



**Colorado Northwestern
Community College**

**Assessment of Student Learning
Bi-Annual Report**

Fall 2005-Spring 2007

Completed April 2008

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Introduction

During Academic Year 2005-2006 (AY2006) and AY2007, Colorado Northwestern Community College (CNCC, the College) continued to implement and improve the assessment of student learning process it first initiated in the Fall of 2001. Following publication of the three annual reports, the Assessment Committee decided to make the reports bi-annual rather than annual, so there was no report published Spring 2005. The April 2006 Focus report, which addressed the questions raised by the Higher Learning Commission of the North Central Association of Colleges and Schools visiting team, covered all efforts through Spring 2005 and served in the place of the bi-annual report. The 2008 report continues to focus on efforts to sustain and improve student learning and instruction at CNCC.

Mission and Goals

In 2005, CNCC began working on the college strategic plan, which includes the mission and goals. The mission of CNCC is

- To provide an accessible, affordable, quality education that provides the necessary tools for learners to achieve their educational, workplace, and personal goals. CNCC is committed to enhancing this mission through the development of forward thinking programs where new technology and the shifting patterns of the workforce are reflected in the classroom and imparted to students as lifelong learners.

In support of the CNCC Mission, strategic goal five is

- To implement and sustain a comprehensive assessment process that fosters innovation and continuous improvement in student learning.

To support that college goal, the mission of the Assessment Committee is

- To improve student learning at CNCC through continuous, comprehensive, meaningful assessment of student academic achievement.

2005-2006 and 2006-2007 Assessment of Student Learning

The Assessment Committee continued to meet monthly throughout AY2006 and AY2007. Faculty progressed in refining their academic assessment methods and tools. Syllabi reflect instructor-devised assessment strategies as well as statewide strategies outlined in the Colorado Community College Course Numbering System (CCCNS). In addition, CNCC extended its college-wide emphasis on the following two general education goals to include all CNCC degree or certificate seekers:

1. Equip students with skills necessary for creative problem solving, critical thinking, and analysis of values.
2. Equip students with the communication skills (written, oral, and symbolic) necessary for effective listening, speaking, reading and writing.

Much of the work of the committee during the spring of 2007 was dedicated to completing the required Monitoring Report on General Education and Assessment for the North Central Association (NCA) Higher Learning Commission (HLC). Kathryn Delaney, the Higher Learning Commission analyst who reviewed CNCC's Monitoring Report commended CNCC on the sustained revitalization of its student assessment effort and confirmed that the college was making good institutional progress in advance of the next ten-year accreditation review in 2012-2013.

At the end of AY2007, Cindy Horntvedt, one of the committee co-chairs who had served in that position since AY2004, left CNCC. Joyce Key replaced her as co-chair. Sheila Harper, the other co-chair who has served since AY2004, agreed to remain as co-chair for one more year to ensure continuity of leadership for the committee.

The Test of Everyday Reasoning (TER)

The Assessment Committee chose critical thinking skills as one of the two general education competencies that all students graduating from CNCC should possess. While some colleges have used locally developed assessments to measure critical thinking skills, many others use a standardized assessment. The TER was selected because it provides comparative national data from other open-entry colleges; assesses non-subject-specific critical thinking skills, so it should measure a change in critical thinking ability, regardless of what programs students studied; and was recommended by other institutions of higher learning.

During the first years in which the TER was used to assess critical thinking skills college wide, it was only given to students taking degree programs, which excluded students studying for vocational certificates. However, since all students, whether in vocational or academic programs, were being assessed at the classroom level for critical thinking skills, the Assessment Committee decided that all students, whether here for a vocational or a Liberal Arts degree, be measured on the improvement of their critical thinking skills. Thus, beginning with the second half of AY2005, all incoming degree- or certificate-seeking freshman and graduating sophomores are required to take the Test of Everyday Reasoning.

One hundred twenty-six (126) CNCC entering freshmen took the TER between February 2005 and January 2006. Although they were not required to take the test, they were strongly encouraged to. The TER was then administered to 107 graduating sophomores in April 2006.

The following year, one hundred sixty-six (166) CNCC entering freshmen took the TER between February 2006 and January 2007. Although they were not required to take the test, they were strongly encouraged to. The TER was then administered to 87 graduating sophomores in April 2007.

CNCC quartile scores and national percentiles for the tests and question types are presented below:

- The number given after the quartiles and median (50%) is the national percentile ranking of students who got the same number of questions correct.
- Approximate percentiles (~=) are the result of median scores which were not whole numbers and were obtained by finding approximately the halfway point in the appropriate range of score.

TER	<i>Academic Year</i>	<i>Freshmen entering</i>	<i>Sophomores graduating</i>
Total critical thinking score:	2007	16.04%	31.67%
Quartile 1 (25% of CNCC students scored at or below)	2006	13.45%	43.23%
	2005	~=17%	37.25%
	2004	14.75%	37.25%
Quartile 2 (50% of CNCC students scored at or below)	2007	31.67%	62.45%
	2006	31.67%	69.22%
	2005	31.67%	69.22%
Quartile 3 (75% of CNCC students scored at or below)	2004	31.67%	55.98%
	2007	55.98%	78.88%
	2006	49.10%	78.88%
	2005	~=61%	78.88%
	2004	55.98%	74.10%

TER Scores by question type:	Academic Year	Freshmen entering	Sophomores graduating
Analysis (50% of CNCC students scored at or below)	2007	50.90%	71.41%
	2006	31.57%	71.41%
	2005	~45%	~62.5%
	2004	31.57%	71.41%
Inference (50% of CNCC students scored at or below)	2007	35.06%	60.76%
	2006	35.06%	72.71%
	2005	~41%	~61%
	2004	35.06%	46.41%
Evaluation (50% of CNCC students scored at or below)	2007	50.40%	67.13%
	2006	50.40%	80.68%
	2005	~44%	~70%
	2004	35.06%	67.13%
Deductive reasoning (50% of CNCC students scored at or below)	2007	40.34%	59.46%
	2006	29.28%	59.46%
	2005	~39%	~60%
	2004	40.34%	48.71%
Inductive reasoning (50% of CNCC students scored at or below)	2007	43.82%	56.08%
	2006	31.08%	82.47%
	2005	~38%	~66%
	2004	31.08%	68.73%

AY2006--Analysis of these scores indicates that entering CNCC students for AY 2006 performed below the national average on all questions. In fact, 75% of entering CNCC freshman performed below the 50th percentile in overall critical thinking. The numbers in braces, parentheses, and brackets are scores from the preceding three years, and it is apparent that the entering class of 2005 had a lower score than the preceding class on all questions except evaluation, where they scored as high as the highest previous class. In total reasoning and all other categories of reasoning skills, the entering class of 2005 was lower than or equal to the lowest class tested in the previous three years.

2006 graduating sophomores performed above the national average at all quartile levels, most significantly at the first and second quartiles. In fact, our students did significantly better on the test than in previous years: the scores in every category were at least equal to or greater than the highest previously recorded scores. In fact, on inference, evaluation, and inductive reasoning, the median scores went from previous highs of 61% to 72.71%, from 70% to 80.68%, and from 68.73% to 82.47%.

AY2007-- Analysis of these scores indicates that entering CNCC students for academic year 2006-2007 performed below the national average on all questions, which is expected on a test which includes exit scores from college graduates. In most areas, the freshman class of 2006 was an average one, with one exception. Although most of our students score at the national average in evaluation, this class scored at the national average in analysis as well, 6 points higher than the previous high score.

2007 graduating sophomores performed above the national average at all quartile levels, most significantly at the second quartile. This class of graduates had the lowest first quartile score, as well as the lowest inductive reasoning score, of any group since we have been using the TER. But even there, a comparison of the 2006-7 sophomore score with the 2005-6 freshman score still shows an increase of 25 percentage points in the median score of many of the same students.

Recommendation:

Although the quartile figures show graduating sophomores generally performing above the national average, it is clear that deductive reasoning and inference are points of weakness with incoming freshmen that show less improvement than other kinds of reasoning after two years of college instruction. Faculty may consider that indicative of a need to focus more instruction on those skills.

One of the committee members brought up the issue that students who do worst on the TER entrance test are the ones most likely to drop out of college, which that would skew the results. The committee decided to pursue a longitudinal study, matching entrance and exit results for each student, and only including in the report those students who take both entrance and exit tests. This will begin AY2009, but due to a lack of longitudinal results, it is possible the TER reports may include only graduates until AY 2011.

Student In-Class Evaluation Survey Data 2005-2006

The Student Opinion Survey (SOS) was not given during AY2006 or AY2007. However, many of the questions from the SOS appeared on faculty evaluations by students during that period, so the Assessment Committee chose to compile the data from those sources.

The Student in-Class Evaluation of Instruction surveys for 2005-2006 show strong satisfaction with the quality of instruction at CNCC with 90-93% of respondents rating course quality and instruction at good or above. Students had high attendance rates (96% good or above) and felt a sense of accomplishment by the end of the course (82% agree or above). Consistent and strong presence of assessment within the classroom across disciplines and departments is evident by high rates of response indicating each instructor presented assessment criteria (91% agree and above) and students understood how the assessment strategies were integrated into the course (85% agree or above).

Additional information from the survey showed that our median student age is 18-22, and the majority of students are enrolled part-time.

Summary of results

Of 1147 surveys collected and completed:

- The overall quality of the course content was: Excellent (4), Very Good (3), Good(2), Fair(1), Poor(0)
Average Score 3.11 93% good or above
- The instructor's overall teaching was: Excellent (4), Very Good (3), Good(2), Fair(1), Poor(0)
Average Score 3.03 89.7% good or above
- The methods being used for evaluating my work (such as tests, projects, etc.) are understandable: Strongly Agree(4), Agree(3), Neutral(2), Disagree(1), Strongly Disagree(0)
Average Score 3.34 84.5% agree or above
- At the end of this course, I feel a sense of accomplishment:
Average Score 3.30 81.5% agree or above
- The instructor defined and explained the goals of the course and assessment strategies to achieve these goals: Strongly Agree(4), Agree(3), Neutral(2), Disagree(1), Strongly Disagree(0)
Average Score 3.59 91.3% agree or above
- My attendance in this class is: Perfect(4), very good(3), good(2), fair(1), poor(0)

Average Score 3.35 96% good or above

- My age is: <18(4), 18-22(3), 23-27(2), 28-32(1), >32(0)
Average Score 2.44 60% 18-22
- If Fall or Spring term, I am enrolled for: >12cr (3), <12cr (2), summer >9cr (1), summer <9cr (0)
Average Score 2.10 80% less than full time
- Class Standing: Freshman(4), Sophomore(3), PT/Continuing(2)
Average Score 3.43

Recommendation:

The Assessment Committee will give a short annual survey using the above questions rather than retrieving the information from faculty evaluations in the future.

Program/Department Reports

The departmental summaries for AY2007 are included in this document, as well as the budgetary implications that are a direct result of these summary reports. It is the Committee's belief that assessment should drive the budgetary process in some way, and that is why this particular subheading has been added under the departmental reports.

Following a large turnover of faculty from AY 2005 to AY2006, the Assessment Committee decided to grant departments a one year exemption from completing the annual assessment report. Assessment continued in the classroom, but reports were not filed for that one year only while new department heads were trained in assessment procedures and the use of new forms.

During AY2007, department heads completed their planning and reporting on a new combined form, which simplified the reporting process. The following academic programs/departments at Colorado Northwestern Community College submitted annual reports for AY2007.

- § Aviation Technology
- § Construction Trades
- § Cosmetology
- § Dental Hygiene
- § Developmental Studies
- § GIS & Natural Resources
- § Humanities/Social Sciences
- § Math and Sciences
- § Nursing

Business Information Technology didn't complete a report because there were no full-time faculty in the department during AY2006 and 2007.

The AY2007 annual department reports focused on specific numerical measures of student achievement, summarizing the quantitative plans and results of each class being assessed. Based on the department heads' reaction to the shortened, combined planning/reporting form, the Assessment Committee decided to simplify and combine the instructors' planning and reporting forms, beginning in January 2008. With more simplified assessment forms, the Committee anticipates a more knowledgeable and comprehensive "culture of assessment" at Colorado Northwestern Community College.

Budget Implications

As we progress through our assessment process, the college recognizes that the assessment of instruction has monetary implications that drive institutional planning and budgets. For this reason, the Committee has stressed the importance of looking for and documenting the need for changes in departmental budgets to the department chairs. The following are examples of how assessment results have influenced budget expenditures:

Dental Hygiene Department:

The Head and Neck Anatomy instructor assessed the student's ability to identify various landmarks on the skulls. The results indicated a need to replace some damaged skulls, and a need to increase the number of skulls so that students had adequate exposure to these landmarks. New skulls were budgeted and purchased in the next academic year.

These are just a few examples of how assessment results have a greater impact on budgetary proceedings at CNCC and help the College both justify requests and/or make decisions that eliminate unnecessary instructional expenses. In our current climate of budget constraints, this will become increasingly important.

Conclusion

While a great deal of work has been done, the Committee recognizes that there is still much left to accomplish. During AY 2008 and 2009, the goals are to implement an institutional-level assessment of communication skills, as well as a program-level assessment of skills and/or knowledge peculiar to each specific program or department by adding one program-specific goal to the two institutional goals already assessed. The Committee feels that completion of these two goals will ready CNCC for its next NCA self-review cycle.

Analysis and evaluation of the data collected over the past year has helped us to identify the following strengths and challenges in our assessment program.

Strengths

- Colorado Northwestern has maintained two general education outcomes, critical thinking and communication, as priorities. The faculty have been given training and access to numerous resources in order to enhance their success in assessing these two outcomes. These two outcomes continue to be measured across all programs, general education as well as vocational.
- Each semester every academic program/department continue to analyze and/or modify:
 - student learning outcomes
 - measures to assess outcomes
 - ways assessment data will be collected.
- The assessment effort continues to be strong and viable at CNCC.
- There is a central location for all assessment data, forms, and general information. All of this information is accessible through the assessment web page linked via CNCC home.
- During both fall and spring semesters, each academic program/department continues to identify broad strengths, weaknesses, and strategies for improvement.
- While returning faculty continue to become more knowledgeable about assessment through campus training opportunities, participation in assessment workshops, self-directed learning, and discussion

with other faculty, new faculty members are being encouraged to attend our state-wide annual assessment training

- The committee has published on the assessment website the general education matrix which lists all departments and the classes taught, and identifies the objectives being used in these classes to target the two educational goals defined by the college as major priorities.
- The planning forms for departments have been revamped again to be more efficient, and less complicated to complete
- The assessment committee has been given a small budget in order to continue the funding of staff training and student assessment

Challenges

- The assessment web pages need to be more inclusive to incorporate departmental or program pages, and must be updated regularly to reflect the current condition of assessment at CNCC.
- The membership of the Assessment Committee needs to be formally established using guidelines that include rotation schedules.
- The formal assessment information must be used to affect institutional change at a budgetary as well as instructional level.
- College-wide assessment of general education is progressing, but more work remains to be done in the assessment of communication skills in order to go beyond students' taking a standardized test.
- Assessment training for adjunct faculty is not yet in place.
- Additional adjunct faculty participation in the assessment process needs to occur.
- There is no formal assessment of the skills and knowledge peculiar to each academic program.

Strategies to Address Challenges

- A small committee (1 or 2 persons) will be chosen to update the Assessment web pages at least once per semester.
- The Assessment Committee will assess the by-laws during the first meeting in the fall in order to ensure rotation of duties.
- The Committee will ask department heads to show a tie-in to assessment on budget requests.
- The Committee will pilot an entrance/exit writing assessment beginning fall 2008.
- Committee members will increase the amount of mentoring being offered to individual instructors, adjunct as well as fulltime. This will include help with identifying, measuring, and reporting student outcomes.
- The Committee will start a dialogue with administration as well as faculty chairs, on how we can improve assessment efforts at the adjunct level.
- Departments/programs will be required to develop one specific departmental goal to annually assess a key skill and/or knowledge peculiar to that program.
- Add an administrative member over assessment.
- Provide an IR person/dept.

Appendix A

NCA Response to Monitoring Report

A team representing the Higher Learning Commission of the North Central Association of Colleges and Schools visited the College near the end of the 2002-2003 academic year and recommended that a “monitoring report on general education and the assessment of student learning” (*Report of a Comprehensive Visit-Assurance Section*, p.10) be submitted to the Higher Learning Commission by April 4, 2006. Kathryn Delaney, the Higher Learning Commission analyst reviewed CNCC’s Monitoring Report on Assessment of Student Learning. Kathryn’s follow-up letter commended CNCC on the sustained revitalization of its student assessment effort and confirmed that the college is making good institutional progress in advance of its next ten-year accreditation review in 2012-1013.



**CNCC Assessment of Student Learning
Program/Department Report Form
(Form D)**

Program/Department: Aviation Technology **Individual(s)**
AVT **responsible:** David L. Cole

Date: 5-21-2007 **Semester being reported (check one):** **Fall:** **Spring:**

Student Outcome #1: CNCC students will be able to think critically.

Program/Department/Discipline Objectives for Critical Thinking (copy from instructors' Form B):

Evaluate flight program effectiveness of critical thinking in areas of meteorology, navigation, flight planning, application and understanding of Federal Aviation Regulations and the use of an E6B Navigation Computer.

Departmental Goal:

Graduating students will obtain scores of at least 80% on all FAA Written Knowledge Tests.

1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

Each course including Private, Instrument and Commercial ground schools prepare out students for the FAA Written Knowledge Test. Our assessment methods utilized computer based test prepware and the actual FAA Written Knowledge tests administered in our in-house LaserGrade testing center. We exceeded our goal with an aggregate score of 85%.

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

a) **Strengths:** The success of our switching over to ASA course prepware and the utilization of Gleim computer based test prepware has become evident in our testing scores and completion ratios.

b) **Challenges:** to keep the students well motivated to do the necessary reading and self study supplementing the ground schools.

c) **Other observations:**

d) **Strategies to maintain strengths:** Continue using existing courseware and research additional internet supplements.

e) **Strategies to address Challenges:** Provide timely and meaningful applications in the simulator lab and on field trips.



**CNCC Assessment of Student Learning
Program/Department Report Form
(Form D)**



Program/Department: Construction Trades **Individual(s) responsible:** David Allred
Date: Jan 15 2007 **Semester being reported (check one):** **Fall:** x **Spring:**

Student Outcome #1: CNCC students will be able to think critically.

Program/Department/Discipline Objectives for Critical Thinking (copy from instructors' Form B):

Students will be able to use critical problem solving skills in properly setting trusses.

1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

Performance of a student accurately placing the truss will be evaluated based on a rubric.
Three students scored a 4. Three scored a 3. One student received a 2.

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

CAR 122 Continuing with the hands on approach will improve the program. Using more classroom time to teach and practice layout and tape reading will help students to be successful at the job site and in the workforce.

Report Summary

5. Do the assessment results from your program require any special assistance or a change in financial resources? (Use information from Form B, summary.) If so, please describe and attach relevant materials.

Better videos explaining the use of the tapes.

6. Based on the instructors' evaluation of assessment results, summarize the current state of instruction and assessment in your program or department.

I feel that using the assessments of the past will be helpful in quality of instruction in the future.

Colorado Northwestern Community College Assessment Plan

Department or program Cosmetology Year 2006-2007

Program Goal: The Cosmetology Program at Colorado Northwestern Community College provides students with the academic instruction, preparation, and support to facilitate their educational, workplace, and personal goals in the beauty industry.

Note: At the end of each year, submit a copy of the completed form to the Assessment Committee. Report any planning and budgeting implications of your assessment results to your dean and Assessment Committee so these can be incorporated into the annual report on assessment of student learning.

PLANNING (Form C - Complete in the fall)				REPORTING (Form D - Complete before summer)		
Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
Critical Thinking: Students will demonstrate proper usage of scissors, thinning shears, razor, and/or clippers in a layered haircut.	COS 110, COS 121, COS 220, Chapter 11 in Cosmetology Book and workbooks.	Written Chapter test and Practical hands-on assessment by instructor.	95% of the students will achieve a 75% or higher on each outcome as measured by written and practical examination.	95% of the students did achieve a 75% or higher.	Almost all students actually completed in the 95 percentile.	This format seems to be working and will continue as formatted.
Critical Thinking: Students will demonstrate proper procedures for a permanent wave.	COS 140, COS 141, COS 240, COS 241, Chapter 15 in Cosmetology Book and Workbooks.	Written Chapter test and Practical hands-on assessment by instructor.	95% of the students will achieve a 75% or higher on each outcome as measured by written and practical examination.	100% of the students achieved a 75% or higher.		Our Chemical texture program has and will be revamped to meet the needs of the students.
Communications Skills: Students will perform a client consultation and fill out client cards properly.	COS 250, Chapter 2, 3, and 4 of the Cosmetology book and workbooks.	Written Chapter test and Practical hands-on assessment by instructor.	90% of the students will achieve a 80% or higher on each outcome as measured by written and practical assessment.	90% of the students achieved 80% or higher.		

PLANNING (Form C - Complete in the fall)				REPORTING (Form D - Complete before summer)		
Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
Communications Skills: Each student will perform receptionist duties in booking appointments, answering phone, and greeting clients.	COS 250, Chapter 2, 3, and 4 of the Cosmetology book and workbooks.	Written assessment by instructor.	95% of the students will achieve a passing grade on each outcome as measured by Instructor assessment.	95% of all students did achieve a passing grade of 75% or above.		



**CNCC Assessment of Student Learning
Program/Department Report Form
(Form D)**



Program/Department: Dental Hygiene **Individual(s) responsible:** Mark Patterson/Joyce Key
Date: 11-21-2006 **Semester being reported (check one):** **Fall:** **Spring:**

Student Outcome #1: CNCC students will be able to think critically.

Program/Department/Discipline Objectives for Critical Thinking (copy from instructors' Form B):

Provide dental hygiene care to promote patient health and wellness.

Evaluate clinical program effectiveness

Departmental Goal:

Graduating students will perform at or above the national average on their national and regional licensing exams.

1. Reporting: Summarize or list the assessment methods and associated quantifiable data **by course** from Form B, questions 1 and 2.

Clinical Objective/Goal:

Clinical Exam on specific teeth and surfaces will be given to each student to check the following instrumentation criteria:

Using our grading scale of 93-100 =A, 85-92=B, 75-84=C:

9 students scored A's

10 students scored B's

7 students scored C's

Departmental Objective/Goal

National Board results School Avg. 81.3 National Avg. 82.9

The graduating class of 2006 scored at or above the national average (within 1.0) in the following subjects:

Anatomic Sciences

Phy-Biocm-Nutrition

Microbio-Immunology

Pathology

Pharmacology

Periodontology

Preventive Agents

Supportive Tx

Professional Responsibility

Community Health

National Board results cont.

The graduating class of 2006 scored below the national average in the following subjects:

Patient Assessment 3.30

Radiology 2.3

Management of DH Care 1.6

2. Evaluation: Summarize the evaluations of the assessment results **by course** from Form B, question 3. For each course, include strengths, challenges, and other observations, as well as strategies to maintain the strengths and address the challenges.

a) **Strengths:** These exams are independent of this program and the results compare our students to those around the country and this state.

b) **Challenges:** The students must prepare for this exam basically on their own. We encourage them to study, choose patients wisely and give them a little guidance.

c) **Other observations:**

d) **Strategies to maintain strengths:**

Department Goal

Strengths

Challenge:

Colorado Northwestern Community College
Departmental Assessment of Student Learning
(Forms C & D)

Department or program Developmental Studies Year 2006-07

Program Goal: The Developmental Studies Program at Colorado Northwestern Community College provides students with the academic instruction, preparation, and support to facilitate their educational, workplace, and personal goals.

Note: At the end of each year, submit a copy of the completed form to the Assessment Committee. Report any planning and budgeting implications of your assessment results to your dean and Assessment Committee so these can be incorporated into the annual report on assessment of student learning.

PLANNING (Form C - Complete at the start of each semester)				REPORTING (Form D - Complete before summer)		
Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
Critical Thinking: Students will summarize, analyze, and/or evaluate textual material.	ENG 090.301; ENG 090.302	In-class summary of an essay from the text	90% of students will show adequate ability (70%) or better in a summary topic sentence, bibliographic info, brevity, and development.	~Summary topic sentence: 38% showed adequate ability or better. ~Bibliographic info: 88% showed adequate ability or better. ~Brevity: 100% showed adequate ability or better. ~Development: 88% showed adequate ability or better.	I drilled the students thoroughly on brevity and development and gave them a model of a way to insert bibliographic information, so I expected good results in those areas. I was very disappointed on their ability to identify the writer's thesis in order to write a topic sentence for their summary.	Providing students with models was effective, so I need to continue it. Providing them time to practice brevity and development when summarizing is also necessary. I need to spend more time practicing how to identify a different writer's thesis to use in the topic sentence for their summary.
Communication Skills: Students will produce a piece of writing with a clear purpose and adequately organized and developed ideas, using complete sentences.	ENG 090.301; ENG 090.302	Research paper	90% of students will show adequate ability (70%) or better in purpose/thesis, organization, development, and usage.	~Purpose/thesis: 82% showed adequate ability or better. ~Organization: 82% showed adequate ability or better. ~Development: 100% showed adequate ability	Almost half the class had 3 or more fragments, run-ons, or comma splices in 2 pages. That is simply unacceptable for students going on to ENG 121 next semester.	Marking those 3 kinds of sentence errors in rough and final drafts isn't working. In the spring, I plan to photocopy papers with sentence errors and have students fix them in class. I will also

PLANNING (Form C - Complete at the start of each semester)				REPORTING (Form D - Complete before summer)		
Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
				or better. ~Usage: 55% showed adequate ability or better.		emphasize reading a draft aloud from last sentence to first.

To: Cindy Horntvedt

From: Conrad Stanley

Date:

Re: Assessment of Student Learning Fall 06

I will be happy to fill in the assessment of student learning (form a) if you desire, but I felt that its brevity would not allow me to fully explain what I'm trying to accomplish. Also know that both Bev and I have you in our thoughts regarding Bob's brother. As such, read this when you have the time.

Re: World Geography 105

I employed GIS technology that encouraged students to inspect the relationships between various data, e.g. -- physical landform and its suitability for civilization's development; economic and education opportunities' effects on health; and production (GDP) as related to pollution. A student-selected research project on global issues, either as aspirations or regional problems, was also incorporated this year. Data as to the effectiveness of my pedagogical approach is inconclusive due to a decline in enrollment in the class. Pretest and posttest scores were similar in course completers, however.

Re: Biology 222

The objective of Biology 222 is to educate students, having various deficiencies, in sophomore -- level college ecology.

Student deficiencies in this program can be grouped into four areas:

background science, mathematics, reading, and writing composition. Understanding ecology concepts depends upon understanding core chemistry and biology concepts, which may have been forgotten or not yet introduced because concurrent enrollment in Biology 111 is allowed. There is no math prerequisite and English composition one and two does not prepare students for technical writing.

As such the following measures have been implemented:

- Reading of the text is assigned and then verified by low point value, unannounced quizzes.
- Mathematics handouts provided for both review and teaching of statistical tests, which students are required to perform on various data sets.
- Out of class math instruction sessions. Students often voluntarily attend these approximately bimonthly meetings.
- Meetings with the writing lab supervisor and tutors to clarify expectations of submitted lab write ups. Sample documents and APA format guidelines were provided and are retained within the writing lab.
- Personal consultations continued this year that included suggestions and samples of requested submissions.

Early lab write up assignments demonstrate grammar and composition typical of 10th grade high school students. Without exception, all an initial lab reports received failing marks, as do many of the second reports. Dissatisfaction with the course peaks at this time. However, student efforts now increased dramatically at this point, because dropping this required course is not seen as an option at this point in their career. The mean technical writing proficiency for the final lab reports for Fall 2000 was likely freshman college, although one student demonstrated substantial progress likely writing at late sophomore or junior status and one student still typified high school composition. This assessment is based upon my evaluation of grammar, writing mechanics, and content.

Please let me know if you desire me to complete form A so that your records may be consistent.

Warm regards,

Conrad

Colorado Northwestern Community College Assessment Plan

Department or program Humanities/Social Sciences Year 2006-2007

Program Goal: _____

Note: At the end of each year, submit a copy of the completed form to the Assessment Committee. Report any planning and budgeting implications of your assessment results to your dean and Assessment Committee so these can be incorporated into the annual report on assessment of student learning.

PLANNING (Form C - Complete in the fall)				REPORTING (Form D - Complete before summer)		
Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments

PLANNING (Form C - Complete in the fall)

REPORTING (Form D - Complete before summer)

Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
<p>English Comp I and II Students will be evaluated on their knowledge of grammar, including their ability to identify and correct common sentence problems such as fragments, comma splices, run-on's, pronoun-antecedent and subject-verb agreement, etc.</p>	<p>English 121 and 122, Craig.</p>	<p>Students will take a critical-thinking & grammar 'pretest' early in the semester when they register for the online component of ENG121, then approximately midway through the semester after class lectures and exercises, and homework assignments on grammar have been given.</p>	<p>Improvement.</p>	<p>14 Students showed consistent improvement in grammar; 13 in critical thinking.</p>	<p>Statistics available for review upon request. a) Strengths: "Learning" as such is not being measured here; this assessment rubric is more the measure of student competencies in selected areas of communication, specifically essay writing. As such, this rubric does reveal general competency is being achieved in my ENG 121 classes. A score of 70 -79 would indicate "average" competencies, and that students were adequately prepared to move on to the next level of composition. A score of 80 - 89 would indicate "good" competencies; as such, I believe the 80 average is an accurate measure of student competencies.</p>	<p>Evaluate the results of your assessment. c) Other observations: c) The data indicates that strengths and weaknesses seem to vary from individual to individual—i.e.: there are no general patterns that can be observed, such as "students seem to be unable to write effective conclusions." However, the data does indicate that there is a correspondence between good grammar/editing skills (the last 3 categories assessed) and good structural/organizational skills (the first 4 categories assessed). d) Strategies to maintain strengths: Continue using this rubric. No need for special assistance.</p>

PLANNING (Form C - Complete in the fall)

REPORTING (Form D - Complete before summer)

Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
Students will be able to recognize ethical dilemmas and apply ethical theory.	Phi 112, Craig Mus 120, Rangely	Results of viewing films and analyzing presentations on the films will be assessed by students and instructor on critical thinking and communication skills. Results will be reported as a class average (including instructor's score) for each of the 2 categories for each film, and as an overall class average. More information available on request.	Based on last year, varying. Classes differed in their results.	Classes showed a close agreement and achievement levels of 80%. Much more consistent than results last year.	<p>Statistics available for review upon request.</p> <p>a) Strengths: Communication categories are thorough, ranging from how a group discussed and decided to divvy up responsibilities, etc. before they presented to the class (Group Dynamics) to Speech-type skills (Enunciation, etc.).</p> <p>b) Challenges: none noted in terms of the assessment itself.</p>	<p>d) Strategies to maintain strengths: Keep rubric as presently formulated for Communication.</p> <p>e) Strategies to address challenges: It would probably be a good idea next spring to show the class a typical evaluation form from this semester to make them aware of typical weaknesses in group presentations, and (to some extent) work on these skills in class. Actually, this strategy was one I forgot to do this year, but the idea is still good. I have made a note of it on my syllabus. Also, as previously noted, make sure students understand that there scores do not directly impact my grade for a presentation.</p>

PLANNING (Form C - Complete in the fall)				REPORTING (Form D - Complete before summer)		
Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
S Student Outcome #2: CNCC students will be able to communicate effectively	Eng 122, Craig Phi 112, Craig	See above for description	Results will be reported as a class average (including instructor's score) for each of the 5 categories for each film, and as an overall class average for the 5 categories.	More consistent.	Detailed results available for examination upon request.	Same as results directly above.
PSY 101 Apply critical thinking to solve problems	Psy 102, Phi 112 Both campuses	Students will be instructed and assessed on the identification of independent and dependent variables in research in PSY 101	By the end of the semester, 80% of students will understand the concept as measured by scores on multiple-choice questions	Goal was met: 80% of students identified independent and dependent variables correctly as measured.	Data available.	Use of cooperative learning to assist those students who do not master the concept as quickly as the other students

PLANNING (Form C - Complete in the fall)

REPORTING (Form D - Complete before summer)

Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
<p>Student Outcome #2: CNCC students will be able to communicate effectively.</p> <p>Program/Department Objective for Effective Communication (copy from Form A):</p> <p>Develop oral communication skills</p> <p>4. Assessment method: if you followed the assessment methods listed on Form A, copy it below. If you adjusted the assessment method, please describe the methods you actually used.</p>	<p>PSY 101 PHI 112 ENG 122</p>	<p>Students will give three presentations. The first presentation is a “self-portrait” requiring the use of PowerPoint or similar software. The other two are on assigned topics, requiring a presentation aid and Internet research. Students will also submit two four-alternative, multiple-choice questions based on their presentations.</p> <p>At the end of the semester, students will be asked to evaluate their progress in public speaking throughout the semester</p>	<p>Presentation evaluations will be on five criteria: use of visual aids, clearness and accuracy, professionalism, research and questions. 75% will score C or above on the presentations. DATA: 79% of the students scored C or above. The results were:</p> <p>Topic Presentation #1 Topic Presentation #2 PSY 101-sec. 101 81% (C or above) 91% (C or above) PSY 101-sec. 102 86%(C or above) 57%(C or above)* (note – low average due to failure to complete assignment and small class size</p>	<p>90% of students were successful in these categories and also effectively evaluated others’ work.</p>	<p>75% felt they improved in their public speaking skills. DATA: 86% said they improved “some” and 14% say they improved “a lot,”</p>	<p>Will continue present strategies, along with more frequent meetings with students.</p> <p>Some difficulty projecting onto the screen effectively. New projector will help.</p>

PLANNING (Form C - Complete in the fall)				REPORTING (Form D - Complete before summer)		
Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
<p>English 122 (goal 1 – critical thinking through analysis of research papers)</p> <p>80% of students will achieve 8 out of 10, as a minimum, on effective organizational and developmental skills on their research papers. They will be able to evaluate these factors successfully in other's work as well.</p>	Eng 122, Phi 112	A rubric will be used to quantify final data from research papers.	At least 80% of students will improve their researching and thinking skills.	Rubric is available to examine upon request.	Students were given prior feedback on organization and development of the first draft of their papers. Results were successful.	<p>Monitor students' efforts more closely to ensure they are focusing on problems in organization or development of ideas.</p> <p>Needed video driver for Room 203, which Dorothy supplied.</p>

Colorado Northwestern Community College
Departmental Assessment of Student Learning
(Forms C & D)

Department or program Math and Science **Year** 2006-2007

Program Goal: To equip students with skills necessary for creative problem solving, critical thinking, and analysis of values.
 To equip students with the communication skills (both written and symbolic) necessary for effective listening, speaking, reading, and writing.

Note: At the end of each year, submit a copy of the completed form to the Assessment Committee. Report any planning and budgeting implications of your assessment results to your dean and Assessment Committee so these can be incorporated into the annual report on assessment of student learning.

PLANNING (Form C - Complete at the start of each semester)				REPORTING (Form D - Complete before summer)		
Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
100% pass rate in drug calculation test-linked to national test	MAT 103	ERI online testing	100% pass rate in drug calculation test-linked to national test	100% pass rate	21/23 passed 1 st time 2/23 passed after second test	Seek out more examples from clinical situations that emphasize the importance of careful calculations of dosages. Switching to a new book that has more practice problems they may work on while at clinicals as time allows
Students will be able to think critically	BIO 204	Cumulative exam with questions designed to require students to synthesize, combine, analyze information, and make predictions based upon the semesters content.	Students final exam grades will predict overall course grade	Standard deviation was 3.18%. Only 4/19 scored higher on the final exam then their final % grade in the course with 15/19 scoring below.	This set of questions was good at predicting overall course performance.	Apply method to other courses.

PLANNING (Form C - Complete at the start of each semester)				REPORTING (Form D - Complete before summer)		
Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
Students will be able to think critically and communicate effectively	MAT 090	Pretest vs. posttest scores.	Improved post test scores	The improvement is not as large as desired. Students are still not retaining material sufficiently to master the subject.	Pre-test average: 30% Post-test average: 65%	Focusing more on the cumulative nature of the material.



Colorado Northwestern Community College
Departmental Assessment of Student Learning
(Forms C & D)

Department or program Nursing Year 2006-2007

Program Goal: The Nursing Program at Colorado Northwestern Community College is committed to providing nursing students with a quality nursing education which will enable them to achieve their educational, workplace, and personal goals.

Note: At the end of each year, submit a copy of the completed form to the Assessment Committee. Report any planning and budgeting implications of your assessment results to your dean and Assessment Committee so these can be incorporated into the annual report on assessment of student learning.

PLANNING (Form C - Complete at the start of each semester)				REPORTING (Form D - Complete before summer)		
Learning Outcomes Upon completion of the program:	Corresponding courses	Assessment Information Source	Expected Results	Actual Results	Relevant Information	New Strategies/Adjustments
Critical Thinking: Students will summarize, analyze, and/or evaluate textual material.	NUR 109; NUR 112; NUR 106; NUR150; NUR 206; NUR 212; NUR 211; NUR216; NUR 230	Written papers Oral presentations	100% of students will show adequate ability (77%) or better.	95.8% of students showed adequate ability (77%) or higher	2 students were dismissed from the program.	Clearer guidelines and expectations with grading rubrics will be developed.
Communication Skills: Students will show purpose and organization in developing ideas using complete sentences.	NUR 109; NUR 112; NUR 106; NUR 150; NUR 206; NUR 212; NUR 211; NUR 216; NUR 230	Written papers Oral presentations Written care plans	100% of students will show adequate ability (77%) or better.	95.8% of students showed adequate ability (77%) or higher.	2 students were dismissed from the program.	An entrance exam that must be passed before being admitted into the nursing program will be implemented.