own philosophical positions and perspectives. As a result, the philosophy faculty decided to center the 2008-2009 assessment study on learning outcomes in Introduction to Ethics (PHI 105), as this course is especially focused on independent thinking. Students in PHI 105 learn to bring philosophical reasoning to bear on contemporary ethical issues. Students are required to (a) develop their own positions on one or more issues, (b) clearly formulate those positions, and (c) rigorously defend them using philosophical reasoning. All faculty teaching PHI 105 developed common exam questions, that were administered to students on a midterm exam, a final exam, or both, that would enable us to measure all three outcomes. A.A. in Philosophy Students will demonstrate: 1) basic knowledge and skills in philosophy that will prepare them for transfer to university and 2) competency in communication, critical thinking, quantitative analysis, and technological applications. The philosophy faculty are working toward a set of common goals for philosophy writing assignments and a standardized rubric for the evaluation of written work. Also, the department continues to increase the number of full online and web-enhanced course offerings each year. Social and Political Philosophy (PHI 257) was offered as a full web course in spring 2008. Measurement Tools and Criteria for Success PHI faculty developed two exam questions that were administered on the midterm and final examinations in all sections of PHI 105. Student answers were evaluated using six-level Likert scales in three categories: (a) explanation and application of ethical theories; (b) explanation and analysis of a contemporary ethical issue; and (c) formulation and defense of an ethical position. (1 = limited/no proficiency; 6 = equals very high proficiency. See attachment for complete rubric.) The goal was an average score of at least 4.26 (71%) in each category.

	Student answers to two common exam questions (for PHI 105) were evaluated on the three criteria using six-level Likert scales. (1 = limited/no proficiency; 6 = equals very high proficiency. See attachment for complete rubric.) The average score for each category is as follows: (1) Description and application of ethical theories: 4.39 (73%) (2) Analysis of contemporary ethical issue (including description and analysis of arguments in support of various positions): 3.96 (66%) (3) Development and defense of own position on a complex ethical issue: 3.95 (65.8%) Use of Results Based on criteria for success, one of three learning outcomes was achieved. While students do well at describing and applying theories, they continue to fall short in the areas of analysis and argumentation. Full-time and associate faculty will engage in regular discussion on the ways in which they can strive to more effectively develop these skills in their courses. All faculty will be encouraged to revise assignments and adjust grading standards as appropriate. The 2009-2010 assessment study will examine student learning outcomes in Introduction to Logic (PHI 103), the course in AWC's philosophy curriculum that focuses entirely on analysis and argumentation.
Examples of support for General Education Student Learning Outcomes:	
Critical Thinking:	Students in philosophy courses focus on written communication with attention to the process of analyzing philosophical texts, problems and constructing arguments. Students develop the ability to discuss abstract, complex issues and express their ideas clearly, both orally and in writing.
Communication:	Students in all philosophy courses develop their critical thinking skills via the analysis of philosophical claims and arguments. Students are required to take positions on philosophical issues and defend those positions through argumentation. Exegesis, analysis and argumentation skills are developed through oral and written (Blackboard) discussion as well as through written assignments.
Quantitative Analysis:	Study of contemporary ethical issues often requires students to engage in analysis of empirical data.
Technology Applications:	Philosophy courses are offered online, and most traditional classes are now Blackboard enhanced, often requiring students to submit assignments on Blackboard, engage in web-based discussions, and conduct web-based research.

Philosophy

Academic Achievement Report

2008-2009 Introduction to Ethics (PHI 105)

Originator:	Susanne Goethals	**Status:** Approved	**Department:** Philosophy	
Date Created:	09/10/2008	**Submitted:** 09/06/2009	**Completed:** 09/17/2009	**To ACETS:**
Assessment for a:	Degree			

Assessment for:	2008-2009
Course/Program Title:	Introduction to Ethics (PHI 105) AA.PHILO
1. Statement of Purpose:	Graduates will demonstrate (1) basic knowledge and analytical skill in philosophy that will prepare them for transfer to the university and (2) competency in communication, critical thinking, quantitative analysis, and technological applications.
2. Intended Student Learning Outcomes:	(1) Students will describe key ethical theories of the Western philosophical tradition and demonstrate the ability to apply those theories in the analysis of contemporary ethical problems. (2)Students will explain a complex contemporary ethical issue in detail, demonstrating understanding of the various positions that can be taken on that ethical issue. This explanation will include description and analysis of arguments in support of each position. (3) Students will develop, formulate and defend a position of their own on a complex ethical issue.
3. Tools for Assessment and Criteria for Success:	PHI faculty will develop two exam questions to be administered on the midterm and final examinations in all sections of PHI 105. Student answers will be evaluated using six-level Likert scales in three categories: (a) explanation and application of ethical theories; (b) explanation and analysis of a contemporary ethical issue; and (c) formulation and defense of an ethical position. (1 = limited/no proficiency; 6 = equals very high proficiency. See attachment for complete rubric.) Students in PHI 105 will score 71% or higher (4.26).
4. Summary of Data Collected:	Student answers to two common exam questions (for PHI 105) were evaluated on the three criteria using six-level Likert scales. (1 = limited/no proficiency; 6 = equals very high proficiency. See attachment for complete rubric.) The average score for each category is as follows: (1) Description and application of ethical theories: 4.39 (73%) (2) Analysis of contemporary ethical issue (including description and analysis of arguments in support of various positions): 3.96 (66%) (3) Development and defense of own position on a complex ethical issue: 3.95 (65.8%) _____ Question #1 (Comparing two moral theories) Averages: -Criterion 1: 4.43 -Criterion 2: 4.10 -Criterion 3: 4.01 Question #2 (On economic justice) Averages: -Criterion 1: 4.35 -Criterion 2: 3.96 -Criterion 3: 3.89
5. Use of Results:	Based on criteria for success, one of three learning outcomes was achieved. While students do well at describing and applying theories, they continue to fall short in the areas of analysis and

	argumentation. Full-time and associate faculty will engage in regular discussion on the ways in which they can strive to more effectively develop these skills in their courses. All faculty will be encouraged to revise assignments and adjust grading standards as appropriate. The 2009-2010 assessment study will examine student learning outcomes in Introduction to Logic (PHI 103), the course in AWC's philosophy curriculum that focuses entirely on analysis and argumentation.

Spanish (Courses 101, 102)

Academic Achievement Report

2008-2009 Spanish General Education Courses 101, 102

Originator:	Lorraine Michelle Faust **Status:** Approved **Department:** Spanish
Date Created:	03/08/2010 **Submitted:** 03/08/2010 **Completed:** 03/22/2010 **To ACETS:**
Assessment for a:	Course Cluster
Assessment for:	2008-2009
Course/Program Title:	Spanish General Education Courses 101, 102
1. Statement of Purpose:	Completers 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.
2. 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 writing process (i.e. organizing, revising, proofreading) in Spanish 3. Demonstrate comprehension and language production, including cultural fluency
3. Tools for Assessment and Criteria for Success:	1. 100% of students will demonstrate80 % accuracy on 15 embedded questions on the exit exams in SPA 101 and 102. Oral Proficiency Interview. 2.a. 100% of SPA 101 students will demonstrate appropriate language proficiency per Arizona LATF guidelines in response to selected questions/situations. 2.b. 100% of SPA 102 students will demonstrate appropriate language proficiency per Arizona LATF guidelines in response to selected questions/situations.
4. Summary of Data Collected:	1. 49% of students demonstrated 80 % accuracy on the written assessment of the final exam in SPA 101 and 102. Oral Proficiency Interview. 2.a. 89% of SPA 101 students demonstrated appropriate language proficiency per Arizona LATF guidelines in response to selected questions/situations. 2.b. 88% of SPA 102 students demonstrated appropriate language proficiency per Arizona LATF

	guidelines in response to selected questions/situations.
5. Use of Results:	In the 2010/2011 Spanish Program Review please consider the following questions: 1. Are all faculty using the rubric standards given? 2. Are all faculty giving the oral exam? Information gathered 14 less scores for the oral exam than for the written. 3. Should we be expecting 100% of students to be achieving these written and oral standards? 4. Why are more students achieving standards for oral assessment than for the written assessment? 5. Do associate faculty need more guidance for assessment?

Appendix I
General Education Written Communication Rubric

	5	4	3	2	1
Thesis	Provides clear, specific thesis and audience awareness	Provides specific thesis and audience awareness	Provides thesis	Thesis is unclear	No thesis present
Analytical content	Demonstrates original thinking and depth of analysis	Demonstrates analytical ability	Demonstrates partial ability to analyze	Demonstrates little or no analytical ability	Demonstrates no ability to analyze the material
Organization/paragraph development	Uses organization & development of controlling idea with specifics and transitions	Uses organization in most paragraphs, some specifics and transitions.	Uses limited organization, somewhat inconsistent specifics and transitions.	Uses insufficient organization, few specifics, little or no unity or transitions	Uses no visible organization, significant examples or unity within & between paragraphs
Mechanics & syntax	Possesses high proficiency in grammar usage, spelling, punctuation, sentence variety and clarity	Possesses adequate grammatical proficiency, accuracy in mechanics & some variety in sentence structure	Shows grammatical inconsistency, poor spelling, punctuation & moderate use of sentence variety.	Lacks proficiency in grammar, spelling, and punctuation. Rare use of sentence variety; poor clarity.	Persistently lacks accuracy in grammar, spelling, and punctuation. No sentence variety; poor clarity.
Format	Format (MLA or APA) is used consistently and correctly	Format (MLA or APA) is mostly used consistently and correctly.	Format (MLA or APA) is moderately used consistently and correctly	Format (MLA or APA) is rarely used consistently or correctly	Format (MLA or APA) is used inconsistently, incorrectly or not at all.

Appendix II

General Education Written Communication Rubric with Explanation

	5	4	3	2	1
Thesis	Provides clear, specific thesis and audience awareness	Provides specific thesis and audience awareness	Provides thesis	Thesis is unclear	No thesis present
Analytical content	Demonstrates original thinking and depth of analysis	Demonstrates analytical ability	Demonstrates partial ability to analyze	Demonstrates little or no analytical ability	Demonstrates no ability to analyze the material
Organization/paragraph development	Uses organization & development of controlling idea with specifics and transitions	Uses organization in most paragraphs, some specifics and transitions.	Uses limited organization, somewhat inconsistent specifics and transitions.	Uses insufficient organization, few specifics, little or no unity or transitions	Uses no visible organization, significant examples or unity within & between paragraphs
Mechanics & syntax	Possesses high proficiency in grammar usage, spelling, punctuation, sentence variety and clarity	Possesses adequate grammatical proficiency, accuracy in mechanics & some variety in sentence structure	Shows grammatical inconsistency, poor spelling, punctuation & moderate use of sentence variety.	Lacks proficiency in grammar, spelling, and punctuation. Rare use of sentence variety; poor clarity.	Persistently lacks accuracy in grammar, spelling, and punctuation. No sentence variety; poor clarity.
Format	Format (MLA or APA) is used consistently and correctly	Format (MLA or APA) is mostly used consistently and correctly.	Format (MLA or APA) is moderately used consistently and correctly	Format (MLA or APA) is rarely used consistently or correctly	Format (MLA or APA) is used inconsistently, incorrectly or not at all.

Thesis: The thesis statement establishes the centralizing theme and organization of your paper by identifying your topic and your stance on that topic. The thesis does more than simply state what the topic of the paper is; it announces the particular point of view you will take in analyzing that topic. The goal of your introductory paragraph is to provide the reader with enough information, and interest, to generate your thesis. That is, a well-developed introduction leads to a plausible thesis that will organize your analysis and the remainder of your paper.

Analytical Content: While summary simply reiterates, in a condensed form, what you have read or understood, analysis suggests why and how that topic is of interest and what the implications of that topic might be. In other words, summary tells us what something is about while analysis explains its meaning. The goal of your analysis is to explain to your reader why your topic is important, the significant aspects of that topic, and the impact of that topic.

Organization/Paragraph Development: In order to present a successful analysis and maintain your reader's interest and understanding it is critical to organize your paper in a logical way. Following your thesis, each paragraph you develop should contain a topic sentence, or mini thesis, that organizes that paragraph and announces to your reader what that paragraph will be about. Each paragraph in your paper should support, explain, or relate to your thesis in some way. Further, any outside sources that are included in your paper need to be introduced and explained so that your ideas, and those of others, flow logically and smoothly throughout your paper.

Mechanics & Syntax: Even the best of ideas and analysis can be overwhelmed by poor mechanics and sentence structure. Complete sentences, proper punctuation, and appropriate word choice all contribute to the clarity of your ideas and the success of your paper. Proofreading and revising your paper, taking it to the Writing Center, and utilizing your grammar and style handbook are the best ways to ensure proficiency in mechanics and syntax.

Format: Following the appropriate style guide requirements for your paper ensures that you have met academic expectations for citing sources both in-text and in your Works Cited (MLA) or References (APA) section. Your grammar and style handbook provides you all of the formatting information you should need; additional online resources are available through the AWC library homepage.