[Plans for Institutional Learning Outcomes](#) >> 2019 - 2020 Institutional Learning Outcomes CHC Instructional Program Review 2017-2018

This page is suitable for printing. Just use the print option in your browser or you can [print this page](#).

- [View Objective Priority List](#)
- [View Goal Priority List](#)
- [Lock the Plan so only I can Edit the Plan](#)
- [Submit Plan (Draft)](#)
- [Submit Plan (Finalized)](#)

Name :
2019 - 2020 Institutional Learning Outcomes CHC Instructional Program Review 2017-2018
Principal Preparer :
Keith Wurtz
Planning Participants :
Keith Wurtz

Version: 1
Group: 2019 - 2020
Type: CHC Instructional Program Review 2017-2018
Last Modified On: 9/8/2019 4:44:46 PM
Last Modified By: Keith Wurtz
State: Available for Editing
State By: Keith Wurtz

Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

2. Description of Program

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item**: Describe how your curriculum is up-to-date and [Needs-Based](#). Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

e. **Rubric Item**: Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample](#)!

a

3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

a. Budgetary constraints or opportunities
b. Competition from other institutions
c. Requirements of four-year institutions
d. Requirements imposed by regulations, policies, standards, and other mandates
e. Job market
   i) Requirements of prospective employers
  ii) Developments in the field (both current and future)

a

4. Progress on Outcomes Assessment (Four-Year Question)

Refer to the SLO Cloud to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item**: Program Learning Outcomes

a. Please summarize *Program Level Outcomes (PLO) assessment results*. Include a discussion of whether or not the program met its target for each PLO.
b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s).
c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s)? If none, please explain.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.
a. Instructional Program Health Evaluation Rubric

    i) **Rubric Item**: Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a Course Completion Rate target and provide an explanation for the target that has been set. Click HERE to access your program specific data.
    ii) **Rubric Item**: Use OIERP data to set a Course Success Rate target and provide an explanation for the target that has been set. Click HERE to access your program specific data.
    iii) **Rubric Item**: What is your FT/PT Faculty Ratio, how is it impacting your program, and student success? Click HERE to access your program specific data.
    iv) **Rubric Item**: Use OIERP data to set a WSCH/FTEF Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) Click HERE to access your program specific data.
    v) **Rubric Item**: The Fill rate target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. Click HERE to access your program specific data.

6. Other Unit-Specific Quantitative and Qualitative Results

a. **Rubric Item**: How do your program student demographics relate to the college demographics? What are the discrepancies? – **Click HERE to view program and college demographics by year**.
b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.) **Click HERE to access your program specific data on degrees and**

certificates.
c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

7. Evaluation

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

a

8. Vision

a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. In what ways does your program advance and align with the vision of the college?

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Improve the Outcomes Assessment Process campus wide.**

  Priority Rank:

  2

  Objectives:

- o **1.1 - Objective - Develop a common understanding of success by setting targets for all ILOs and GEOs**

Priority Rank:

2

Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- ▪ **1.1.a1 - Discuss setting targets in the IEAOC**

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

o **1.2 - Objective - Create video tutorial and reference guide sheets to illustrate outcomes assessment data collection process.**

Priority Rank:

3

Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Status Code:

-- Pick One --

Progress Description:

- **1.3 - Objective - Programs choose the most macro level ILO/GEO by outcome and Cloud would default to that mapping.**

  Priority Rank:

  6

  Original Start Date:

  11/07/2016

  Original End Date:

  05/31/2017

  Revised Start Date:

  11/07/2016

  Revised End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

  Institutional Learning Outcome:

  Not Applicable

  Status Code:

  -- Pick One --

  Progress Description:

- **1.4 - Objective - Establish target standards by program and course, SLO cloud to indicate status of standard.**

Priority Rank:

4

Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Status Code:

-- Pick One --

Progress Description:

- **1.5 - Objective - Develop an approach/guide for completing proposed actions for PLO's, GEO's, and ILO's, to address each area.**

  Priority Rank:

  5

  Original Start Date:

  11/07/2016

  Original End Date:

  05/31/2017

  Revised Start Date:

  11/07/2016

  Revised End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

  Institutional Learning Outcome:

  Not Applicable

  Status Code:

  -- Pick One --

  Progress Description:

- **1.6 - Objective - Define each rubric in the 4-point rubric on the tool.**

Priority Rank:

7

Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Status Code:

-- Pick One --

Progress Description:

o **1.7 - Objective - Clarify how to record dichotomous assessments in the 4-point rubric tool.**

Priority Rank:

8

Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Status Code:

-- Pick One --

Progress Description:

o **1.8 - Objective - Add the ability to choose more than one ILO/GEO when mapping course outcomes.**

Priority Rank:

9

Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Status Code:

-- Pick One --

Progress Description:

o **1.9 - Objective - Create a certificate for SLOs for Part-time Faculty**

Priority Rank:

23

Original Start Date:

02/21/2017

Original End Date:

12/29/2017

Revised Start Date:

02/21/2017

Revised End Date:

12/29/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Status Code:

-- Pick One --

Progress Description:

- **2 - Goal - Effectively implement Institutional Learning Outcomes**

Priority Rank:

0

Objectives:

- **2.1 - Objective - ILO #1: Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.**

  Priority Rank:

  0

  Original Start Date:

  11/07/2016

  Original End Date:

  05/31/2017

  Revised Start Date:

  11/07/2016

  Revised End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

  Institutional Learning Outcome:

  1. Critical Thinking

  Actions/Activities:

  - **2.1.a1 - Incorporate the student centered critical thinking activities.**

    Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- ▪ **2.1.a2 - As instructors step back and allow students to struggle, only quick guidance not the answer.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- ▪ **2.1.a3 - Once student has the epiphany of understanding, allow them to share the knowledge with class.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- o **2.2 - Objective - ILO #2 Written and Oral Communication: Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.**

Priority Rank:

10

Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

2. Written and Oral Communication

Actions/Activities:

- **2.2.a1 - Require English grammar (976 or 010) or a new course that includes grammar for students who will take a foreign language class.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **2.2.a2 - Stronger connections between faculty members and tutors in tutoring center.**

  Make sure everyone is on the same page.

  Status Code:

  -- Pick One --

  Progress Description:

Measurements/Documentation of Progress:

- **2.2.a3 - Hold workshops to help faculty analyze assignments to ensure they relate and support SLO's.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **2.2.a4 - Require ENGL 101 as pre-requisite to 100 levels and up classes for all Social and Behavioral sciences.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **2.2.a5 - Expand "Day of Advocacy" to incorporate multiple disciplines.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **2.2.a6 - Increase clubs exposure on campus.**

  Increase clubs exposure on campus by having them practice presenting in front of one another about their clubs. Educate one another.

  Status Code:

  -- Pick One --

  Progress Description:

Measurements/Documentation of Progress:

- ▪ **2.2.a7 - Have mock job interviews for students.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- ▪ **2.2.a8 - Employees encourage students to speak properly and not answer until communication is clear, with provided coaching.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- ○ **2.3 - Objective - ILO #4 Society and Culture: Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.**

  Priority Rank:

  11

  Original Start Date:

  11/07/2016

  Original End Date:

  05/31/2017

  Revised Start Date:

  11/07/2016

  Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

4. Society and Culture

Actions/Activities:

- **2.3.a1 - Diversity vs. Political Correctness- need training in "sensitive" matters / Safe Space.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **2.3.a2 - Need to develop commuter culture**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **2.3.a3 - Training in utilization of applications in classroom- to begin discussion of diversity in society.**

  Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.4 - Objective - ILO #5 Information Literacy: Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.**

Priority Rank:

12

Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

5. Information Literacy

Actions/Activities:

- **2.4.a1 - More instruction on student focus on process and understanding how to process information.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **2.4.a2 - Increase hands on experience /physical demonstration.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **2.4.a3 - Utilize small group breakout sessions and provide a learning environment to encourage these sessions.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **2.4.a4 - Compose a component of evaluation for each action to assess response and improvement.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- o **2.5 - Objective - ILO #6 Ethics and Values: Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.**

  Priority Rank:

  13

  Original Start Date:

  11/07/2016

  Original End Date:

  05/31/2017

  Revised Start Date:

  11/07/2016

  Revised End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

  Institutional Learning Outcome:

  6. Ethics and Values

  Actions/Activities:

    - ▪ **2.5.a1 - Every class be required to have an ethical component.**

If only one assignment or discussion have a campus wide activity available to any student (similar to the Day of Advocacy) where one or more ethical issue is considered.

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.5.a2 - Incorporate more service learning**

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.5.a3 - Have a debate team**

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2.5.a4 - Develop a bio-ethics class**

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **3 - Goal - Effectively Implement the General Education Outcomes.**

Priority Rank:

Objectives:

- o **3.1 - Objective - GEO #1: Natural Science: Students successfully completing a course in this area will be able to apply a problem solving strategy such as the scientific method or other systematic process of inquiry and to recognize the contributions of science and technology in our world.**

  Priority Rank:

  1

  Original Start Date:

  11/07/2016

  Original End Date:

  05/31/2017

  Revised Start Date:

  11/07/2016

  Revised End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

  Institutional Learning Outcome:

  5. Information Literacy

  Status Code:

-- Pick One --

Progress Description:

- **3.2 - Objective - GEO #2: Social and Behavioral Sciences:Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.**

  Priority Rank:

  17

  Original Start Date:

  11/07/2016

  Original End Date:

  05/31/2017

  Revised Start Date:

  11/07/2016

  Revised End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

  Institutional Learning Outcome:

  Not Applicable

  Actions/Activities:

- **3.2.a1 - Require ENGL 101 as pre-requisite to 100 levels and up classes for all Social and Behavioral sciences.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.3 - Objective - GEO #3: Humanities:Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.**

  Priority Rank:

  18

  Original Start Date:

  11/07/2016

  Original End Date:

  05/31/2017

  Revised Start Date:

  11/07/2016

  Revised End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.3.a1 - Identify successful practices**

  Apparently, with 87% of students reaching the target, there are several practices that are working well. It would be important to identify these successful practices. It would be good if the IEAOC worked with the PDC to identify these best practices and shared with the campus community.

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.4 - Objective - GEO #4: Fine Arts:Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.**

  Priority Rank:

  19

  Original Start Date:

  11/07/2016

  Original End Date:

  05/31/2017

  Revised Start Date:

  11/07/2016

  Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.4.a1 - Increase visibility and communication of fine arts work campus wide**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.4.a2 - Linking specific subject assignments to attendance viewing**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.4.a3 - Use learning communities as a strategy to link art history, literature, and/or world history.**

  Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- o **3.5 - Objective - GOE #5: Written Traditions:Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.**

Priority Rank:

16

Original Start Date:

11/07/2016

Original End Date:

03/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

03/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.5.a1 - Writing Center-Tutors-Individual/Small groups**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.5.a2 - Workshops-in tutoring center-go to class writing wrokshop-Fire Academy (CTF)**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.5.a3 - Zero unit lab -students review basic mechanics, purpose, audience, give strategies.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.5.a4 - Require DLA'S-check with department**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.5.a5 - Study Groups-SI**

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- ▪ **3.5.a6 - Early Alert-Refine process-improve communication between services**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- o **3.6 - Objective - GEO #6: Oral Traditions:Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.**

Priority Rank:

15

Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.6.a1 - Expand "Day of Advocacy" to incorporate multiple disciplines.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.6.a2 - Increase clubs exposure on campus.**

  Increase clubs exposure on campus by having them practice presenting in front of one another about their clubs. Educate one another.

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.6.a3 - Have mock job interviews for students.**

  Status Code:

  -- Pick One --

  Progress Description:

Measurements/Documentation of Progress:

▪ **3.6.a4 - Make field trips more accessible (funding) to encourage more engaging conversations.**

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

▪ **3.6.a5 - Employees encourage students to speak properly and not answer until communication is clear, with provided coaching.**

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

o **3.7 - Objective - GEO #7: Quantitative Reasoning:Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.**

Priority Rank:

20

Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.7.a1 - Motivation and Encouragement to learn quantitative reasoning.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.7.a2 - Stress that mathematical operations are tools not an end in themselves.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.7.a3 - Change students focus from finding the answers to understanding the context.**

  Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- ▪ **3.7.a4 - More collaborative learning to discover where their understanding is lacking and to seek assitance.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- ▪ **3.7.a5 - Dedicate time each class to reviewing the concepts being taught.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- o **3.8 - Objective - GEO #8: Critical Thinking and Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.**

  Priority Rank:

  14

  Original Start Date:

  11/07/2016

  Original End Date:

  05/31/2017

  Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.8.a1 - Have a forum discussion on "how to get students to use critical thinking skills?"**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- **3.9 - Objective - GEO #10: Diversity & Multiculturalism: Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.**

  Priority Rank:

  21

  Original Start Date:

11/07/2016

Original End Date:

05/31/2017

Revised Start Date:

11/07/2016

Revised End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.9.a1 - Identify and fund off-camous activities that develop multicultural awareness**

  Including but not limited to:

  1) service learning both locally and in the region

  2) Field trips to museums, shelters, foodbanks, etc.,

  3) Culture and heritage celebrations

  Status Code:

  -- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- ▪ **3.9.a2 - Identify and require participation in on-campus events that foster multi-culturalism appreciation.**

    Include a required class assignment.

    Status Code:

    -- Pick One --

    Progress Description:

    Measurements/Documentation of Progress:

- o **3.10 - Objective - GEO #11: American Heritage: Students successfully completing a course in this area will be able to recognize and appreciate the unique contributions, history and collective heritage of the United States.**

    Priority Rank:

    22

    Original Start Date:

    11/07/2016

    Original End Date:

    05/31/2017

    Revised Start Date:

    11/07/2016

    Revised End Date:

    05/31/2017

    Responsible Person:

    Keith Wurtz

    Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- ▪ **3.10.a1 - The psychology and music faculty participating in the group identified courses where American Heritage is appropriate to assess and will focus on this assessment in the 2015-2016 year.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

- ▪ **3.10.a2 - Have the IEAOC facilitate the assessment of American Heritage throughout the 2015-2016 year.**

  Status Code:

  -- Pick One --

  Progress Description:

  Measurements/Documentation of Progress:

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals (goal rubric) and objectives (objective rubric) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of goals, objectives, actions, and how they work together.)

- **1 - Goal - Improve the Outcomes Assessment Process campus wide.**

Priority Rank:

2

Objectives:

- o **1.1 - Objective - Develop a common understanding of success by setting targets for all ILOs and GEOs**

  Priority Rank:

  2

  Start Date:

  11/07/2016

  End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

  Institutional Learning Outcome:

  Not Applicable

  Actions/Activities:

  - ▪ **1.1.a1 - Discuss setting targets in the IEAOC**
- o **1.2 - Objective - Create video tutorial and reference guide sheets to illustrate outcomes assessment data collection process.**

  Priority Rank:

3

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

- o **1.3 - Objective - Programs choose the most macro level ILO/GEO by outcome and Cloud would default to that mapping.**

  Priority Rank:

  6

  Start Date:

  11/07/2016

  End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

- o **1.4 - Objective - Establish target standards by program and course, SLO cloud to indicate status of standard.**

  Priority Rank:

  4

  Start Date:

  11/07/2016

  End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

  Institutional Learning Outcome:

  Not Applicable

- o **1.5 - Objective - Develop an approach/guide for completing proposed actions for PLO's, GEO's, and ILO's, to address each area.**

  Priority Rank:

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

- o **1.6 - Objective - Define each rubric in the 4-point rubric on the tool.**

  Priority Rank:

  7

  Start Date:

  11/07/2016

  End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

- o **1.7 - Objective - Clarify how to record dichotomous assessments in the 4-point rubric tool.**

    Priority Rank:

    8

    Start Date:

    11/07/2016

    End Date:

    05/31/2017

    Responsible Person:

    Keith Wurtz

    Strategic Direction:

    None

    Impact Type:

    Site

    Institutional Learning Outcome:

    Not Applicable

- o **1.8 - Objective - Add the ability to choose more than one ILO/GEO when mapping course outcomes.**

    Priority Rank:

9

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

- o **1.9 - Objective - Create a certificate for SLOs for Part-time Faculty**

  Priority Rank:

  23

  Start Date:

  02/21/2017

  End Date:

  12/29/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

- **2 - Goal - Effectively implement Institutional Learning Outcomes**

Priority Rank:

0

Objectives:

- o **2.1 - Objective - ILO #1: Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.**

  Priority Rank:

  0

  Start Date:

  11/07/2016

  End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

Institutional Learning Outcome:

1. Critical Thinking

Actions/Activities:

- **2.1.a1 - Incorporate the student centered critical thinking activities.**
- **2.1.a2 - As instructors step back and allow students to struggle, only quick guidance not the answer.**
- **2.1.a3 - Once student has the epiphany of understanding, allow them to share the knowledge with class.**
- **2.2 - Objective - ILO #2 Written and Oral Communication: Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.**

Priority Rank:

10

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

2. Written and Oral Communication

Actions/Activities:

- **2.2.a1 - Require English grammar (976 or 010) or a new course that includes grammar for students who will take a foreign language class.**
- **2.2.a2 - Stronger connections between faculty members and tutors in tutoring center.**

  Make sure everyone is on the same page.

- **2.2.a3 - Hold workshops to help faculty analyze assignments to ensure they relate and support SLO's.**
- **2.2.a4 - Require ENGL 101 as pre-requisite to 100 levels and up classes for all Social and Behavioral sciences.**
- **2.2.a5 - Expand "Day of Advocacy" to incorporate multiple disciplines.**
- **2.2.a6 - Increase clubs exposure on campus.**

  Increase clubs exposure on campus by having them practice presenting in front of one another about their clubs. Educate one another.

- **2.2.a7 - Have mock job interviews for students.**
- **2.2.a8 - Employees encourage students to speak properly and not answer until communication is clear, with provided coaching.**
- **2.3 - Objective - ILO #4 Society and Culture: Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.**

Priority Rank:

11

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

4. Society and Culture

Actions/Activities:

- **2.3.a1 - Diversity vs. Political Correctness- need training in "sensitive" matters / Safe Space.**
- **2.3.a2 - Need to develop commuter culture**
- **2.3.a3 - Training in utilization of applications in classroom- to begin discussion of diversity in society.**
  - **2.4 - Objective - ILO #5 Information Literacy: Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.**

Priority Rank:

12

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

5. Information Literacy

Actions/Activities:

- **2.4.a1 - More instruction on student focus on process and understanding how to process information.**
- **2.4.a2 - Increase hands on experience /physical demonstration.**
- **2.4.a3 - Utilize small group breakout sessions and provide a learning environment to encourage these sessions.**
- **2.4.a4 - Compose a component of evaluation for each action to assess response and improvement.**

- **2.5 - Objective - ILO #6 Ethics and Values: Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.**

Priority Rank:

13

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

6. Ethics and Values

Actions/Activities:

- **2.5.a1 - Every class be required to have an ethical component.**

If only one assignment or discussion have a campus wide activity available to any student (similar to the Day of Advocacy) where one or more ethical issue is considered.

- **2.5.a2 - Incorporate more service learning**
- **2.5.a3 - Have a debate team**
- **2.5.a4 - Develop a bio-ethics class**

- **3 - Goal - Effectively Implement the General Education Outcomes.**

Priority Rank:

1

Objectives:

- **3.1 - Objective - GEO #1: Natural Science: Students successfully completing a course in this area will be able to apply a problem solving strategy such as the scientific method or other systematic process of inquiry and to recognize the contributions of science and technology in our world.**

  Priority Rank:

  1

  Start Date:

  11/07/2016

  End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

  Institutional Learning Outcome:

5. Information Literacy

- **3.2 - Objective - GEO #2: Social and Behavioral Sciences:Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.**

  Priority Rank:

  17

  Start Date:

  11/07/2016

  End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

  None

  Impact Type:

  Site

  Institutional Learning Outcome:

  Not Applicable

  Actions/Activities:

    - **3.2.a1 - Require ENGL 101 as pre-requisite to 100 levels and up classes for all Social and Behavioral sciences.**
- **3.3 - Objective - GEO #3: Humanities:Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.**

  Priority Rank:

18

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.3.a1 - Identify successful practices**

  Apparently, with 87% of students reaching the target, there are several practices that are working well. It would be important to identify these successful practices. It would be good if the IEAOC worked with the PDC to identify these best practices and shared with the campus community.

o **3.4 - Objective - GEO #4: Fine Arts:Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.**

Priority Rank:

19

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- ▪ **3.4.a1 - Increase visibility and communication of fine arts work campus wide**
- ▪ **3.4.a2 - Linking specific subject assignments to attendance viewing**
- ▪ **3.4.a3 - Use learning communities as a strategy to link art history, literature, and/or world history.**
- o **3.5 - Objective - GOE #5: Written Traditions:Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.**

Priority Rank:

16

Start Date:

11/07/2016

End Date:

03/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- ▪ **3.5.a1 - Writing Center-Tutors-Individual/Small groups**
- ▪ **3.5.a2 - Workshops-in tutoring center-go to class writing wrokshop-Fire Academy (CTF)**
- ▪ **3.5.a3 - Zero unit lab -students review basic mechanics, purpose, audience, give strategies.**
- ▪ **3.5.a4 - Require DLA'S-check with department**
- ▪ **3.5.a5 - Study Groups-SI**
- ▪ **3.5.a6 - Early Alert-Refine process-improve communication between services**
- o **3.6 - Objective - GEO #6: Oral Traditions:Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.**

Priority Rank:

15

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.6.a1 - Expand "Day of Advocacy" to incorporate multiple disciplines.**
- **3.6.a2 - Increase clubs exposure on campus.**

  Increase clubs exposure on campus by having them practice presenting in front of one another about their clubs. Educate one another.

- **3.6.a3 - Have mock job interviews for students.**
- **3.6.a4 - Make field trips more accessible (funding) to encourage more engaging conversations.**
- **3.6.a5 - Employees encourage students to speak properly and not answer until communication is clear, with provided coaching.**
- o **3.7 - Objective - GEO #7: Quantitative Reasoning:Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.**

  Priority Rank:

  20

  Start Date:

  11/07/2016

  End Date:

  05/31/2017

  Responsible Person:

  Keith Wurtz

  Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.7.a1 - Motivation and Encouragement to learn quantitative reasoning.**
- **3.7.a2 - Stress that mathematical operations are tools not an end in themselves.**
- **3.7.a3 - Change students focus from finding the answers to understanding the context.**
- **3.7.a4 - More collaborative learning to discover where their understanding is lacking and to seek assitance.**
- **3.7.a5 - Dedicate time each class to reviewing the concepts being taught.**
- **3.8 - Objective - GEO #8: Critical Thinking and Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.**

Priority Rank:

14

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- ▪ **3.8.a1 - Have a forum discussion on "how to get students to use critical thinking skills?"**
- o **3.9 - Objective - GEO #10: Diversity & Multiculturalism: Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.**

Priority Rank:

21

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.9.a1 - Identify and fund off-camous activities that develop multicultural awareness**

  Including but not limited to:

  1) service learning both locally and in the region

  2) Field trips to museums, shelters, foodbanks, etc.,

  3) Culture and heritage celebrations

- **3.9.a2 - Identify and require participation in on-campus events that foster multi-culturalism appreciation.**

  Include a required class assignment.

- **3.10 - Objective - GEO #11: American Heritage: Students successfully completing a course in this area will be able to recognize and appreciate the unique contributions, history and collective heritage of the United States.**

Priority Rank:

22

Start Date:

11/07/2016

End Date:

05/31/2017

Responsible Person:

Keith Wurtz

Strategic Direction:

None

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- ▪ **3.10.a1 - The psychology and music faculty participating in the group identified courses where American Heritage is appropriate to assess and will focus on this assessment in the 2015-2016 year.**
- ▪ **3.10.a2 - Have the IEAOC facilitate the assessment of American Heritage throughout the 2015-2016 year.**

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

There are no supporting documents for this plan.