

Assessment Plan

Trinidad State Junior College

Admin - Student Services

Outcome: Enrollment Efficiency

Get students to start the enrollment process sooner.

Start Date: 03/01/2009
End Date: 03/01/2010
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Get a list of enrollment dates for all first-time freshman; compute the mean enrollment date.	Mean enrollment date before August 1 of each year.	Download list of enrollment dates on census date in September.	Yes

Outcome: ID Current Processes

Identify current processes that all students must go through prior to attending classes.

Start Date: 04/01/2009
End Date: 06/10/2009
Outcome Status: Active

Outcome: Re-evaluate Matriculation Processes

Re-examine orientation process.

Start Date: 04/01/2009
End Date: 06/10/2009
Outcome Status: Active

Admin - Student Success Services

No Outcomes defined for this Assessment Unit.

Program - Addictions Counseling

Program Mission AGS/AAS (5/30/2008-5/30/2013)

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force or continue on for a higher degree in the field of Addictions Counseling.

Outcome Type: Program
Start Date: 01/01/2005
End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Instructor contacts graduates. Assessment Method Category: Survey	At least 90% of students will enter the job force in Addiction Counseling.	Annually	Yes

Program - Adult Basic Education

Outcome: ESL

Students who enroll in the Adult Education Services? English as a Second Language (ESL) classes are to be individually instructed in the basic skills of Speaking, Listening, Reading and Writing in the English language, in order to allow them to continue their education, find more satisfying and rewarding jobs, and fulfill personal development goals.

Outcome Type: Program

Start Date: 07/01/2009

End Date: 06/30/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
BEST* Plus (Basic English Skills Test) for ESL students CASAS Life and Work Assessments Numbers are tabulated at the end of the Fiscal Year and reported ? both to CDE, as well as TSJC. Assessment Method Category: Standardized Test	100% of all ESL students tested upon intake. 70% of all ESL students tested upon exit. 40% of ESL students complete an EFL (Educational Functioning Level), as determined by state and federal guidelines	All ESL students are tested, upon entry, or re-entry (if in a new fiscal year) into the program. Upon completion of the program, at the end of the year, or prior to their exiting the program for any other reason, students are tested, using the same assessment.	Yes

Outcome: ABE/GED

Students who enroll in the Adult Education Services? Adult Basic Education and GED programs are to be individually instructed in the basic skills of Reading, Mathematics and Language, in order to allow them to continue their education, find more satisfying and rewarding jobs, and fulfill personal development goals.

Outcome Type: Program

Start Date: 07/01/2009

End Date: 06/30/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
TABE* 9 and 10 ? Complete Battery (Test of Adult Basic Education) for ABE and GED students. Assessment Method Category: Standardized Test	100% of all ABE/GED students tested upon intake. 70% of all ABE/GED students tested upon exit. 50% of ABE/GED students complete an EFL (Educational Functioning Level), as determined by state and federal guidelines.	All ABE and GED students are tested, upon entry, or re-entry (if in a new fiscal year) into the program. Upon completion of the program (receive GED), at the end of the year, or prior to their exiting the program for any other reason, students are tested, using the same assessment ? different form.	Yes

Program - Agri-Business Technology

Outcome: Skill Proficiency

Demonstrate proficiency in the skills required to be successful in agriculture business.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
THERE ARE TOO MANY THINGS HERE, SPLIT INTO MULTIPLE M.O.A. Rubrics, Pre and Post Tests, Questionnaires, and Comprehensive Projects Assessment Method Category: Pre/Post-Test	70% of students earn 70% or better	For each course, students will complete one or more of: pre-post test, questionnaire, comprehensive project. Program instructors will grade, analyze, record and report the results.	Yes
Descriptive statistics from "check list of student competency" in each course. Completer ratio based on completion/enrollment. Assessment Method Category: Course Statistics	At least 80% of class will score above 3=average. Completer ratio will be at least 75%.	Once per year.	Yes

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program
Start Date: 01/01/2005
End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd

- 4a. Perform the mechanics of solving the problem.
- 4b. Determine a realistic answer (approximation) and qualify result
- 4c. Demonstrates ability to use computer (or appropriate technology) as the appropriate tool
- 4d. Demonstrates creative thinking
- 3c. Evaluates evidence (data) for accuracy and relevance
- 3d. Identifies implications of argument, situation or action

Outcome Type: Learning
Start Date: 01/09/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
IRS Form 4562 filled out per student, these results will be descriptive statistics. Assessment Method Category: Embedded Course Assessment	At least 75% of the students will score 2=Satisfactory or higher.	Once per year.	Yes

Outcome: Safety

Students can identify safety issues in specific areas of agriculture

Outcome Type: Learning
Start Date: 08/25/2009
End Date: 08/24/2010
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Student can identify safty hazzards at lab site Assessment Method Category: Lab/Practicum/Clinical	90% of issues identified	at each lab session	Yes

Program - Aquaculture

Program Mission The Aquaculture Technician Program offered by the Trinidad State Junior College, Valley Campus, is designed for students who wish to gain entry-level, technician skills specific to fish culture and fish farm management.

Outcome: Skill Proficiency

Demonstrate proficiency in the skills required to be successful in aquaculture business.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Pre and Post Tests in first year core curriculum coursework Assessment Method Category: Pre/Post-Test	70% of students earn 70% or better	For each first year core curriculum course, students will a pre-post test. Program instructors will grade, analyze, record and report the results.	Yes

Outcome: GenEd

Demonstrate responsible citizenship

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Service learning activities incorporated into the program. Assessment Method Category: Embedded Course Assessment	Shoot for at least 2 from 80% of all students.	Once each semester; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in the field of Aquaculture or continue on for a higher degree.

Outcome Type: Program
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: State of Colorado Hatchery Technician III Competitive Examination

To observe a 90 percent passing rate of exam by TSJC Aquaculture Technician Program graduates.

Outcome Type: Program
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
State of Colorado Hatchery Tech. III examination	90% passing rate	Annual review	Yes
Assessment Method Category: Standardized Test			

Program - Art

Program Mission Understand the formal and conceptual dimension of art within its various cultural and historical contexts.

Outcome: Critical Thinking in Art

Discuss the course content in writing applying critical thinking and higher order thinking skills.

Outcome Type: Program
Start Date: 08/24/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes
Assessment Method Category: Embedded Course Assessment			

Outcome: Pre-Post Test

Students in ART110 will achieve an 80% on the post-test.

Outcome Type: Learning
Start Date: 09/01/2008
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Class discussions Student presentations			Yes
Assessment Method Category: Embedded Course Assessment			

Outcome: Student Experience

Students will have a positive art "experience"

Outcome Type: Program
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Online survey Assessment Method Category: Survey	??	each time ?? is offered	Yes

Program - Associate of Arts

Program Mission The Associates of Arts (AA) program provides students with the educational background to successfully transfer to a baccalaureate program in liberal arts, business, or education with junior status.

Outcome: Transfer success

Students will be admitted to a four-year college or university and succeed in their chosen field of study at such an institution.

Outcome Type: Program

Start Date: 09/01/1990

End Date: 09/01/2011

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Transfer graduate e-mail survey, or use the National Student Clearinghouse data base. Assessment Method Category: Survey	>90% transfer rate of AS graduates; >75% retention through second semester	Assessment chair will do research each spring for students who graduated previous spring.	Yes

Program - Associate of Science

Program Mission The Associates of Science (AS) program provides students with the educational background to successfully transfer to a bachelor's of science program with junior status.

Outcome: Transfer success

Students will be admitted to a four-year college or university and succeed in their chosen field of study at such an institution.

Outcome Type: Program

Start Date: 09/01/1990

End Date: 09/01/2011

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Transfer graduate e-mail survey, or use the National Student Clearinghouse data base. Assessment Method Category: Survey	>90% transfer rate of AS graduates; >75% retention through second semester	Assessment chair will do research each spring for students who graduated previous spring.	Yes

Program - Astronomy/Physics

Outcome: Lab Report

Students will be able to use the scientific method to plan and execute an experiment, collect and analyze data, and write a well-crafted report in a specified format.

Outcome Type: Learning

Start Date: 09/01/2005

End Date: 09/01/2011

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
A laboratory report will be graded for each student with course-specific rubric for AST 101-102, PHY 111-112, 211-212. Each two-course sequence student will be evaluated at least twice.	Students' scores improve at least 50% from first to last score.	Every semester.	Yes
Assessment Method Category: Lab/Practicum/Clinical			

Outcome: Mathematical maturity

Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.

Outcome Type: Learning

Start Date: 09/01/2008

End Date: 09/01/2011

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Embedded test question that requires curve fitting and interpretation of the fitted expression. (AST102: Luminosity vs. Period for cepheid variables. PHY 112: thin lens equation. PHY212: LRC circuit oscillation fit to A,omega,phi)	More than 90% able to perform necessary operations correctly, and more than 70% able to correctly interpret all of the fitted parameters.	Each semester embed appropriate question in course; report here.	Yes
Assessment Method Category: Embedded Course Assessment			

Outcome: GenEd

Read and discuss college-level material specific to astronomy/physics.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes
Assessment Method Category: Embedded Course Assessment			

Outcome: Force Concepts

Students will demonstrate understanding of velocity, acceleration, Newton's three laws, and the interplay among these concepts.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Force Concepts Inventory Assessment Method Category: Standardized Test	Average student gain will be at least 20% over the semester. If pre-test score is unavailable, the final average raw score will be at least 50% for PHY105 students, 55% for PHY111 students, and 65% for PHY211 students - see http://modeling.asu.edu/r&e/fci.pdf for write-up.	Every course of PHY 105, 111, or 211; as a pre-test the first day of class and then as part of the final exam.	Yes

Program - Automotive Service Technology

Program Mission The Automotive Technology Program at TSJC offers an AAS degree and a two semester Certificate. This program prepares a student with the entry-level competencies needed to gain employment in the automotive service industry. Typical jobs held by graduates include: Auto dealership service technician, service writer, service manager, service technician in an independent repair facility or mass merchandiser, or parts department counter person or manager. The AAS degree is offered to meet the needs of the student who wishes to advance in this field to a management or supervisory position..

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in the field of Auto-Mechanics, Parts clerk, or continue on to obtain a higher degree.

Outcome Type: Program

Start Date: 08/24/2009

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year's graduates are contacted by department designee.	Yes

Outcome: Certification

Acquire industry/professional certification, this can be accomplished after working in the field for two years. ASE- Certification. (Automotive Service Excellence).

Outcome Type: Program

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Pass 2 ASE exams or equivalent Assessment Method Category: Standardized Test	70% obtain Professional / industry certification ASE exams	Examinees agree to have a copy of their exams sent via email to the department each spring. Department chair collates and enters report with attached document.	Yes

Outcome: Automotive Repair Skill

Demonstrate ability to diagnose, repair and solve vehicle problems, as well as advising the customer the safest repair to make on his or her vehicle, if their budget will only allow certain repairs.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Student will be evaluated on skills necessary for a successful repair using a pre-/post-test. Assessment Method Category: Pre/Post-Test	90% of the students will perform at 70% or higher	All automotive technology students will take pre/post test In ASE???. Instructor(s) will evaluate test scores and report here, including related document.	Yes

Outcome: GenEd

Read and discuss college-level material specific to Auto-mechanics.

Outcome Type: Learning
Start Date: 01/09/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Program - Biology / Health Science

Program Mission The mission of the Trinidad State Junior College biology Department is to educate students in the organization and function of biological systems, while becoming proficient in the practice of science and critical thinking skills. We seek to instill an awareness of the dynamics of biology within the environmental and social context, allowing students to be engaged, productive, and well-informed citizens.

Outcome: GenEd

Read and discuss college-level material specific to Biology.

Outcome Type: Learning
Start Date: 01/09/2009
End Date: 06/01/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	No
Students will be able to correctly read and formulate responses to case studies that are relevant to their current course of study.	=>90% of available points will be achieved by 90% of the students.	Once per textbook unit of study or 3 times per semester.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Assessment Method Category: Lab/Practicum/Clinical			

Outcome: Lab Report

Students will be able to use the scientific method to plan and execute an experiment, collect and analyze data, and write a well-crafted report in a specified format.

Outcome Type: Learning
Start Date: 09/01/2005
End Date: 09/01/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Completion of formal lab(s) and submission of formal lab report.	=> 90% of available points per grading rubric	Once in Bio 105, 201, 202, twice in Bio 204	Yes
Assessment Method Category: Lab/Practicum/Clinical			

Outcome: Safety

Students in Bio 204 demonstrate proper technique for controlling bacterial growth and appropriate transfer of organisms.

Start Date: 01/26/2009
End Date: 06/01/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Observation by instructor.	100% conformance to standards of aseptic technique by return demonstration including review of cultures produced.	Twice per semester.	Yes
Assessment Method Category: Lab/Practicum/Clinical			

Outcome: GenEd 1b

Students will draw correct and reasonable conclusions from a college level text.

Start Date: 01/19/2009
End Date: 05/04/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Clinical case applications	> 80% of students will score "2" or at least 18 of 25 points on unit clinical applications case studies.	Three per semester in Bio 201 and Bio 202	Yes
Assessment Method Category: Lab/Practicum/Clinical			
Analysis of College Level Text to include reading a section of scientific journal article and answering questions related to gen ed goals 1a.-1c. Standard rubric used to score student responses.	85%>or= to 2		Yes
Assessment Method Category: Embedded Course Assessment			

Program - Business Mgt

Outcome: Graduates who are capable of entering the job force in business related fields

To produce graduates who are able to either enter the job force in the field of Accounting or General Business or continue on for a higher degree.

Outcome Type: Program
Start Date: 01/01/2005
End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year's graduates are contacted by department designee.	Yes

Outcome: GenEd

Read and discuss college-level material specific to managerial styles.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Examine ideas using critical reasoning

To develop the ability of the student to apply available information to problems that outside the familiar format or method of presentation

Start Date: 01/01/2009
End Date: 05/06/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
To include, as extra credit, for every class test a question or questions that require the student to apply the classroom information to solve a problem outside that information, or draw conclusions that are not discussed in the classroom information Assessment Method Category: Chapter Test	That the average class credit received for these extra credit questions are 75%	There is no formal schedule other than including this assessment in every class test.	Yes

Program - Chemistry

Program Mission The mission of the chemistry department is to provide learning-centered chemical education to students. The chemistry department strives to educate traditional and non-traditional students who intend to pursue further educational or career opportunities about chemical principles in a dynamic, supportive, learning-centered environment. The chemistry department is committed to integrating appropriate technology, modern instrumentation, traditional and contemporary pedagogical approaches, and assessment of student achievement into classes in an attempt to create an environment that engages students in classroom activities that facilitate learning for students of all learning styles.

Outcome: Lab Report

Students will be able to use the scientific method to plan and execute an experiment, collect and analyze data, and write a well-crafted report in a specified format.

Outcome Type: Learning

Start Date: 09/01/2005

End Date: 09/01/2011

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
A laboratory report will be graded for each student with course-specific rubric for CHE105, CHE101-102, CHE 111-112. JM	Students' scores improve at least 50% from 1st to 2nd score.	Every semester.	Yes
Assessment Method Category: Lab/Practicum/Clinical			

Outcome: GenEd

Read and discuss college-level material specific to Chemistry

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes
Assessment Method Category: Embedded Course Assessment			

Outcome: Experimental data collection and analysis

Students will analyze experimental data using statistical methods.

Outcome Type: Learning

Start Date: 08/24/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Students will evaluate the accuracy and precision of their quantitative experimental data by using statistics: standard deviation, relative error, and graphs.	More than 70% of the students in CHE 111-112 and CHE 211-212 will present and analyze quantitative lab data for accuracy and precision using statistical methods.	On going.	Yes
Assessment Method Category: Lab/Practicum/Clinical			

Program - Commercial Vehicle Operation**Outcome: Graduates enter job force (Copy)**

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning
Start Date: 01/09/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Program - Communication/Speech

Outcome: Essay evaluation (Copy)

Students will be able to write well.

Outcome Type: Learning
Start Date: 09/01/2008
End Date: 09/01/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Collect writing sample during 1st week of class in all ENG 121 classes; collect definition and research papers in all ENG 121 and 122 classes each semester. Assessment Method Category: Embedded Course Assessment	Increase in total score on 90% of all evaluated papers; Increase in score on each individual trait on 90% of all evaluated papers	First week of ENG 121 (fall and spring), then definition and research papers in 121 and 122, both fall and spring.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning
Start Date: 01/09/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Assessment Method Category: Embedded Course Assessment		make any relevant comments here myself.	

Outcome: Speech

Students will be able to create, organize and present a coherent and entertaining speech of at least three minutes in length.

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
The student will do a pre-speech/post-speech. Those speeches will be graded against twenty criteria. Each criterium will be given a numeric value from a low of 1 to a high of 5. The grades of all criteria will then be added together for a maximum possible point total of 100. Assessment Method Category: Pre/Post-Test	At least 70% of students will demonstrate at least a 10% improvement in their over all score between the first speech and the last speech.	The first assessment with be taken on the first day of each semester. The second assessment will be done on the last day of each semester.	Yes

Outcome: Communication courses

Students will demonstrate understanding of at least 70% of the standard communication competencies and will be able to apply those specific techniques/concepts appropriately in personal situations orally or in writing.

Outcome Type: Program

Outcome Status: Active

Program - Computer Information Systems

Program Mission This curriculum has been developed with the support of the CIS Advisory Committee to prepare students in business computer fundamentals and skills for entry-level employment upon graduation. ?Hands-on? experience is emphasized as students design and/or complete projects based on current business-world scenarios using spreadsheets, databases, graphics software, and the Internet. Programming and debugging techniques, as well as file design and computer operations skills, will be developed.

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in an entry-level business position or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2008

End Date: 01/01/2011

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd

Read and discuss college-level material specific to a business-world scenario.

Outcome Type: Learning

Start Date: 01/09/2009

End Date: 05/15/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Computer Skill Proficiency

Demonstrate proficiency in the skills required to be successful in specific jobs or for clusters of related jobs

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Instructors from all program courses will summarize the results of their course-level assessments. Assessment Method Category: Embedded Course Assessment		Program instructors will grade and record results each semester, send this information to department chair, who will collate and report here.	Yes

Program - Computer Technologies

Program Mission This program prepares students to design, build, and maintain networks capable of supporting national and global organizations. Course work covers a complete range of basic and advanced networking concepts - from pulling cable to subnet masking rules and strategies. Methods of learning are varied, with interactive online lessons, texts, videos, and extensive hands-on applications. Upon successful completion of the program, the graduate is qualified to take any of the CompTIA Computer and Networking Certifications.

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program
Start Date: 01/01/2005
End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.ccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning
Start Date: 01/09/2009
Outcome Status: Active

Means of Assessment

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Certification

Acquire industry/professional certification.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
A+, Network+, Server+, DHTI+, Security+ or MCxx industry certification exam Assessment Method Category: Standardized Test	At least 70% of prior year's graduates obtain at least one certification.	Program instructors contact the CompTIA or Microsoft exam boards for results of students from past year taking the exam.	Yes

Outcome: Lab Report

Collect, analyze, and present data in specific report format.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Laboratory reports using multi-trait Lab- Report Rubric (0-100 pt holistic scale); see related document. Assessment Method Category: Lab/Practicum/Clinical Related Documents: CNG_rubric.xls	All students in all CNG lab courses score at least 80 pts.	Faculty will write assessment report each spring.	Yes

Program - Construction Tech

Program Mission The Associate of Applied Science Degree in Construction Technology is offered to meet the needs of the student who wishes to prepare for a broad range of technical skills applicable to many positions within the construction industry. This program prepares the student for the challenges they will face to advance in the trades as a responsible professional craftsman.

Outcome: Graduates enter job force in construction industry

To produce graduates who are able to either enter the job force in the field of construction or continue on for a higher degree.

Outcome Type: Program
Start Date: 01/01/2005
End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd

Read and discuss college-level material specific to the construction industry.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Construction Skills

Students will have the skills and confidence to handle a wide range of carpentry tasks on their own after successfully passing, and have the basic skills to build upon for a career in the construction industry

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Module tests during chapters and topics and at end of chapters, quizzes, and graded on scale models of different components of a building or home. Assessment Method Category: Pre/Post-Test		Class-specific results are reported each semester in the online assessment form.	Yes

Outcome: Certification

Students will obtain certification in various tools, methods, equipment and materials.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Skid-steer operator ?TEST? Powder (?POWER?)-actuated tools ?TEST? Fire stop ?TEST? 30-Hr OSHA ?TEST? ICF installation ?TESTS? Testing for these certifiacates is given by individuals in the industry and given to meet industry standards Assessment Method Category:	Pass industry testing and certification for ?ALL?	Results are collected and reviewed by the construction technology program STAFF and the specific industry testing agencies	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Standardized Test			

Outcome: Professional Conduct

Students will meet with individuals who are involved in the construction industry, including contractors and inspectors, and be able to work with them in a professional capacity

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Students meet with and submit applications for building permits, ? submit letters of approval from engineers and architects. Students will be evaluated by the professional contact ?USING A STANDARD FORM??. Students will be graded according to the outcome of their applications and letters. Assessment Method Category: Survey		Data collected is reviewed in the construction technology program and by the const. tech advisory board	Yes

Outcome: Math Skills

The students will learn the basic math functions and formulas to complete construction calculations.

Outcome Type: Learning

Outcome Status: Active

Program - Cosmetology / Hair Styling and Design / Manicurist / Esthetician / Barber

Program Mission The Cosmetology curriculum requires 64 credit hours of instruction and includes professional ethics, bacteriology, shampoo and rinses, color theory, hair coloring techniques, chemical texture services, hairstyling, hair cutting, manicures, pedicures, facials, makeup, OSHA regulations, sanitation, safety and Colorado laws. Students will learn job entry skills, customer communication, and shop procedures. Clinical practice involves working on the public under supervision and parallels, as close as possible, actual shop procedures in order to prepare students for working in the field.

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in the field of ___cosmetology_____ or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: Cosmetology Knowledge

Demonstrate the knowledge necessary to obtain employment in student's chosen field of study.

Outcome Type: Program

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Written assignments and/or written examinations (standard 0-100 pt. scale). Sample of cosmetology students in any or all cosmetology or related courses of study. Assessment Method Category: Embedded Course Assessment	90% of the students will perform at 70% or higher.	All instructors will develop scores from his/her own classes, which measure general and specific cosmetology competencies and report on the TSJC online assessment site.	Yes

Outcome: Cosmetology Skills

Demonstrate the ability to successfully plan, execute, and present a combination of hair, skin care, and nail care skills into a cohesive presentation.

Outcome Type: Learning

Start Date: 05/18/2009

End Date: 06/24/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Develop a comprehensive cosmetology program project. Evaluation of project using 100 pt. rubric. Assessment Method Category: Capstone Course/Project Related Documents: StateBoardResults2005	90% of the students will perform at a 70% or higher level.	All students enrolled in cosmetology or related programs. All instructors will critique and evaluate the student's final project and report to department chair, who will collate results and submit report.	Yes

Outcome: GenEd

Read and discuss college-level material specific to __cosmetology industry_____.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Students will be able to demonstrate comprehension of chapter material by passing the written or oral test with a 75% or above. Assessment Method Category: Chapter Test	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Program - Criminal Justice

Program Mission The AAS degree program in Criminal Justice is designed to provide men and women with the necessary attitudes, knowledge and skills to enter criminal justice occupations. A minimum of 69 semester credit hours is required for an Associate of Applied Science degree in Criminal Justice.

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program
Start Date: 01/01/2005
End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning
Start Date: 01/09/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: CRJ Reporting

Collect, analyze and present data in a specific report format typical of a Criminal Justice professional.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
FINAL PROJECT? SEE SHEDULE BELOW: Reports, assignments and written examinations. NEEDS TO BE MORE SPECIFIC Standard 0-100 pt scale (SEE ATTACHED RUBRIC??). Assessment Method Category: Capstone Course/Project	90% of students will perform at a 70% or higher level.	Sample of all Criminal Justice students in all core CRJ courses . Develop scores from classes, which measure general and specific CRJ skills. All instructors will critique and evaluate students' final project and report to the department chair, who will collate results and report.	Yes

Outcome: CRJ Theory

Demonstrate gains in academic achievement during the coursework at TSJC.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
All CRJ students will be scored on a standard 100 point grading scale. Pretest will be given during the first week of class. Posttests will be given as the final for each individual class. WHICH COURSE OR COURSES?? Assessment Method Category: Pre/Post-Test	90% of students will show gains of 50 or better.	All instructors will critique and evaluate the student's final project and report on the TSJC online assessment site.	Yes

Program - Developmental Education

Program Mission The Developmental Services program goal is that students possess the reading, writing, and mathematics to succeed in college-level courses.

Outcome: Reading

Read at a level necessary to function in community college certificate or degree programs.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Pre/post test in with Gray Silent Reading Test or the Reading Accuplacer, including Statistics from REA 030, 060, 090: # enroll, # succeed, # withdraw, # incompletes. See Benchmarks below for definition of "succeed." Assessment Method Category: Pre/Post-Test	After completing the course, students will demonstrate one of the following GSR or Accuplacer scores: REA 030 - grade 6 or 30-40+; REA 060 - grade 9 or 40-62+; REA 090 - grade 12 or 62-80. Overall, at least 70% success rate for all enrollees.	Every semester; data will be collated by department chair every spring and report submitted.	Yes

Outcome: Math

Perform mathematics at a level necessary to function in college-level courses.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Completion Analysis: Because student attendance directly affects their ability to pass their respective courses, statistics from MAT 030, 060, 090, and 099 (formerly 106): #enroll, #succeed, #withdraw, #incompletes will be tallied by the math-lab supervisor these courses at the end of each semester and submit results here. Assessment Method Category: Course Statistics	>70% rate of success in developmental math courses	each semester	Yes
Mathlab Survey: See attached survey of how well math lab works for students. Assessment Method Category: Survey	?	Each semester all students complete a satisfaction survey (see attached).	Yes
Attendance vs. Grade Correlation Spreadsheet is developed for each course in mathlab with attendance and grade information. Assessment Method Category: Course Statistics	?	Each semester	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Outcome: Writing

Write well-organized paragraphs and essays necessary to function in college-level coursework.

Outcome Type: Learning

Start Date: 04/13/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Evaluation of "Self-Assessment Final Essay." This asks student to reflect on themselves as a writer before, during, and after the course. Evaluation items include process and structure (GEO 2a-2d).. Assessment Method Category: Embedded Course Assessment	At least 70% of all ratings (2a, 2b, 2c, and 2d) be Satisfactory (2) or Exemplary (3).	All students in all ENG 030,060,090 courses will be evaluated by individual instructors. Results will be collated and submitted by individual instructor.	Yes

Outcome: Spring 2009 Math 090 Final Exam Embedded Assessment

Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.

Outcome Type: Learning

Start Date: 01/15/2009

End Date: 05/13/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly. Assessment Method Category: Embedded Course Assessment	All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.	On-going.	Yes

Outcome: Math Lab Survey Fall 2009

See attached files

Outcome Type: Learning

Start Date: 08/24/2009

End Date: 12/15/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
116 students in the Math Lab were survey to assess their likes, dislikes, and suggestions for improvement upon the current method of instruction in the Math Lab. Assessment Method Category: Survey	Have at least 60% of all students registered for Math Lab classes complete a survey before the end of the semester.	On-going.	Yes

Outcome: Math Lab Fall 2009 Completion Data

At least 70% of all students registered for classes in the Math Lab should be able to successfully complete their respective courses with a C or better.

Outcome Type: Learning
Start Date: 08/24/2009
End Date: 12/15/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Statistics were calculated for Math 030, 060, 090, 099, and 107 to determine the number of students that received an A, B, C, D, F, W, or I. Assessment Method Category: Course Statistics	> 70% of all students should be able to successfully pass their courses with a grade of C or better.	On-going	Yes

Outcome: Fall 2009 Math 090 Final Exam Embedded Assessment

Students will be able to correctly set up and solve a word problem for the dimensions of a rectangle given its perimeter and the relationship between its dimensions.

Outcome Type: Learning
Start Date: 08/24/2009
End Date: 12/15/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly. Assessment Method Category: Embedded Course Assessment Related Documents: Fall 2009 Math 090 Embedded Assessment.xlsx	All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.	On-going	Yes

Outcome: Spring 2009 Math 106 Final Exam Embedded Assessment

Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.

Outcome Type: Learning
Start Date: 01/15/2009
End Date: 05/13/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
A common rubric was used to score students on their ability to correctly set up and solve a motion problem. Assessment Method Category: Embedded Course Assessment	All students were expected to attempt this problem and at least 70% of students are expected to be able to correctly set up the word problem and obtain the correct answer.	On-going	Yes

Outcome: Fall 2009 Math 099 Final Exam Embedded Assessment

Students will be able to correctly set up and solve a motion problem for the rate of the stream given the rate of the motorboat and the distances traveled up and downstream in a given time.

Outcome Type: Learning
Start Date: 08/24/2009

End Date: 12/15/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Students were scored using a common rubric regarding whether or not the problem was set up and solved correctly. Assessment Method Category: Embedded Course Assessment	All students were expected to attempt to set up and solve the problem. At least 70% of students were expected to both set up and solve the problem correctly.	On-going.	Yes

Outcome: Fall 2009 Math 107 Final Exam Embedded Assessment

Students should be able to successfully set up and solve a series of word problems that combine skills learned throughout the course.

Outcome Type: Learning
Start Date: 08/24/2009
End Date: 12/15/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Students were scored using a common rubric regarding whether or not the problems were set up and solved correctly. Assessment Method Category: Embedded Course Assessment	All students were expected to attempt to set up and solve the problems. A class average of at least 75% correct on these word problems is desired.	On-going.	Yes

Outcome: Fall 2009 Attendance Vs. Grade Correlation for the Math Lab

Students with few absences (<6 absences) should be able to successfully pass their respective courses with a C or better while students with excessive absences (>6 absences) are expected to fail or be forced to withdraw from their courses.

Outcome Type: Learning
Start Date: 08/24/2009
End Date: 12/15/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Instructors rate students upon whether or not they were correctly placed into a class based upon their ability. Student absences are then totaled, and a tally is kept of the number of absences students that passed their courses with a C or better had vs. the number of absences students that failed or withdrew from their courses had. Assessment Method Category: Course Statistics	It is expected that >70% of students with few absences (<6 absences) will successfully pass their courses with a C or better.	On-going.	Yes

Program - Early Childhood Education

Program Mission Certificate/AAS (5/26/2004-5/26/2009)

The Early Childhood Education Program is designed to meet the educational requirements for Child Development Associate (CDA), Group Leader, Infant/Toddler Nursery Supervisor, and Director certification. The student needs to consult with the ECE advisor for the specific requirements of the state and national issued certificates. Laboratory classes will enable the student to gain experience working with professionals in approved licensed childcare facilities in the community.

Outcome: GenEd

Read and discuss college-level material specific to Early Childhood Education.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in the field of Early Childhood Education or continue on for a higher degree.

Outcome Type: Program

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: Critical Thinking

Collect, analyze and present lab and/or practicum data and advocacy data in specific report format and on examinations.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
See related ECE Lab/Practicum Grading Rubric Assessment Method Category: Lab/Practicum/Clinical Related Documents: ECPRubric07.htm	80% of the students will achieve grades of 70% or higher.	All instructors will use the common rubric to score his/her own students? reports. All ECE faculty will meet in Spring 2005 to discuss results and write synopsis report with recommendations.	Yes
Student will observe, record observations, and use data to complete assessment of 1 child Assessment Method Category: Portfolio	80% of students will achieve grade 70% or higher.		Yes

Outcome: Professional Competency

Students should be able to produce case studies, observations and assessments, lesson plans and sample curriculum, and reflections.

Outcome Type: Learning

Outcome Status: Inactive

Means of Assessment

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Projects involving all of case studies, observations and assessments, lesson plans and sample curriculum, and reflections are graded on the related rubric.	80% of students will achieve competency as measured by grades of 70% or higher	Students taking ECE 101,102, 111, 112, 220, 260, 288, 289 ECE courses.	No
Assessment Method Category: Capstone Course/Project			

Outcome: ECE Program NAEYC Accreditation

ECE Faculty will engage in the self-study NAEYC Accreditation process, completing the process by March 2011.

Outcome Type: Learning
Start Date: 01/14/2008
End Date: 03/31/2011
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
A Needs Assessment is being developed to survey student needs related to class delivery-types, times, barriers, etc.	A random sample survey of current and former students will be conducted, with 75% of those surveys returned.	Once, Fall 09	Yes
Assessment Method Category: Survey			

Outcome: NAEYC Standard 1. Promoting Child Development and Learning

- 1a. Knowing and understanding young children's characteristics and needs
- 1b. Knowing and understanding the multiple influences on development and learning
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Outcome Type: Program
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Final Exam in ECE 238 or combination of final exams from both PSY 238 and ECE 236.			Yes
Assessment Method Category: Comprehensive Test			
Comprehensive case study (covers 1a,1b, and 1c) of one child produced by each student after 30hr lab experience in ECE 236 or ECE 238, graded against rubric (see related documents).	At least 70%		Yes
Assessment Method Category: Portfolio			

Outcome: NAEYC Standard 2. Building Family and Community Relationships

- 2a. Knowing about and understanding family and community characteristics
- 2b. Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c. Involving families and communities in their children's development and learning relationships

Outcome Type: Program
Outcome Status: Active

Outcome: Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

- 3a. Understanding the goals, benefits, and uses of assessment
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c. Understanding and practicing responsible assessment
- 3d. Knowing about assessment partnerships with families and other professionals

Outcome Type: Program

Outcome Status: Active

Outcome: Standard 4. Teaching and Learning

- Sub-Standard 4a: Connecting with children and families
- Sub-Standard 4b: Using developmentally effective approaches
- Sub-Standard 4c: Understanding content knowledge in early education
- Sub-Standard 4d: Building meaningful curriculum
- 4a. Knowing, understanding, and using positive relationships and supportive interactions
- 4b. Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Outcome Type: Program

Outcome Status: Active

Outcome: Standard 5. Becoming a Professional

- 5a. Identifying and involving oneself with the early childhood field
- 5b. Knowing about and upholding ethical standards and other professional guidelines
- 5c. Engaging in continuous, collaborative learning to inform practice
- 5d. Integrating knowledgeable, reflective, and critical perspectives on early education
- 5e. Engaging in informed advocacy for children and the profession

Outcome Type: Program

Outcome Status: Active

Program - Electrical Lineworker

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: Internship (Copy)

Successful internship experience for both student and employer.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
At the end of each internship, both the employer and student complete a survey. As these surveys Assessment Method Category: Survey	At least 80% of the surveys should have proficient or excellent ratings	Survey data are stored in students' permanent record in job placement coordinator?s office. Annual report submitted here.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning
Start Date: 01/09/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Program - Emergency Medical Services

Program Mission The EMS program is designed to prepare a student to work in Emergency Medicine. Each Certificate course allows the student, upon completion, to become certified as an EMT-Basic or EMT-Intermediate. The progression of the curriculum requires completion of the EMT-Basic prior to entry into the EMT-Intermediate course. Emphasis is placed on initial certification followed by various elective options.

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in the field of emergency medical services or continue on for a higher degree.

Outcome Type: Program
Start Date: 01/01/2005
End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category:	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Survey			

Outcome: GenEd

Solve problems using logic, mathematics, computers, or creative thinking.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Certification

Acquire industry/professional certification.

Outcome Type: Program

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Pass National Registry Exam Assessment Method Category: Standardized Test	Pass/fail rate at least 70% for all students.	Review, collect, and collate all National Registry Practical exam results, both Basic and Intermediate exam results. Reported rates posted in the next worksheet (see tab below). NEEDS EDITING	Yes

Outcome: Practical

Practical scenario stations given frequently and students must pass with 100% proficiency.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Pass/fail Practical Exam given at the end of each Basic and Intermediate course.	At least 70% pass rate.	Department chair annually (SPRING?) collate pass/fail data from each Basic and Intermediate class. These data are reported to the online assessment system.	Yes

Outcome: Practical Exam

80% of students will pass 5 out of 5 practical stations.

Outcome Type: Program

Start Date: 04/13/2009

Outcome Status: Active

Program - English

Outcome: Essay evaluation ENG 121 & ENG 122

1. Students will be able to express ideas clearly and coherently.
2. Students will be able to demonstrate strong organizational skills.
3. Students will be able to utilize strong word choice, sentence structure, and voice, and grammatical structure.
4. Students will incorporate multiple sources of information with correct documentation.

Outcome Type: Learning

Start Date: 09/01/2008

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Collect writing sample during 1st week of class in all ENG 121 classes; collect definition and research papers in all ENG 121 and 122 classes each semester. As a group, instructors will grade papers according to the 6-trait rubric. Assessment Method Category: Embedded Course Assessment	Increase in total score on 90% of all evaluated papers from first to last paper; Increase in score on each individual trait on 90% of all evaluated papers from first to last paper.	First week of ENG 121 (fall and spring), then definition and research papers in 121 and 122, both fall and spring.	Yes
Grade papers according to 6 traits rubric Assessment Method Category: Embedded Course Assessment	At least B or higher on 75% of papers.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: GenEd Read

Read and discuss college-level material specific to writing.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Grade papers according to 6 traits rubric Assessment Method Category: Embedded Course Assessment	At least B or higher on 75% of papers.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes
Following instruction on reading and analysis of text material, students will read a chapter, discuss critical in small groups, report and teach the material to the rest of the class. Assessment Method Category: Chapter Test	Sometime past the mid point of the course, 80% of the students will read and independently report the critical attributes of the reading at 90% accuracy.	Regularly model read and discuss critical attributes of text material. Move to small groups doing the activity. Evaluate when students work independently to read and "teach" the critical attribute of the text and demonstrate their skills on a Chapter Test based on textual critical attributes.	Yes

Outcome: Gen Ed Goal#5

Demonstrate responsible citizenship

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
5c. Students list experiences they've had with volunteerism and community service. 5a. Students discuss their experiences and then write a description of what they gained personally from these experiences. Assessment Method Category: Embedded Course Assessment	5c. All students will be able to find at least one thing they've done that benefited others. 5a. 50% of students will demonstrate a satisfactory knowledge of the value of community service on others and on themselves.	Both activities will occur early in the semester.	Yes
Students demonstrates ethical behavior including collaborative learning and writing in small groups, understanding of the different needs of classmates in small groups and whole-class-as-a-group writing assignments. This assessment will use the general education rubric for 5a, 5b, and 5c. Assessment Method Category: Lab/Practicum/Clinical	By the end of the semester, 100% of students will show satisfactory outcomes for responsible citizenship in the	Every semester.	Yes

Outcome: Speech Communication Skills

1. 70 % of students will speak coherently for 2 minutes about a short subject in front of small group (nc)
2. 70% of students will develop a visual presentation that supports main topics in 2 minute speech. (nc)

Outcome Type: Program

Outcome Status: Active

Program - Environmental Engineering Technology

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Program - EPIC

Outcome: Welding

Welding skills and knowledge to enter the field of welding

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
WEL 102 pre/post-test. Assessment Method Category: Pre/Post-Test	All students at or above 77% on post-test.	Instructors will develop scores from their own classes and report here.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning
Start Date: 01/09/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of EPIC fields or continue on for a higher degree.

Outcome Type: Program
Start Date: 01/01/2005
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year's graduates are contacted by department designee.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Trackl welding students after graduation. Assessment Method Category: Survey	100% of them to be employed in LA county as welders.		Yes

Outcome: Internship

Successful internship experience for both student and employer.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
At the end of each internship, both the employer and student complete a survey. As these surveys Assessment Method Category: Survey	At least 80% of the surveys should have proficient or excellent ratings	Survey data are stored in students' permanent record in job placement coordinator's office. Annual report submitted here.	Yes

Outcome: diesel

to understand the theory of diesel

Outcome Type: Learning
Start Date: 08/24/2009
End Date: 12/15/2009
Outcome Status: Active

Outcome: Heavy Equipment

Heavy Equipment skills to be performed in a safe a productive manner.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
HEQ 225 pre/post-test Assessment Method Category: Pre/Post-Test	All students at or above 77% on post-test	Instructors will develop scores from their own classes and report here.	Yes

Program - Exercise Science & Recreation

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning
Start Date: 01/09/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Program - Fine Woodworking

Program Mission This two semester certificate program is designed to provide theory and hands-on training for entry level skills through craftsman-level competencies. Day and evening classes for part- or full-time students range from areas of safety, wood identification, tool set-up, use & maintenance, layout and design, material selection, jig set-up, cabinet & door construction, finishing, and advanced furniture and cabinet construction.

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in the field of fine woodworking, and cabinet making or continue on for a higher degree.

Outcome Type: Learning

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd

Students will demonstrate ability to write about their projects as outlined in Journal assignment.

Outcome Type: Learning

Start Date: 01/09/2009

End Date: 08/15/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
See attached assignment handout and rubric. Assessment Method Category: Embedded Course Assessment	At least 75% of students will score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Theory

Understand the theory of sound structure in cabinetry, and the financial impact of material and design choices.

Outcome Type: Learning

Start Date: 08/14/2009

End Date: 08/14/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
WHICH COURSE(S)? Assessment Method Category: Pre/Post-Test	??	Class-specific results are reported each semester here.	Yes

Outcome: Design functional furnitutre

Student will be able to produce drawings that will create furniture that will be functional and structurally sound.

Outcome Type: Learning

Start Date: 08/14/2009

End Date: 08/14/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
The student will produce and turn in to the instructor a physical drawing, a scale or full size model of a piece of furniture. The instructor will evaluate and critique the design. Assessment Method Category: Embedded Course Assessment			Yes

Program - Fire Science Technologies

Program Mission AA Degree

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Program - Foreign Language

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Program - Geology

Outcome: Lab Report

Students will be able to use the scientific method to plan and execute an experiment, collect and analyze data, and write a well-crafted report in a specified format.

Outcome Type: Learning

Start Date: 09/01/2005

End Date: 09/01/2011

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
A laboratory report will be graded for each student with course-specific rubric for AST 101-102, BIO 111-112, CHE 101-102, 111-112, GEY 111-112, PHY 111-112, 211-212. Each AS student will be evaluated at least twice during their tenure. Assessment Method Category: Lab/Practicum/Clinical	Students' scores improve at least 50% from 1st to 2nd score.	Every semester.	Yes

Outcome: GenEd - Goal #3

- 1a. Given a ?college-level text?, identify the primary message or idea being conveyed
- 3a. Distinguishes fact from opinion
- 3c. Evaluates evidence (data) for accuracy and relevance
- 3d. Identifies implications of argument, situation, or action
- 3e. Able to identify strengths and weaknesses of an argument, situation, or action

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Embedded assignment to use critical reasoning to analyze current event article. Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Program - Graphic Design

Program Mission The Graphic Design program is designed to prepare students for careers in the rapidly growing and evolving field of graphic design. Students will learn the skills and techniques required of graphic designers and commercial artists. Strong emphasis is placed on developing the student's individual talents, skills and interests.

In addition to graphic design courses, traditional studio art classes are required for the development of basic techniques. Interdisciplinary studies are strongly encouraged for example drawing, advertising and related classes.

Students may participate in college art exhibits, and, in order to prepare for job placement and meeting representatives of the industry, a comprehensive portfolio is encouraged. An internship relating to the students interests and skills is encouraged.

Outcome: GenEd

- 4a. Perform the mechanics of solving the problem.
- 4b. Determine a realistic answer (approximation) and qualify result
- 4c. Demonstrates ability to use computer (or appropriate technology) as the appropriate tool
- 4d. Demonstrates creative thinking

Outcome Type: Learning

Start Date: 01/09/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Question their knowledge about our government. In addition I had them list activities that they have or are working on to improve their community; this will be ranked using the gened # a5 rubric. Assessment Method Category: Survey	At least 75% score a 90 or above on the survey.	Once each semester in each course; supply data to assessment chairperson and make any relevant comments here.	Yes

Outcome: Skills

Demonstrate the practical applications of theory in the technical specialty

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Evaluate student projects Assessment Method Category: Portfolio		Each semester that MGD xxx (Illustration) is offered.	Yes

Outcome: Graduates enter job force.

To produce graduates who are able to either enter the job force in the field of Graphic Design or continue on for a higher degree.

Outcome Type: Program
Start Date: 01/01/2005
End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Program - Gunsmithing

Program Mission This two-year Gunsmithing program is designed to train individuals with the basic concepts and skills needed by the professional gunsmith. Course work at the basic and advanced level includes: Bench Metal, Machine Operations, Gun Repair and Stockmaking. A wide variety of specialized courses such as Checkering, Revolversmithing, Competitive rifles, and Shotgunsmithing and Pistolsmithing are also offered.

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in Gunsmithing, a related field, or continue on for a higher degree.

Outcome Type: Program
Start Date: 01/01/2005
End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: Skills

Demonstrate proficiency in the skills required to be a successful gunsmith in business

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Post-Test and Capstone Practical Examination All students in Gunsmithing capstone course GUS 204 Assessment Method Category: Capstone Course/Project	>70% skill levels attained	All instructors will develop scores for his/her own classes. All gunsmithing faculty will meet each spring to discuss results and write a synopsis report with recommendations;	Yes

Program - History / Political Science

Outcome: Critical Thinking (Copy)

Students will demonstrate critical thinking.

Outcome Type: Learning**Start Date:** 09/01/2008**End Date:** 09/01/2011**Outcome Status:** Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Class discussions ?? DOES THIS USE GEN ED OBJECTIVE RUBRIC? Assessment Method Category: Embedded Course Assessment			Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning**Start Date:** 01/09/2009**Outcome Status:** Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Key HIS Outcomes

Students learn the key objects in History courses.

Outcome Type: Learning**Outcome Status:** Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Each course has its own pre/post test. Assessment Method Category: Pre/Post-Test	Gains of at least 40% for most (>50%) of the students.	Every course.	Yes

Outcome: Key POS Outcomes

Students learn the key objects in Political Science courses.

Outcome Type: Learning**Outcome Status:** Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Each course has its own pre/post test. Assessment Method Category: Pre/Post-Test	Gains of at least 40% for most (>50%) of the students.	Every course.	Yes

Outcome: Key GEO Outcomes

Students learn the key objects in Geography courses.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Each course has its own pre/post test. Assessment Method Category: Pre/Post-Test	Gains of at least 40% for most (>50%) of the students.	Every course.	Yes

Program - Humanities

Outcome: Humanities (Copy)

Read and discuss college-level material specific to Humanities.

Outcome Type: Learning

Start Date: 08/24/2009

Outcome Status: Active

Program - Literature

Outcome: Essay evaluation (Copy)

Students will be able to write well.

Outcome Type: Learning

Start Date: 09/01/2008

End Date: 09/01/2011

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Collect writing sample during 1st week of class in all ENG 121 classes; collect definition and research papers in all ENG 121 and 122 classes each semester. Assessment Method Category: Embedded Course Assessment	Increase in total score on 90% of all evaluated papers; Increase in score on each individual trait on 90% of all evaluated papers	First week of ENG 121 (fall and spring), then definition and research papers in 121 and 122, both fall and spring.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Program - Manufacturing Technologies ?Precision Machining Welding ?

Program Mission The Manufacturing Technology program uses an occupational cluster approach centered around three separate certificate programs: Welding Technology, Precision Machining, and Heavy Equipment Diesel Maintenance. The student will select an area of emphasis from the three certificate programs for the first year. Students will return the second year to complete the general education component of fifteen semester credits and cross train for fifteen semester credits in a series of elective courses from one or both of the other Manufacturing Technology programs.

Outcome: GenEd

Read and discuss college-level material specific to Diesel/Heavy Equipment

Outcome Type: Learning

Start Date: 08/24/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in the field of diesel/heavy equipment or continue on for a higher degree.

Outcome Type: Program

Start Date: 08/24/2009

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: Certification

Acquire industry/professional certification

Outcome Type: Program

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Pass appropriate industry certification ??? SPECIFICALLY ??? Assessment Method Category: Standardized Test	At least 70% pass rate.	Examinees agree to have a copy of their exams sent via email to the department each spring. Department chair collates and enters report with attached document.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Outcome: Skills

Be able to perform a task and skill related project, including a blueprint, or materials list, or service manual, and explain rationale, method, etc.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
All full-time students once per academic year for each of the listed skills according to the rubric: 4 = good manual or prints, complete materials list, sound rationale, student able to describe methods, etc. 3 = one of the items in 4 inadequate 2 = two or three items in #4 inadequate 1 = four or more items in #4 inadequate Assessment Method Category: Lab/Practicum/Clinical	??ALL STUDENTS?? score at least 80% (3.2) on all skills	Program instructors will use the common rubric to score his/her class and report each spring using the online form.	Yes

Program - Mass Media Journalism - Deprecated

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.ccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Program - Massage Therapy

Program Mission The Massage Therapy Program at TSJC is designed to prepare students for the demands and opportunities of the fastest growing health care profession in the industry today. The course requirements will teach the student how to massage the body to promote healing in a holistic manner, not only facilitating the healing process on the physical level, but also on the emotional and spiritual levels as well. Graduating TSJC Massage Therapists will be uniquely prepared to assist clients in the management of pain, stress, and relaxation with an emphasis on professionalism and compassion. With this knowledge they will guide their clients to see their unlimited potential. Our 750 hour Certification program will provide students with a firm foundation and established tools to be successful in a number of these following career options.

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in the field of massage therapy or holistic health or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd

Read and discuss college-level material specific to massage therapy and holistic health

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Observe students thinking critically and making appropriate treatment plans within the clinic setting. Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Knowledge and Skills

Obtain a general knowledge of all the body systems, plus a detailed knowledge of anatomy, physiology, kinesiology, and pathology. This also includes therapeutic massage assessment, application, with an emphasis on professional standards, ethics, business and legal practices.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Course specific pre-test and post test Assessment Method Category: Pre/Post-Test	75% of the students to perform at 70% or higher.	All students at the beginning and end of each semester. All instructors will score their own classes and report separately	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Demonstrate proficiency in various massage techniques with instructor-specific rubric.	75% of the students to perform at 70% or higher.	All instructors will score their own classes and report separately	Yes
Assessment Method Category: Lab/Practicum/Clinical			
National Certification Exam for Therapeutic Massage (NCETM) NCBTMB - the National Certification Board for Therapeutic Massage and Bodywork	90% pass rate	Any Student who opts to take the NCETM	Yes
Assessment Method Category: Standardized Test			

Outcome: Satisfactory Pass Rates

Every Massage Therapy Certification student must complete each course with a minimum of 70% or higher.

Outcome Type: Program

Start Date: 08/17/2008

Outcome Status: Active

Outcome: National Certification Exam

Achieve a 70% pass rate on a national certification exam.

National Certification Exam for Therapeutic Massage [NCETM]

National Certification Exam for Therapeutic Massage and Bodywork {NCETMB}

Massage and Bodywork Licensing Exam [MBLex]

Outcome Type: Program

Start Date: 06/15/2003

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Sit for one of the following national exams: National Certification Exam for Therapeutic Massage [NCETM] National Certification Exam for Therapeutic Massage and Bodywork {NCETMB} Massage and Bodywork Licensing Exam [MBLex]	70% or better on one of the following exams: National Certification Exam for Therapeutic Massage [NCETM] National Certification Exam for Therapeutic Massage and Bodywork {NCETMB} Massage and Bodywork Licensing Exam [MBLex]		Yes
Assessment Method Category: Standardized Test			

Program - Mathematics

Program Mission Our goal is that all students will understand and do mathematics?that at all levels they develop both conceptual understanding and procedural fluency. We are committed to ensuring that our students gain competence in problem-solving, reasoning and proof, communication, connections, and representation with regard to whatever mathematical content they are studying. Students will understand that mathematics is both a tool and a way of thinking that can be used to address problems in the world. For every mathematical process students learn, it is our goal that they have a deep understanding of that process and why that process works.

Specifically the mission of the mathematics faculty is to:

- ? develop and enhance our students' abilities to reason logically, communicate technically, and think critically
- ? develop an appreciation for the utility and power of mathematics
- ? equip our students with the mathematical tools and strategies necessary to be lifelong learners and productive members in our evolving society

Outcome: Mathematical maturity

Student will demonstrate understanding of mathematics beyond mere ability to perform calculations.

Outcome Type: Learning

Start Date: 09/01/2008

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Math 135 : Students will statistically test a claim. They will be graded on 6 levels: randomness, experimental design, data sampling, test statistic, P-value, and conclusion in context (CC) Assessment Method Category: Capstone Course/Project	At least 70%	Due last day of finals	Yes
Mat 103: Embedded Question. Critical thinking and decision-making when reading medicine labels. (CC) Assessment Method Category: Embedded Course Assessment	90% of the students will score 80% or more on this question.	This is Quiz 5 in Mat 103 given the week after Thanksgiving every year.	Yes
MAT 121: One question on the final exam requires that students explain the reason for their answer to a problem and two other questions ask students to recognize a relationship between problems and then write a coherent statement about that relationship Assessment Method Category: Embedded Course Assessment	At least 70% of the students will score correctly on 2/3 of the questions.	On-going.	Yes
MAT121: On their first test, I asked a question similar to the embedded question they will be asked on their final about parallel and perpendicular lines. So, I embedded this question on their test. (CC) Assessment Method Category: Embedded Course Assessment	I want at least 80% of the students to answer this correctly	First midterm	Yes
MAT121: On their second test, I asked a question similar to the embedded question they will be asked on their final about when functions are positive and negative and how it relates to the problem they just did. So, I embedded this question on their test. (CC) Assessment Method Category: Embedded Course Assessment	80% of the students should pass this.	November 19, 2009 on Test 2	Yes

Outcome: General Education 3

Examine ideas using critical reasoning

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Students will do a project and be assessed on their conclusions. Namely, from their data, can they use critical reasoning to come to a correct conclusion. (CC) Assessment Method Category: Capstone Course/Project	At least 75% score 2 or higher on Gen Ed goals 3a, 3c, and 3d	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
I have embedded a 5 part question in Quiz 4 for Mat 103. The students are given an order, they have to choose the right concentration for reconstitution and then figure out the correct amount to give to the patient. Assessment Method Category: Embedded Course Assessment	My goal is 90% will choose the right concentration and that they will then calculate the correct dosage.	Every Fall. Quiz 4	Yes

Outcome: General Education 4

Solve problems using logic, mathematics, computers, and creative thinking

Outcome Type: Learning

Start Date: 05/07/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
I have embedded a 5 part question in Quiz 4 for Mat 103. The students are given an order, they have to choose the right concentration for reconstitution and then figure out the correct amount to give to the patient. CC Assessment Method Category: Embedded Course Assessment	I would like 80% of the students to score a 3 on 4a, 4b, and 4c of the rubric.	Given during quiz 4 usually in mid November	Yes
MAT 121: One question on the final exam requires that students explain the reason for their answer to a problem and two other questions ask students to recognize a relationship between problems and then write a coherent statement about that relationship. Assessment Method Category: Embedded Course Assessment	The overall average from the rubric for 4a, 4b, and 4c should be 2.0	Given during the final exam during finals week.	Yes
MAT 121: Active learning questions (iclicker) during lectures. JM Assessment Method Category: Embedded Course Assessment	100% of the students will participate by using clickers to respond to the active learning questions.	Active learning questions will be included at least bi-weekly during lectures.	Yes

Outcome: Synthesis

Students will use and synthesize mathematical data using scientific methods to solve problems and generate reasonable conclusions that fit the parameters of the problem

Outcome Type: Learning

Outcome: Appropriate use of technology

Students will demonstrate the ability to use appropriate technology to model and solve problems

Outcome Type: Learning

Program - Medical Assistant

Outcome: Certification

Acquire a Medical Assistant certification. yo. Four students graduated in May 2009. 2 have successfully completed Colorado Board Examination. 1 currently working as a Medical Assistant, 1 continuing education in Nursing. Will have 7 students graduating in May 2010. yo

Outcome Type: Program

Start Date: 12/14/2009

End Date: 12/17/2010
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
National Healthcareer Association CMAA exam Assessment Method Category: Standardized Test	70% of graduates will pass and be designated as Certified Medical Administrative Assistants	Students will be encouraged to sit for the certification exam the semester immediately following graduation. CMAA exam will be administered by the program chair or approved test proctor on the Valley Campus, which is a designated testing site.	Yes

Outcome: Skills (Copy)

Be able to take a patient's vital signs to be successful as a Medical Assistant. Continue to monitor in Introduction to Clinical Skills in Spring 2010. yo

Outcome Type: Learning
Start Date: 12/14/2009
End Date: 12/17/2010
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
For each course, students will complete pre-and post tests or comprehensive projects. Assessment Method Category: Lab/Practicum/Clinical	70% of students earn 70% or better	Program instructors will grade, analyze, record and report to assessment	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to the Medical Field. Two Medical Terminology class this semester with a total of 37 students. 35 students successfully completed course along with read and discuss college-level material specific to the Medical Field. Will continue to monitor in Spring 2010. yo

Outcome Type: Learning
Start Date: 12/14/2009
End Date: 12/17/2010
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of Medical Assistants or continue on for a higher degree. Four MA's graduated in May 2009. 2 have successfully completed Colorado State Board Examination. 1 currently working in the field, 1 is continuing nursing education. yo

Outcome Type: Program
Start Date: 12/14/2009
End Date: 12/17/2010
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Program - Multimedia Arts

Program Mission This curriculum is designed to train individuals in the rapidly growing field of multimedia. The program at TSJC combines a series of technical applications from several fields of multimedia and then allows the student to focus on one of four tracks of study: Film and Video; Radio and Television Broadcasting; Audio and Music; and Design and New Media.

The student may find work in a wide variety of industries, including video production, web design, sound production, broadcasting, post production, recording, music technology or computer animation, to name a few. Studies in graphic design, art and computer information are highly encouraged as well.

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program
Start Date: 01/01/2005
End Date: 01/01/2015
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to Multimedia Arts.

Outcome Type: Learning
Start Date: 01/09/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Video Production Skills

Demonstrate proficiency in using the various video production techniques.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Prepare a professional, comprehensive e-portfolio in RTV280 (internship course) All instructors will develop scores from her/his own classes and via online reporting form. Assessment Method Category: Portfolio	90% of students will perform at a 70% or higher level.	Instructors report data each spring.	Yes

Program - Music

Program Mission Students will value music as a fundamental need for the human spirit.

Outcome: GenEd

Think critically about various music genres.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
final grade distribution Assessment Method Category: Course Statistics	80% retention of interest in program for general college students who have no formal training or experience in acoustical western music.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Program - Nurse Aide / Nursing Assistant

Program Mission This program is designed to introduce the student to the basic concepts of nursing. It emphasizes the development of basic skills in administering safe, competent care to patients. It demonstrates skills needed for the observation and documentation of the patient's health, physical condition, and general well being. Skills will be practiced in labs and in a real-work setting. Once finished with the course, the student is eligible for certification by the State Board of Nursing and employment as a certified nursing assistant.

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year's graduates are contacted by department designee.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Reading Readiness

Students entering nurse aide program will demonstrate adequate reading skill.

Outcome Type: Program

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Students entering the Nurse Aide program will be required to take the Accuplacer. Assessment Method Category: Standardized Test	REA Score must exceed ??	Report accuplacer scores and make a correlation with successful completion of the Nurse Aide program.	Yes

Outcome: Certification

Nurse Aide graduates will pass the Colorado State Nurse Aide Certification Exam

Outcome Type: Program

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Colorado State Board Certification Exam Assessment Method Category: Standardized Test	Pass rate of 70%	All students successfully completing the Nurse Aide program will take the exam; results are posted on the Colorado State Board of Nursing website. Quarterly report are to be sent to individual nursing programs by the State Board. These reports will be uploaded here.	Yes

Program - Nursing LPN / ADN

Program Mission The Nursing Program is designed to provide education to prepare the student at two levels of instruction: Practical Nursing Certificate and Associate of Applied Science Degree. Students admitted to the nursing program may choose between two different career paths. Upon successful completion of all nursing courses with a minimum grade of ?C? in each course during the first two semesters and a one credit hour summer course, students may elect to ?opt out? of the second year of courses and receive the Practical Nursing Certificate. This allows the student to take the NCLEX examination for practical nurse licensure in Colorado. Students may also elect to continue in the program for two additional semesters. Upon successful completion of all first and second level courses with a minimum grade of ?C? students will receive the Associate of Applied Sciences Degree. This allows the graduates to take the NCLEX examination for Registered Nurse licensure in Colorado. In addition to applicants applying to the first year of the program, Licensed Practical Nurses (LPNs) with a current Colorado nursing license may apply for advanced placement in

the second level of the nursing program to prepare for licensure as a registered nurse. Course work includes classroom, lab, and clinical experiences. This generally requires additional expense related to assigned courses, e.g. medical examinations, liability insurance, uniforms, meals, and travel to clinical sites. All expenses are the students' responsibility.

Outcome: Graduates enter job force

To produce graduates who are able to enter the health care work force at a safe entry level and who will continue their nursing education to acquire higher level in field.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	70% of graduates are employed in a health care setting 35% of graduates are continuing with higher education	Every spring previous year's graduates are contacted by department designee.	Yes
ERI (Educational Resources Inc.) testing in Pharmacology, Nurse Manager Profile, Nursing care of Adults I & II, Therapeutic Communication, Health Assessment, Critical Thinking, and the State Mandated RN Assessment Assessment Method Category: Standardized Test	Student scores are 4 points above national average for ERI testing	ERI provides student transcripts at end of program. ERI testing coordinators will submit results here each year.	No
RN-NCLEX Colorado State Board of Nursing Website Colorado State Board pass rates are posted at: www.dora.co.us/nursing/education//RN-PassRates.pdf Assessment Method Category: Standardized Test	Colorado State mandated 75% pass rate on RN-NCLEX		Yes
Unit tests from ATI. Assessment Method Category: Standardized Test	100% of students must achieve the required score (level 2) the first time a test is taken, remediation as designated MUST BE COMPLETED and submitted to the testing coordinator.	Students will be informed of testing dates and required scores. Students MUST take the test at the designated times, distributed throughout program.	Yes

Outcome: GenEd

Read and discuss college-level material specific to Nursing.

Outcome Type: Learning

Start Date: 01/09/2009

End Date: 05/10/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
supply questions from assigned chapter reading to evaluate higher level of critical thinking related to nursing interventions. Assessment Method Category: Chapter Test	At least 77% score or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments.	Yes

Outcome: 1.1 The mission/philosophy

100% congruence between the TSJC mission & philosophy and the TSJC A.DN program

Outcome Type: Program

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Examine the mission and philosophy of Trinidad State Junior College and the mission and philosophy of the TSJC Nursing program Compare program philosophy with that of the Colorado Articulation Model Review the program goals for clarity and congruency with the philosophy Review program goals for appropriateness to scope of practice including the responsibilities and functions of the PN/RN Review philosophy for statements that reflect individual diversity	see above	Every 3 yrs	Yes

Outcome: 1.2 governing organization representation

80% of the nursing faculty will attend each meeting of the All Faculty College Organization and Health Professions Division meetings, and 90% of the nursing department meetings.

Each Fall students from both classes will be elected by their peers to serve on the college Student Senate.

80% of the time elected students will attend meetings of the Student Senate

100% of program faculty will serve on at least one college-wide committee

Outcome Type: Program

Start Date: 04/01/2009

End Date: 12/31/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Review Faculty Evaluation and Compensation Plan defining responsibility of Faculty	see outcome	yearly	Yes
Review faculty professional goals for indication of meeting attendance	see outcome	yearly	Yes
Review college Intranet for list of committees and faculty membership	see outcome	yearly	Yes
Review student senate minutes for attendance of elected nursing students	see outcome	yearly	Yes
Review nursing department faculty minutes for attendance	see outcome	yearly	Yes

Outcome: 1.3. Communities of interest have input into program processes and decision making

: 100% of the time

All clinical facilities will be members of the _____

All clinical facilities will have all rules and requirements of the State Board of Nursing made available to them

Outcome Type: Program

Start Date: 01/01/2009

End Date: 12/31/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Quartly meetings Annual survey	see above	Yearly	Yes
Assessment Method Category: Survey			

Outcome: 1.4 Partnerships exist

100% of the time partnerships will exist that promote excellence in nursing education, enhance the profession, and benefit the community.

Outcome Type: Program

Start Date: 01/01/2009

End Date: 12/31/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Assessment of partnership activity through documentation of activities	see above	Yearly	Yes

Outcome: 1.5 Nursing education is administered by a graduate degree with a major in nursing

100% of the time

The Nursing Department Chair will have a CV that demonstrates a graduate degree with a major in nursing, 3 years of experience in nursing education, and experience in nursing management.

The Nursing Department Chair's job description will reflect the authority granted to govern the department.

The Nursing Department Chair will be evaluated annually by the department faculty and division dean.

The Nursing Department Coordinators on the extended campuses will have a CV that demonstrates a graduate degree with a nursing major, experience in nursing education and nursing management.

The Nursing Department Coordinators will be evaluated annually by the Department Chair

Outcome Type: Program

Start Date: 01/01/2009

End Date: 12/31/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
? Obtain CV from Chair and Coordinators to review for past experience and academic achievement	see above	At time of appointment	Yes
? Review the position description for job responsibilities			
? Review the organization chart to determine hierarchy of authority			
Review of Department Chair and Coordinator employee files to verify annual evaluations			

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Outcome: 1.6 Administrator has authority and responsibility of the program and has adequate time and resources to fulfill the role responsibilities.
 The Nursing Department Chair's job description will reflect the authority granted to govern the department.

Start Date: 01/01/2009
End Date: 12/31/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
?Obtain CV from Chair and Coordinators to review for past experience and academic achievement	100%	Time of appointment	Yes
?Review the position description for job responsibilities			
?Review the organization chart to determine hierarchy of authority			
Review of Department Chair and Coordinator employee files to verify annual evaluations			

Outcome: 1.7 With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocate for equity within the unit and among other units of the governing organization.
 Nurse administrator will have direct input and access to prepare and administer program budget.

Outcome Type: Program
Start Date: 01/01/2009
End Date: 12/31/2009
Outcome Status: Active

Outcome: 1.8 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing program.
 100% of the time
 ¶ All faculty policies are the same for nursing faculty as they are for other College faculty
 ¶ Each faculty member will have a current Faculty Evaluation and Compensation Manual and access to current Colorado Community College System (CCCS) Board Policies via the TSJC intranet.

Outcome Type: Program
Start Date: 01/01/2009
End Date: 12/31/2009
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
?Survey each faculty/staff person for an updated office copy of Faculty Evaluation and Compensation Plan	See above		Yes
?Board policy found on Intranet and college ?V? drive			
Compare nursing faculty position requirements and compare with TSJC faculty position requirements			

Outcome: 1.9 Records reflect that program complaints and grievances receive due process and include evidence of

Records will provide evidence that complaints and grievances received due process

Outcome Type: Program

Start Date: 01/01/2009

End Date: 12/31/2009

Outcome Status: Active

Outcome: 1.10 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit

Distance education for nursing definition is congruent with the mission of the governing body

Outcome Type: Program

Start Date: 01/01/2009

End Date: 12/31/2009

Outcome Status: Active

Program - Occupational Safety and Health

Program Mission Upon graduation, the TSJC Occupational Safety and Health technician will be able to demonstrate:

- ? proficiency in the application of mathematics, chemistry and life sciences by solving safety-related problems and conducting experiments.
- ? proficiency in written and oral communications.
- ? knowledge of modern safety practices and fundamentals.
- ? knowledge of industrial hygiene, fundamental exposure measurement techniques, and toxicology.
- ? knowledge of the legal aspects of safety and health practice.
- ? proficiency in the development of site-specific safety and health programs.
- ? knowledge of safety and health program administration and management.
- ? knowledge of ergonomics.
- ? knowledge of fire prevention and protection.
- ? knowledge of general industry and construction safety.
- ? knowledge of the importance of multi-disciplinary teamwork.
- ? knowledge of accident/incident investigation and analysis.
- ? proficiency in measurement of safety performance indices.
- ? an ability to anticipate, identify, and evaluate hazardous conditions and practices in the workplace.
- ? an ability to implement hazard control designs, methods, procedures and programs.
- ? an appreciation for the importance of lifelong learning, as it relates to contemporary issues and professional and ethical responsibilities in the practice of occupational safety and health.

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Certification

Students will pass an industry certification exam, such as OHST, CHST, STS, ASP, or CSP.

Outcome Type: Program

Start Date: 05/01/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Certification exam (Occupational Health & Safety Technologist, Construction Health & Safety Technician, Safety Trained Supervisor, Associate Safety Professional, Certified Safety Professional). Assessment Method Category: Standardized Test	80% of students completing the OSHT program will pass one or more certification exams within one year of graduation.	Beginning with Spring 2009 graduates and continuing indefinitely.	Yes

Program - Office Technologies

Program Mission This curriculum is designed to meet the needs of the rapidly changing business environment. Essential courses are offered utilizing current technology and methods to develop necessary skills.

Outcome: Graduates enter job force

To produce graduates who are able to either enter the job force in the field of administrative assistant, receptionist, bookkeeper, bank teller, or continue on for a higher degree.

Outcome Type: Program

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ctep.cccs.edu/energizer/reports/report_list.jsp#trends Assessment Method Category:	40% get jobs in Office Technologies or related area within one year or transfer to a	Every spring previous year?s graduates are contacted by department designee.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Survey	4-year college or university		

Outcome: GenEd

Read and discuss college-level material specific to general office procedures and general bookkeeping.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: General Office Skills

Demonstrate proficiency in the following skills:

Organizational, telephone etiquette, computer program/operation literacy, keyboarding skills, general knowledge of accounting principles, basic math, written/oral communication, filing,

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Skills Assessment Manager (SAM) or Microsoft Office Specialist testing as administered by instructor during relevant courses. Assessment Method Category: Standardized Test	Students will pass the assessments with 70% or higher.	Individual instructors will report test results to department chair, who will then post summary report here each May.	Yes
Rubrics, Pre and Post Tests, Questionnaires, and Comprehensive Projects TOO MUCH HERE Assessment Method Category: Pre/Post-Test	70% of students earn 70% or better	Program instructors will grade, analyze, record and report the results here each May.	Yes

Outcome: Program Portfolio

This would include student's best sample of timed writings, resume, cover letter, job search evidence, accounting capstone project, business plan, business letter sample, Excel workbook sample, Access database sample, presentation sample, and report sample.

Outcome Type: Learning
Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Individual Project Assessment Method Category: Capstone Course/Project	80%		Yes

Program - Philosophy

Program Mission Demonstrate clear understanding of concepts of human knowledge in history, both epistemological and metaphysical.

Outcome: Critical Thinking

Students will demonstrate or develop critical thinking, based on Bloom's taxonomy.

Outcome Type: Learning

Start Date: 09/01/2008

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Class discussions and one minute papers on understood concepts and muddy point cards or papers for sources of confusion that evidence "knowledge," "comprehension" and "application" from Bloom's schema. This will be assessed in class discussions, summative exams and short essay papers demonstrating knowledge, comprehension and application "stages" of Bloom's schema. Assessment Method Category: Embedded Course Assessment	80% demonstrated	fall and spring terms	Yes

Outcome: GenEd

Read and discuss college-level material specific to introductory western cultural philosophy.

Outcome Type: Learning

Start Date: 08/24/2009

End Date: 12/15/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 and Rubric 2. Assessment Method Category: Embedded Course Assessment	At least 80% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Ideas and Critical Reasoning

Demonstrate understanding of concepts of human knowledge as to history, and their implications through epistemology and metaphysics, to examine these ideas using critical reasoning.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Bi-weekly assessments through in-class sessions with one-minute papers, muddy point cards or papers, subject-implication matrices Assessment Method Category: Embedded Course Assessment	80% positive indications	Fall and Spring semesters	Yes

Program - Psychology / Sociology

Outcome: Critical Thinking (Copy)

Students will demonstrate critical thinking as applied to the discipline

Outcome Type: Learning

Start Date: 09/01/2008

End Date: 09/01/2011

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Class discussions ?? DOES THIS USE GEN ED OBJECTIVE RUBRIC? Assessment Method Category: Embedded Course Assessment			Yes

Outcome: GenEd (Copy)

Students will read and discuss college-level material specific to psychology/sociology.

Outcome Type: Learning

Start Date: 01/09/2009

End Date: 08/17/2010

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Outcome: Professionals

Students will be able to identify historical and current professionals in the field

Outcome Type: Program

Start Date: 08/17/2009

End Date: 08/17/2010

Outcome Status: Active

Outcome: Theory

Students will show understanding of theories.

Outcome Type: Program

Start Date: 08/17/2009

End Date: 08/17/2010

Outcome Status: Active

Outcome: Specializations

Students will be able to identify professional specializations within the discipline

Outcome Type: Program

Start Date: 08/17/2009

End Date: 08/17/2010

Outcome Status: Active

Outcome: Application

Students will show an understanding of how the discipline can be applied to everyday life.

Outcome Type: Program

Start Date: 08/17/2009

End Date: 08/17/2010

Outcome Status: Active

Program - Sandbox

Program Mission The Sandbox program exists for the sole purpose of training faculty and staff in the use of TracDat, specifically providing a "playground" to experiment with assesement ideas.

Outcome: TracDat Skills

Enter and modify outcomes, means of assessment, related goals, results, actions, etc.

Outcome Type: Learning

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Take survery in class	100%	by 3/24/09	Yes
Assessment Method Category: Survey			

Program - Theater
Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes
Assessment Method Category: Embedded Course Assessment			

Program - Web Management

Program Mission on hold starting 2008

Outcome: Graduates enter job force (Copy)

To produce graduates who are able to either enter the job force in the field of _____ or continue on for a higher degree.

Outcome Type: Program

Start Date: 01/01/2005

End Date: 01/01/2015

Outcome Status: Active

Means of Assessment

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
VE-135 - see ve135.cccs.edu Assessment Method Category: Survey	>70% placement in the work force or transfer to a 4-year institution	Every spring previous year?s graduates are contacted by department designee.	Yes

Outcome: GenEd (Copy)

Read and discuss college-level material specific to _____.

Outcome Type: Learning

Start Date: 01/09/2009

Outcome Status: Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Supply reading in the subject with Flesch-Kincaid reading level of at least 12. Answer questions geared specifically to GEG Rubric 1 Assessment Method Category: Embedded Course Assessment	At least 75% score 2 or higher.	Once each semester in each course; supply raw data to assessment chairperson and make any relevant comments here myself.	Yes

Strategic - Plan

Outcome: Objective 1.1.1

Expand K-20 partnerships to advance educational opportunities

Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase miscellaneous campus FTE (primarily concurrent enrollment - PSEO) by 5% per year for the next three years Assessment Method Category: Student Access	Proportional Enrollment from corresponding IR Report	Give status update annually on saturation rate of our service area.	Yes
Increase number of middle school and high school students on campus via STEM grant activities (i.e., partnership with middle school MESA program) and the CU in the Community partnership. Assessment Method Category: Student Access	Secondary Student Outreach Contacts from CDHE report	Total number of student-contacts participating in secondary student outreach activities ? report generated by Vice President of Student/Academic Affairs.	Yes
Increase number of articulation agreements by 3 per year for the next three years. Assessment Method Category: Student Success	Articulation Agreements from corresponding IR report.	Number of articulation agreements in place - information is provided by the Arts & Sciences and CTE advisors on the Trinidad Campus and by the Vice President of the Valley Campus.	Yes
Develop opportunities for internships, apprenticeships, on-the-job training, and job placement of students. Assessment Method Category: CTE/Workforce Development	Business and Industry Partnerships from VE-135 report.	A partner is defined as any entity that provides in-kind (tangible resources) to the College for the purposes of enhancing physical plant or instruction.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase transfer rates by 2% per year for the next three years. Assessment Method Category: Student Success	Transfer Rate from IPEDS.	Number of students successfully transferring to a 4-year institution and, for comparison, the number of students matriculating two years prior.	Yes
Increase opportunities with local, state, & federal agencies: Workforce Development Centers, WIA, and Vocational Rehab Centers. Assessment Method Category: CTE/Workforce Development	Business and Industry Partnerships from corresponding IR report.	A partner is defined as any entity that provides in-kind (tangible resources) to the College for the purposes of enhancing physical plant or instruction.	Yes
Maintain and create CTE programming opportunities necessary for the local, state, and federal entities. Assessment Method Category: CTE/Workforce Development	Business and Industry Partnerships from VE-135 and end-of-year reports.	A partner is defined as any entity that provides in-kind (tangible resources) to the College for the purposes of enhancing physical plant or instruction.	Yes

Related Tasks

* 1a

Description: Refine PSEO processes to ensure students are enrolled within the first week

Implementation Year: Year 1

Date Completed: 02/10/2009

* 1b

Description: Implement CCCS Statement of Standards for concurrent enrollment.

Implementation Year: Year 1-2-3

* 1c

Description: Set baseline data for number of middle school and high school students attending activities on campus using 2007/08 data.

Implementation Year: Year 1

* 1d

Description: Develop outreach activities for middle school and high school students.

Implementation Year: Year 1-2-3

Date Completed: 04/15/2009

* 1e

Description: Set baseline data for number of articulation agreements in place and identify possible programs of study suitable for articulation to 4-year schools.

Implementation Year: Year 1

* 1f

Description: Increase scholarships for first-year, at-risk students.

Implementation Year: Year 1-2-3

* 1g

Description: WIA website update and vocational rehab agencies maintained/created.

Implementation Year: Year 1-2-3

* 1h

Description: Create new CTE job placement website.

Implementation Year: Year 1

* 1i

Description: Increase business partnership opportunities.

Implementation Year: Year 1-2-3

Outcome: Objective 1.1.2

Optimize alternative site locations and innovative course delivery methods.

Start Date: 07/01/2008
Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase enrollment in hybrid courses and other alternative course delivery methods by 5% per year for the next three years. Assessment Method Category: Student Access	Alternative Course Delivery Enrollment from Banner FTE report.	Number of students enrolled in each type of alternative course delivery (PSEO, hybrid, online, etc.).	Yes
Increase number of faculty utilizing WebCT in any course to 90% of faculty. Assessment Method Category: Student Access	Alternative Course Delivery Enrollment from corresponding IR report.	Number of students enrolled in each type of alternative course delivery (PSEO, hybrid, online, etc.).	Yes
80% satisfaction rate with alternative course delivery methods. Assessment Method Category: Student Access	Alternative Course Delivery Enrollment from Student Satisfaction Survey.	Number of students enrolled in each type of alternative course delivery (PSEO, hybrid, online, etc.).	Yes
80% satisfaction rate with flexibility of course scheduling. Assessment Method Category: Quality Environment	Student Satisfaction Rate from Student Satisfaction Survey.	Average score determined from the Employee Satisfaction Survey.	Yes

Related Tasks

- * 2a
Description: Set baseline data for number of faculty utilizing WebCT in any course.
Implementation Year: Year 1
- * 2b
Description: Implement at least one WebCT training workshop each semester.
Implementation Year: Year 1-2-3
- * 2c
Description: Experiment with flexible scheduling to meet the needs of students in our service area.
Implementation Year: Year 1-2-3
- * 2d
Description: Develop Student Satisfaction Survey questions to assess satisfaction with flexibility of course scheduling.
Implementation Year: Year 1
- * 2e
Description: Develop Student Satisfaction Survey questions to assess satisfaction with online/hybrid courses.
Implementation Year: Year 1

Outcome: Objective 1.2.1

Strengthen the services and processes that provide a diverse student population with the skills and abilities to persist to graduation or educational goal attainment.

Start Date: 09/01/2008
Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase minority enrollment by 2% per year for the next three years. Assessment Method Category: Student Access	Minority enrollment from IPEDS.	Number of minority students enrolled.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase minority retention by 1% per year for the next three years. Assessment Method Category: Student Access	Minority enrollment from IPEDS.	Number of minority students enrolled.	Yes
Increase minority graduation rate by 1% per year for the next three years. Assessment Method Category: Student Access	Minority enrollment from IPEDS.	Number of minority students enrolled.	Yes
Increase STEM opportunities for Hispanic and low income students through outcome activities, new coursework, and an endowment fund. Assessment Method Category: Student Access	Minority enrollment from STEM grant annual report.	Number of minority students enrolled.	Yes
Increase Accuplacer test scores of the GED graduates entering college. Assessment Method Category: Student Success	Placement Testing from Accuplacer pre- and post- test scores.	Annual Report prepared by the Director of Student Support Services detailing number of students tested and placement.	Yes

Related Tasks

- * 1a
Description: Create activities to encourage minority students to complete high school and pursue postsecondary education.
Implementation Year: Year 1-2-3
- * 1b
Description: Through Title V funding, update the TSJC web site to include Spanish language, user-friendly design and improved navigation.
Implementation Year: Year 1-2-3
- * 1c
Description: Title V funding will enhance distance learning classes by assigning distance learning proctors to them.
Implementation Year: Year 1-2-3
- * 1d
Description: Create activities to encourage high school students to pursue careers in STEM fields.
Implementation Year: Year 1-2-3
- * 1e
Description: Through STEM grant funding, increase the number of students, grade 6-12, served through outreach activities by 50% over the September 2008 baseline.
Implementation Year: Year 1-2
- * 1f
Description: TSJC will increase enrollment opportunities available for STEM students by 20% over the 2007/2008 baseline.
Implementation Year: Year 1-2
- * 1g
Description: Create sustainability for Transforming STEM through increased institutional capacity and an endowment fund with the TSJC Educational Foundation.
Implementation Year: Year 1-2
- * 1h
Description: Enhance Retention Program to include: Student ambassadors, mentoring program, support for the College 101 fall course among faculty, and follow-up of students in need of academic support.
Implementation Year: Year 1
- * 1i
Description: Follow up on information collected from students via end-of-the-year student satisfaction survey.
Implementation Year: Year 1-2-3
- * 1j
Description: Vice-President of Student/Academic Affairs will put together a Retention Committee to address concerns

identified in survey.

Implementation Year: Year 1

* 1k

Description: Implement at least one new retention strategy.

Implementation Year: Year 1

* 1l

Description: Offer an optional six-week program to ALL of the current year's GED graduates in the areas of developmental Reading, English, and Math. Instruction will be aimed at skills tested on the Accuplacer test, as well as the curriculum in the developmental classes.

Implementation Year: Year 1-2-3

Date Completed: 06/30/2009

Outcome: Objective 2.1.1

Upgrade equipment and technology to meet current and future industry standards.

Start Date: 07/01/2008

Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Upgrade technology to match business and industry standards Assessment Method Category: Facilities Management	Technology Plan from corresponding IR Report	A plan to identify, maintain, and update technology needs.	Yes
Upgrade instructional equipment to satisfy industry standards Assessment Method Category: Facilities Management	Facilities Master Plan from the IR Report	A measure of space utilization and the condition of facilities.	Yes
Better utilization of classroom facilities Assessment Method Category: Facilities Management	Facilities Master Plan from the IR Report	A measure of space utilization and the condition of facilities.	Yes
Achieve 85% licensure pass rate Assessment Method Category: CTE/Workforce Development	Licensure Pass Rate from IPEDS	Fraction of student passing State Board license exams (nursing, cosmetology, etc.).	Yes
Maintain 95% job placement rate Assessment Method Category: CTE/Workforce Development	Placement Rate from the VE 135 Report	Number of students who enter the workforce after leaving TSJC.	Yes
Achieve 90% job retention rate Assessment Method Category: CTE/Workforce Development	Employer Satisfaction Rate from the VE 135 Report	Number of students who enter the workforce after leaving TSJC and retain their job for six months.	Yes
Develop a comprehensive general education assessment Assessment Method Category: General Education	Assessment of Student Learning Results from the Assessment Annual Report	Information is provided via the Annual Assessment Report prepared by the Assessment for Improvement of Student Learning Committee (AISLC) in collaboration with Deans and Division Chairs.	Yes

Related Tasks

* 1a

Description: Develop a survey for internal and external stakeholders to identify emerging instructional equipment and technologies.

Implementation Year: Year 1

* 1b
Description: Develop and implement an institutional Facilities Master Plan.
Implementation Year: Year 1-2

* 1c
Description: Develop and implement an institutional Technology Plan.
Implementation Year: Year 2-3

* 1d
Description: Decide on modality for assessing general education (standardized test, embedded tests, portfolio, capstone, etc.). The Assessment for Improvement of Student Learning Committee finalized decision to be course-specific, instructor-designed embedded assessments using a common set of rubrics. See document in Strategic Plan entitled Jan09_AISLC_Inservice.
Implementation Year: Year 1
Date Completed: 01/06/2009

* 1e
Description: Buy/create/design assessment instrument(s).
Implementation Year: Year 1

* 1f
Description: Pilot the instrument(s) to determine corrections to instrument and develop baseline values.
Implementation Year: Year 1

* 1g
Description: Implement without changing instrument(s), analyzing results and providing feedback data and analysis to stakeholders.
Implementation Year: Year 2-3

Outcome: Objective 2.2.1

Enhance academic programs (emphasis areas) to ensure students are prepared to transfer to and succeed in baccalaureate studies.

Start Date: 07/01/2008
Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Develop a comprehensive general education assessment Assessment Method Category: General Education	Assessment of Student Learning from the Assessment Annual Report	Information is provided via the Annual Assessment Report prepared by the Assessment for Improvement of Student Learning Committee (AISLC) in collaboration with Deans and Division Chairs.	Yes
Increase course completion rate by 2% per year for the next three years. Assessment Method Category: Student Success	Course Completion Rate from the IR report	Fraction of students completing courses, i.e., number of students earning A, B, C, D, Pass, or Satisfactory divided by the number of students enrolled (not counting audits or drops).	Yes
STEM student will achieve high levels of completion through enhanced STEM programs, new academic opportunities and resources. Assessment Method Category: Student Success	Course Completion Rate from the STEM Grant annual report	Fraction of students completing courses, i.e., number of students earning A, B, C, D, Pass, or Satisfactory divided by the number of students enrolled (not counting audits or drops).	Yes
Increase retention rate by 1% per year for the next three years. Assessment Method Category: Student Success	Retention Rate from the IPEDS	Number of returning sophomores divided by the number of matriculating full-time, first-time freshman on year prior.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase graduation rate by 1% per year for the next three years. Assessment Method Category: Student Success	Graduation Rate from the IPEDS	Report generated by the Registrar that shows the number of graduates each year divided by number of matriculating freshman from 4 semesters prior.	Yes
80% student satisfaction rate for advising and instruction. Assessment Method Category: Student Success	Advising Effectiveness from the Student Satisfaction Survey	Effectiveness is determined through the average score on those parts of the Student Satisfaction Survey pertaining to advising.	Yes
Increase number of articulation agreements by 3 per year for the next three years. Assessment Method Category: Student Success	Articulation Agreements from the IR Report	Number of articulation agreements in place - information is provided by the Arts & Sciences and CTE advisors on the Trinidad Campus and by the Vice President of the Valley Campus.	Yes
Develop new model transfer articulation and provide transfer support to STEM students. Assessment Method Category: Student Success	Articulation Agreements from the STEM Grant annual report	Number of articulation agreements in place - information is provided by the Arts & Sciences and CTE advisors on the Trinidad Campus and by the Vice President of the Valley Campus.	Yes
Continuous improvement of courses as a result of assessment. Assessment Method Category: Student Success	Assessment of Student Learning Results from the Assessment Annual Report	Information is provided via the Annual Assessment Report prepared by the Assessment for Improvement of Student Learning Committee (AISLC) in collaboration with Deans and Division Chairs.	Yes
Increase transfer rates by 2% per year for the next three years. Assessment Method Category: Transfer Preparation	Transfer Rate from the IPEDS	Number of students successfully transferring to a 4-year institution and, for comparison, the number of students matriculating two years prior.	Yes
Increase graduation rates of students who transfer from TSJC by 1% per year for the next three years. Assessment Method Category: Transfer Preparation	Performance after Transfer from the IR Report	TSJC transfer students? completion rates and degrees awarded at receiving universities.	Yes

Related Tasks

* 1a

Description: Increase retention and completion of Hispanic and low income students pursuing STEM degrees by 20% over the 2006/2007 baseline.

Implementation Year: Year 1-2

* 1b

Description: Increase professional development opportunities for STEM staff and faculty by 30% over the 2006/2007 baseline.

- Implementation Year:** Year 1-2
- * 1c
Description: Introduce new technology and STEM equipment for STEM students through new program and technical support.
Implementation Year: Year 1-2
- * 1d
Description: Increase the number of STEM transfer students by 20% over the 2006/07 baseline through development of new transfer resources and model articulation.
Implementation Year: Year 1-2
- * 1e
Description: Decide on modality for assessing general education (standardized test, embedded tests, portfolio, capstone, etc.)
Implementation Year: Year 1
- * 1f
Description: Buy/create/design assessment instrument(s).
Implementation Year: Year 1
- * 1g
Description: Pilot the instrument(s) to determine corrections to instrument and develop baseline values.
Implementation Year: Year 1
- * 1h
Description: Implement without changing instrument(s), analyzing results and providing feedback data and analysis to stakeholders.
Implementation Year: Year 2-3
- * 1i
Description: Set baseline data for assessment of general education using 2007/08 information and identify areas for improvement.
Implementation Year: Year 1
- * 1j
Description: Conduct assessment training workshops to address areas for improvement in general education.
Implementation Year: Year 1-2
- * 1k
Description: Develop strategies to address retention and graduation rates.
Implementation Year: Year 1-2-3
- * 1l
Description: Title V will provide at-risk students with access to improved academic support through the Student Success Centers.
Implementation Year: Year 2-3
- * 1m
Description: Develop Student Satisfaction Survey questions to assess student satisfaction concerning advising and instruction.
Implementation Year: Year 1
- * 1n
Description: Purchase assessment software package to facilitate the reporting and analysis of course level and program level assessment.
Implementation Year: Year 1
- * 1o
Description: Train all faculty to use assessment software.
Implementation Year: Year 1-2
- * 1p
Description: Faculty will analyze assessment data and make improvements to content and strategies as needed.
Implementation Year: Year 1-2-3
- * 1q
Description: Set baseline data for transfer rates and performance of TSJC students after transfer using 2007/08 information.
Implementation Year: Year 1
- * 1r
Description: Collaborate with 4-year schools to develop more articulation agreements.
Implementation Year: Year 1-2-3

* 1s

Description: Develop strategies to support TSJC transfer students to persist and attain educational goals after transfer.
Implementation Year: Year 2-3

Outcome: Objective 2.3.1

Develop strategies to improve student attendance in and completion of developmental classes.

Start Date: 07/01/2008
Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase success rate of students in subsequent courses, after taking developmental classes, by 5% per year for the next three years. Assessment Method Category: Developmental Skills	Success Rate in Subsequent Courses from IR Report	Number of students who pass MAT 121 who came from MAT 106 during a prior semester, same for ENG 121 who came from ENG 090 during a prior semester.	Yes
Assess effectiveness of college's developmental education program. Assessment Method Category: Developmental Skills	Success Rate in Subsequent Courses from IR Report	Number of students who pass MAT 121 who came from MAT 106 during a prior semester, same for ENG 121 who came from ENG 090 during a prior semester.	Yes
Increase attendance and increase course completion rate by 2% per year for the next three years. Assessment Method Category: Student Success	Course Completion Rate from IR Report	Fraction of students completing courses, i.e., number of students earning A, B, C, D, Pass, or Satisfactory divided by the number of students enrolled (not counting audits or drops).	Yes

Related Tasks

* 1a

Description: Chart the relationship between attendance and success in developmental math so students can see how absences negatively affect success.

Implementation Year: Year 1-2-3

* 1b

Description: Perform further analyses of the developmental math database to identify other factors which predict student success and non-success.

Implementation Year: Year 1-2-3

* 1c

Description: Prepare study of effectiveness of developmental education program, using information from 2003-2008.

Implementation Year: Year 1

* 1d

Description: Use information from study to create or revise a plan to improve developmental education program.

Implementation Year: Year 1-2

Outcome: Objective 2.3.2

Develop activities that improve retention and success.

Start Date: 07/01/2008
Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Meet or surpass the State's completion rate targets for students in the TSJC Adult Education Program Assessment Method Category: Student Success	ABE/GED/ESL Report from ABE/GED/ESL annual report	Information is provided by reports generated by the Directors of Adult Education Services for financial reporting (actual expenditures) and an annual report which details enrollment, post-testing percentages, percentage of students that showed gains, completion rates, etc.	Yes

Related Tasks

* 2a

Description: College 101 - Develop criteria for student selection and registration in the course, follow-up of success rates, continued enhancement of the course.

Implementation Year: Year 1-2

* 2b

Description: Title V will provide funding for an Intervention Specialist that will provide assistance to at-risk students who have been identified by the faculty.

Implementation Year: Year 1-2-3

* 2c

Description: TSJC Adult Education Program - Initial assessments will be used to develop individual student Educational Plans, which will be used to direct each student's learning, with staff facilitating and tutoring as needed.

Implementation Year: Year 1-2-3

Date Completed: 06/30/2009

Outcome: Objective 2.4.1

Establish a Student Success Center on each campus to promote student learning and student success.

Start Date: 07/01/2008

Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
80% student satisfaction rate with student support services Assessment Method Category: Quality Environment	Student Satisfaction Rate from Student Satisfaction Survey	Average score determined from the Employee Satisfaction Survey.	Yes
Increase student support services Assessment Method Category: Quality Environment	Student Engagement Rate from Student Satisfaction Survey	Average score determined from the Employee Satisfaction Survey.	Yes
Reclaim under-utilized space on each campus to establish a Student Success Center Assessment Method Category: Facilities Management	Facilities Master Plan from IR Report	A measure of space utilization and the condition of facilities.	Yes

Related Tasks

* 1a

Description: Develop and implement an institutional Facilities Master Plan.

Implementation Year: Year 1

* 1b

Description: Consult electrical engineers to determine best location of Resource/Testing Center on each campus.

Implementation Year: Year 1

Date Completed: 01/20/2009

* 1c

Description: Implement plans for establishing Student Success Center using Title V and STEM grant funds.
Implementation Year: Year 1-2

* 1d

Description: Set baseline data for student support activities using 2007/08 information.
Implementation Year: Year 1

* 1e

Description: Develop Student Satisfaction Survey questions to assess student satisfaction concerning student support services.
Implementation Year: Year 1

* 1f

Description: Develop Student Satisfaction Survey questions to assess student satisfaction concerning student support services.
Implementation Year: Year 1-2-3

* 1g

Description: Through Title V funding, improve signage throughout the campuses to clearly identify new services, classrooms, and programs.
Implementation Year: Year 1-2-3

Outcome: Objective 2.5.1

Hire, train, and retain faculty and staff who are of the highest quality to meet expectations for student learning, assessment reporting, and administrative requests.

Start Date: 07/01/2008

Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Create succession planning and training program. Assessment Method Category: Operational Excellence	Succession Plan from the IR Report	A plan to prepare individuals for possible advancement within the College.	Yes
Increase budget for professional development opportunities for faculty and staff by 1% per year for the next three years. Assessment Method Category: Operational Excellence	Professional Development Opportunities from the IR Report	Number of opportunities provided and amount of dollars spent towards professional development.	Yes
Increase funding for faculty and staff salaries Assessment Method Category: Financial Stability	State Funding from the IR Report	Total general fund appropriated dollars plus tuition.	Yes
Increase full-time faculty by 2 FTE per year for the next three years. Assessment Method Category: Financial Stability	State Funding from the IR Report	Total general fund appropriated dollars plus tuition.	Yes

Related Tasks

* 1a

Description: Conduct study of staffing needs for the next 5 years.
Implementation Year: Year 1

* 1b

Description: Develop and implement Succession Plan.
Implementation Year: Year 2-3

* 1c

Description: Conduct regular needs analysis for faculty and staff development.
Implementation Year: Year 1-2-3

* 1d

Description: Each year, 10% of the staff and/or faculty will utilize the professional development program provided by Title V.

Implementation Year: Year 1-2-3

* 1e

Description: Through Title V each year, 10% of the instructors will be trained in effective use of technology in the classroom.

Implementation Year: Year 1-2-3

* 1f

Description: Develop strategies to enhance morale, institutional loyalty, and positive relationships among employees.

Implementation Year: Year 1-2-3

* 1g

Description: Compare faculty, administrative, and staff salaries with peer institutions.

Implementation Year: Year 1-2-3

Outcome: Objective 3.1.1

Improve facilities, technology, and equipment to satisfy the changing needs of stakeholders.

Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Better utilization of facilities Assessment Method Category: Facilities Management	Facilities Master Plan from IR Report	A measure of space utilization and the condition of facilities.	Yes
Systematically upgrade technology Assessment Method Category: Facilities Management	Technology Plan from IR Report	A plan to identify, maintain, and update technology needs.	Yes
Upgrade furnishings in classrooms Assessment Method Category: Facilities Management	Upgraded classrooms from IR Report	Number of upgraded classrooms for the year - reporting provided by the Grant Administrators, President ? Trinidad Campus, and Vice President ? Valley	Yes
Remodel the library on the Trinidad campus Assessment Method Category: Facilities Management	Upgraded classrooms from IR Report	Number of upgraded classrooms for the year - reporting provided by the Grant Administrators, President ? Trinidad Campus, and Vice President ? Valley	Yes
Create a Crisis Management Plan Assessment Method Category: Operational Excellence	Safety Report from IR Report	Safety index from risk management.	Yes
Develop Risk Management Assessment Assessment Method Category: Operational Excellence	Safety Report from IR Report	Safety index from risk management.	Yes
Create a Communication Plan. Assessment Method Category: Operational Excellence	Safety Report from IR Report	Develop Risk Management Assessment	Yes

Related Tasks

* 1a

Description: Develop and implement an institutional Facilities Master Plan.

Implementation Year: Year 1-2

* 1b
Description: Develop and implement an institutional Technology Master Plan.
Implementation Year: Year 2-3

* 1c
Description: Completely remodel six classrooms with funding provided by private donors.
Implementation Year: Year 1

* 1d
Description: Through Title V funding, update classrooms with technology specific to the subjects being taught.
Implementation Year: Year 1-2-3

* 1e
Description: Secure \$500,000 through private donations to be distributed over the next 5 years to completely remodel the library
Implementation Year: Year 1-2-3

* 1f
Description: Conduct a thorough Risk Management Assessment.
Implementation Year: Year 1

* 1g
Description: Develop Critical Response to Risk Management Assessment.
Implementation Year: Year 1

* 1h
Description: Create, document, and train on a Communication Plan.
Implementation Year: Year 1-2-3

* 1i
Description: Develop, document, and train entire campus on a Command and Control Structure.
Implementation Year: Year 1-2-3

* 1j
Description: Create an annual Test schedule for each plan
Implementation Year: Year 1

* 1k
Description: Schedule a periodic review of each plan, no less frequent than annually.
Implementation Year: Year 1-2-3

* 1l
Description: Conduct safety workshops at each in-service to increase awareness of safety concerns and to increase awareness of campus evacuation plan and other emergency management plans.
Implementation Year: Year 1-2-3

* 1m
Description: Create a Crisis Management Plan.
Implementation Year: Year 1

Outcome: Objective 3.2.1

Increase student enrollment to contribute to the College's financial stability.

Start Date: 07/01/2008
Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase FTE by 2.5% each year for the next three years. Assessment Method Category: Financial Stability	FTE Generation from Banner FTE Report	Banner report prepared by Registrar showing annualized FTE by semester, by campus, and by delivery mode.	Yes
Increase state funding through increased FTE Assessment Method Category: Financial Stability	State Funding from IR Report	Total general fund appropriated dollars plus tuition.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Maintain a reserve of 6% or better. Assessment Method Category: Financial Stability	Reserve Index from IR Report	Reserve balance divided by the total appropriated dollars across all funds.	Yes

Related Tasks

- * 1a
Description: Create an Enrollment Management Plan.
Implementation Year: Year 1-2
- * 1b
Description: Identify untapped target markets in the service area.
Implementation Year: Year 1-2-3
- * 1c
Description: Target and increase enrollment for underserved cohorts.
Implementation Year: Year 1-2-3
- * 1d
Description: Strive to receive no audit comments or financial control issues.
Implementation Year: Year 1-2-3

Outcome: Objective 3.2.2

Create marketing activities and pursue grant opportunities to generate increased revenue and in-kind gifts.

Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase revenue by seeking three new grants per year for the next three years. Assessment Method Category: Financial Stability	Grant & Partnership Development from IR Report	Number of grants written, number awarded, and dollars awarded.	Yes

Related Tasks

- * 2a
Description: Continue a unified branding identity for broadened visibility in the service area.
Implementation Year: Year 1-2-3
- * 2b
Description: Apply for and receive a STEM grant to increase the number of disadvantaged students entering and completing STEM coursework.
Implementation Year: Year 1
- * 2c
Description: Apply for and receive a Title V grant to improve academic attainment of Hispanic, low income, and at-risk students.
Implementation Year: Year 1
- * 2d
Description: Apply for and receive a CBJT grant to sustain the line technician programs.
Implementation Year: Year 1
- * 2e
Description: Form a Grant Review Committee to ensure that grants are in compliance.
Implementation Year: Year 1
- * 2f
Description: Increase TSJC Educational Foundation resources.
Implementation Year: Year 1-2-3

Outcome: Objective 3.2.3

Use the Assessment for Improvement of Student Learning reporting process to support resource allocation decisions for programs and services.

Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Continuous improvement of courses, programs, and services Assessment Method Category: Student Success	Assessment of Student Learning from Assessment Annual Report	Information is provided via the Annual Assessment Report prepared by the Assessment for Improvement of Student Learning Committee (AISLC) in collaboration with Deans and Division Chairs.	Yes
Post-test 70% of the countable students each yr. Assessment Method Category: Student Success	ABE/GED/ESL Report from ABE/GED/ESL Annual Report	Information is provided by reports generated by the Directors of Adult Education Services for financial reporting (actual expenditures) and an annual report which details enrollment, post-testing percentages, percentage of students that showed gains, completion rates, etc.	Yes

Related Tasks

* 3a

Description: Implement program assessment process.

Implementation Year: Year 1-2-3

* 3b

Description: Deans will conduct SWOT analyses in areas of concern to put together strategies for improvement.

Implementation Year: Year 1-2-3

* 3c

Description: Refine the budget process to link assessment effectively to the budget allocations.

Implementation Year: Year 1-2-3

* 3d

Description: ABE/GED/ESL staff will maintain hourly records and administer post-tests after 50 hours of instruction or at the end of each session.

Implementation Year: Year 1-2-3

Date Completed: 06/30/2009

Outcome: Objective 3.2.4

Capitalize on College resources to advance the reputation of the College as an innovative, future-thinking institution.

Start Date: 07/01/2008

Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase enrollment by 2.5%. Assessment Method Category: Operational Excellence	Marketing Research from IR Report	Annual report is provided by the Coordinator of Marketing that details marketing efforts by department and the related costs.	Yes
Increase funding for educational purposes through gifts from alumni Assessment Method Category:	TSJC Educational Foundation Development from IR Report	Report is prepared by the Director of the TSJC Educational Foundation.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Financial Stability			

Related Tasks

* 4a

Description: Develop a college-wide marketing plan that promotes TSJC's services, programs, facilities, and partnerships.
Implementation Year: Year 1-2-3

* 4b

Description: Maintain or increase community involvement by TSJC administrative team.
Implementation Year: Year 1-2-3

* 4c

Description: Enhance outreach and communication of College alumni.
Implementation Year: Year 1

Outcome: Objective 3.3.1

Establish a set of guidelines and core values that allow for informed input from all constituencies in an open flow of information.

Start Date: 07/01/2008
Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Employee ownership and commitment to the College Assessment Method Category: Quality Environment	Employee Engagement Survey from Employee Satisfaction Survey	Information from that part of the annual Employee Satisfaction Survey that addresses engagement as well as information gathered from Deans, Directors, and Supervisors.	Yes

Related Tasks

* 1a

Description: Amend TSJC's Policies and Procedures to incorporate guidelines and core values for shared governance.
Implementation Year: Year 2

* 1b

Description: Conduct annual review of standing committee membership to ensure compliance with by-laws.
Implementation Year: Year 1-2-3

Outcome: Objective 4.1.1

Expand partnerships with business and industry to strengthen the workforce development interests in the community.

Start Date: 07/01/2008
Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Achieve 85% licensure pass rate Assessment Method Category: CTE/Workforce Development	Licensure Pass Rate from IPEDS	Fraction of student passing State Board license exams (nursing, cosmetology, etc.)	Yes
Maintain 95% job placement rate Assessment Method Category: CTE/Workforce Development	Placement Rate from VE 135 Report	Number of students who enter the workforce after leaving TSJC.	Yes

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Achieve 90% job retention rate Assessment Method Category: CTE/Workforce Development	Employer Satisfaction from VE 135 Report	Number of students who enter the workforce after leaving TSJC and retain their job for six months.	Yes
Enter into one new business partnership/skills training in response to workforce needs Assessment Method Category: Community Relationships	Business and Industry Partnerships from IR Report	A partner is defined as any entity that provides in-kind (tangible resources) to the College for the purposes of enhancing physical plant or instruction.	Yes
Increase enrollment in customized training workshops Assessment Method Category: Lifelong Learning	Customized Training Report from IR Report	Information from the Annual Report prepared by the Director of Customized Training Department that provides details of courses offered; businesses served; enrollment; and revenue.	Yes

Related Tasks

* 1a

Description: Develop a plan to address the business and industry workforce needs in the service area.

Implementation Year: Year 1-2

* 1b

Description: Develop a partnership to create an Environmental Engineering program funded by the Cabot Foundation, Elk Foundation, Nature's Conservancy, and Pioneer Natural Resources.

Implementation Year: Year 1-2

* 1c

Description: Set baseline data for students who are seeking additional degrees using 2007/08 data.

Implementation Year: Year 1

* 1d

Description: Identify growth areas for employment.

Implementation Year: Year 1-2-3

* 1e

Description: Develop a marketing campaign that targets the need for additional degrees/training for employment/advancement opportunities.

Implementation Year: Year 1-2

Outcome: Objective 4.2.1

Increase cultural enrichment opportunities and continuing education classes.

Start Date: 07/01/2008

Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase enrollment in continuing education classes by 3% per year each year for the next three years. Assessment Method Category: Lifelong Learning	Continuing Education Enrollment from IR Report	Number of students enrolled in continuing education courses.	Yes
Increase visibility of partnerships with 4-year schools. Assessment Method Category: Community Relationships	Educational Partnerships	Number of courses and FTE generated through the PSEO program.	Yes

Related Tasks

* 1a

Description: Identify continuing education classes to offer which the community is likely to support.

Implementation Year: Year 1-2-3

* 1b

Description: Partner with CU Boulder and TCF to provide 'CU in the Community', a series of various community enrichment programs.

Implementation Year: Year 1-2-3

* 1c

Description: Promote REAP program - partnership with Adams State University

Implementation Year: Year 1-2-3

* 1e

Description: Attain and promote CSU Global partnership.

Implementation Year: Year 1-2-3

Outcome: Objective 4.3.1

Create opportunities for students to engage in community service as part of their educational experience.

Start Date: 07/01/2008

Outcome Status: In Progress

Means of Assessment			
Assessment Method	Benchmark	Schedule	Active
Increase number of students volunteering in the community. Assessment Method Category: Quality Environment	Student Engagement Survey	Score determined from the Student Satisfaction Survey that addresses engagement and participation.	Yes

Related Tasks

* 1a

Description: Create a student volunteerism program as a requirement for graduation.

Implementation Year: Year 2-3

* 1b

Description: Add a community service component to the Rising Star Scholarship.

Implementation Year: Year 2-3

* 1c

Description: Students who received TSJC Educational Foundation Scholarships commit to community service at Fun & Friendraiser as part of receiving scholarship

Implementation Year: Year 1-2-3