

# Kirtland Community College

## Monitoring Report

*Submitted to:*

**The Higher Learning Commission**

*Date Submitted:*  
December 16, 2019

*Submitted by:*

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**Action:** In conjunction with Reaffirmation of Accreditation, the Institutional Actions Council of the Higher Learning Commission required an interim monitoring report on assessment and program learning outcomes.

### **Core Components:**

- 3.A. The institution's degree programs are appropriate to higher education.
- 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

**Areas of Focus:** The 2017 HLC visiting team recognized recent progress in the assessment of general education competencies. However, because the process was in the early stage of development, a report on "the results of assessment efforts on general education competencies, including faculty analysis of the data (including data on the competency related to diversity) and the planned actions to improve future results" was required.

The HLC visiting team also acknowledged that while most programs have appropriate student learning outcomes, some programs did not. It was recommended that differentiation of program outcomes between degrees and certificates should be more clearly articulated. Therefore, a report to demonstrate "progress on developing and implementing an approach to assessing student mastery of program learning outcomes, including the development of program student learning outcomes for all programs, with an articulation of the difference in learning outcomes between certificates and degrees" was required.

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## Introduction

### Review Team Feedback

*Interim Report* - Interim Report due December 31, 2019 on: (1) the results of assessment efforts on general education competencies, including faculty analysis of the data (including data on the competency related to diversity) and the planned actions to improve future results; and (2) progress on developing and implementing an approach to assessing student mastery of program learning outcomes, including the development of program student learning outcomes for all programs, with an articulation of the difference in learning outcomes between certificates and degrees.

### Institutional Context

*Mission* - The mission of Kirtland Community College, “to provide innovative educational opportunities to enhance student lives and build stronger communities”, has not changed since the last comprehensive evaluation.

*Changes since last evaluation visit* - The most noteworthy change at the college since the last comprehensive visit was a change of address for the campus coinciding with the opening of an expansion of facilities. The college was approved to change the official address to the Grayling location as of August 12, 2019 (Appendix O). This change was requested after an expansion project that included new programs as well as additional administrative office space. With the additional office space, all student support offices were moved to the Grayling location. The Roscommon location still houses the Criminal Justice, Automotive and Art programs and support services are provided for those students as needed.

In addition to the address change, a new Dean of Occupational Programs was hired and started employment in May 2018.

A strategic planning summit was held September 20, 2019. All college employees were invited along with community partners in business, industry, students, secondary school representatives, and interested citizens. A draft of the plan is being edited as of this date. So far, the following themes were identified: engaging our community, fostering innovation, and improving student success.

Goals in the Operational Plan for 2018-2019 academic year included:

1. Improve the plan to assess student academic achievement.  
(Response - A new assessment plan was developed by the Assessment Team, which is led by faculty. The team wrote a handbook that was shared with all faculty. Faculty continue to improve the assessment cycle and make better use of data.)
2. Strengthen the Plan to Review Academic Programs to include data on the assessment of learning.  
(Response- Recommendations were made to the President for additional measures for Program Review. Recommendations include key performance indicators, curriculum review, and Program Review in Occupational Education [PROE] summary.)

Goals in the Operational Plan for the 2019-2020 academic year include:

1. Educate program faculty to meet our teaching and assessment standards.
2. Continue to refine the Kirtland assessment plan to meet accreditation requirements.

## **Response to Feedback**

### **3.A. The institution's degree programs are appropriate to higher education.**

Both the occupational program faculty and the general education faculty started to review and revise program outcomes after the HLC feedback report was received. A course was created in Canvas (the college's learning management system) so faculty could communicate with each other using discussion forums and post outcomes for review in between face-to-face department meetings. A benefit to using this format was that faculty could see outcomes for all departments and share best practices.

The process began with a review session on January 9, 2018, for all faculty, of what program outcomes are and how to write them. The Assessment Team contributed to the educational process and supported the efforts of faculty to complete this task. The Assessment Team also divided themselves by academic departments to provide mentoring for faculty to achieve this requirement.

For the general education faculty, the first step was to determine what constitutes a program. Considering the relatively small size of our college and distribution of faculty in various disciplines, they concluded the Associate of Science and Arts (ASA) degree would be the focus of the overall general education program (core competencies – Appendix M, page 84). Contributing to the overall assessment of the Associate of Science and Arts degree are departmental outcomes in Mathematics, English & Communications, Humanities & Social Science, and Science.

The occupational program faculty reviewed and revised student learning outcomes in their programs. Program outcomes were strongly impacted by the requirements of program accreditors. In programs that offer both a certificate and a degree, outcomes were differentiated to delineate the difference between those levels. A list of all program outcomes is found in Appendix A including the differences between certificate and degree programs.

All program outcomes will be assessed annually, along with an assessment of all core competencies, to determine what, if any, program changes need to be made to improve student outcomes (Appendix M).

### **4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**

Assessment at the course, program, and institutional level has always been an important part of academics at Kirtland Community College (Kirtland). Based on feedback from the HLC comprehensive evaluation, Kirtland recognized there was a need to further develop the assessment process across academic departments and programs. In 2017, the college restructured the Assessment Team with members from administration, faculty, and staff to assist with the ongoing assessment process. Team members were recruited across disciplines and departments to ensure broad representation. A listing of the Assessment Team members can be found on the first page of the Assessment Handbook found in Appendix M.

The Assessment Team actively works with faculty to further develop and assess the college's course outcomes, program/department outcomes, and core competencies (Appendix M – page 84) using a systematic approach that reviews what students are learning and how they are assessed. Outcomes and competencies are measured in every course at both the certificate and degree levels.

Multiple professional development sessions, focusing on various aspects of assessment, were convened over the past two years and are planned for the current academic year as well. A listing of all professional development sessions for the past couple of years and the plans for 2020 are described in Appendix B.

After revising student learning outcomes for their respective departments/programs, faculty implemented a similar process of assessment which is used for core competency assessment to assess program outcomes. More specifically, faculty developed a plan to tag current or new assignments in their courses to assess outcomes using a rubric value to measure mastery for each student. A step-by-step description of this process is found in Appendix C. A small group of volunteer faculty started tagging assignments for program level outcomes during Winter 2019 as a pilot. All faculty implemented this process in Fall 2019 with ongoing evaluation of the process. The tagging process is included in the Assessment Handbook (Appendix M).

Prior to the summer break in 2019, faculty were introduced to a program assessment template during a professional development session on March 8, 2019. They were given a goal of Labor Day 2019 to have a draft program assessment report ready for review by their Dean/Director. On September 13, 2019 an Assessment Summit was convened. During the summit, faculty from other departments reviewed each other's reports. After getting feedback, faculty edited and finalized reports prior to submitting them to the Dean/Director and then on to the Vice President of Instructional Services. Sample programmatic assessment reports are provided in Appendix D. The reports are rudimentary because this is the first attempt of faculty to submit these reports. Through additional training and support, Kirtland expects the reports to be more robust with data analysis and planned improvements to close the feedback loop.

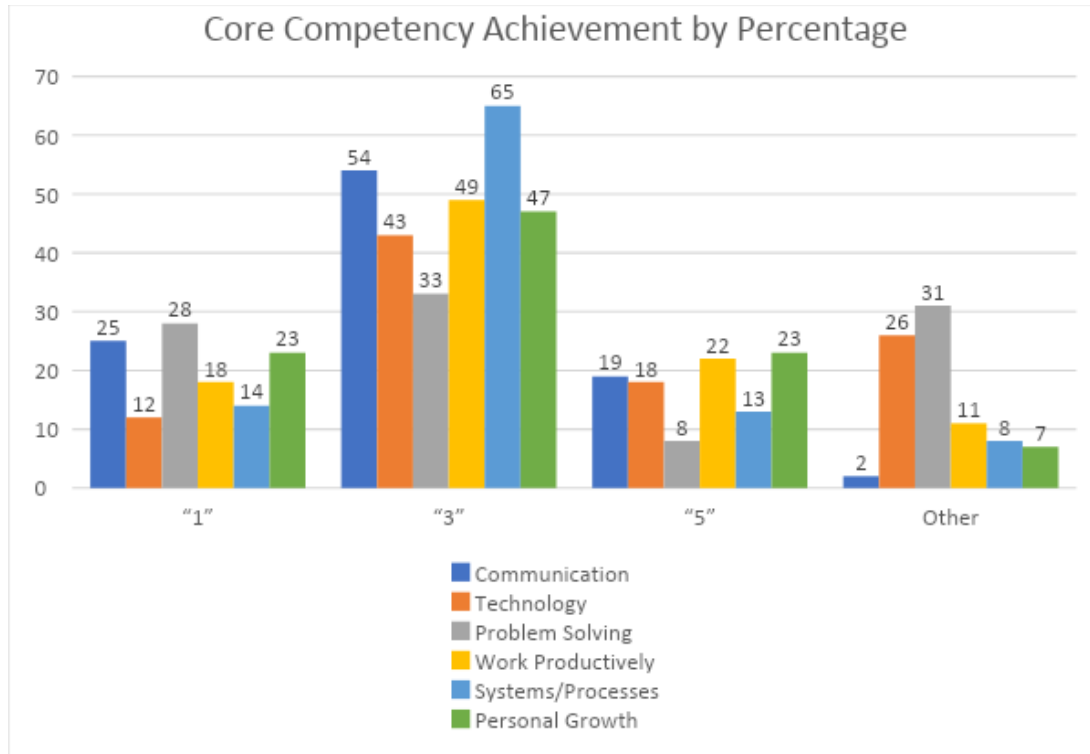
*Assessment Plan* - The assessment cycle, as developed by the Assessment Team, includes four phases.

- Phase 1: Kirtland's Assessment Team facilitates the planning part of the assessment cycle (ad infinitum). Considerations in this phase include: defining assessment milestones, creating and distributing assessment materials, examining perspectives, insights, and concerns from stakeholders, setting and monitoring goals for academic assessment, preparing the assessment tool in Canvas, and assisting faculty in the implementation of assessment.
- Phase 2: Faculty (full-time and part-time) creates and assigns summative assessments in their courses then mark the student assignments in Canvas with ratings that represent each student's level of achievement for relevant core competencies and/or program outcomes.
- Phase 3: The Assessment Team, with input from faculty, gathers and analyzes data to determine where improvement is needed at the institutional level for core competencies or at the programmatic level for program outcomes. Some areas of improvement may include: overall assessment process, the scoring system, curriculum changes, assessment documents, and data benchmarks and goals.
- Phase 4: The Assessment Team, with faculty, uses the results from Phase 3 to develop and execute improvements, thus restarting the cycle.

The comprehensive Assessment Team Reports for the past two years are found in Appendix E.

To strengthen the entire assessment process, the Assessment Team developed the Assessment Handbook (Appendix M) which serves as a reference for both part- and full-time faculty as they assess student success in their courses, departments, and programs.

*Assessment of Core Competencies* - This chart provides a graphical representation of overall mastery of core competencies of Kirtland graduates in 2018-19. The data is derived from a Canvas report on all core competency assessments in all courses. Comprehensive Academic Assessment Reports for the past two years are included in Appendix F.



"1" = below mastery; "3" = at mastery; "5" = above mastery; Other = Not evaluated

In general, most students are graduating at or above mastery of all core competencies as noted above. Faculty are pleased with the results, but continue to seek improvement of student achievement. The Assessment Team facilitated forming faculty sub-teams to further refine core competencies to include criterion for mastery within each outcome (competency) in Canvas. For example, the communication core competency states "Communication - Read, write, speak, listen and use nonverbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional settings." Refinement may include 1.1 (read), 1.2 (write), 1.3 (speak), 1.4 (listen), and 1.5 (use nonverbal skills). Then, rather than having to tag and assess a core competency as a whole, faculty can assess only the criterion that applies to their particular course(s). It is hoped that this refinement will help faculty focus improvement efforts to specific needs of students as opposed to a more general competency.

*Quality Improvement Efforts*

- The core competency for Personal Growth and Responsible Citizenship was revised to include diversity. The competency now reads "Personal Growth and Responsible Citizenship - Develop contextual understanding of diversity by respecting differences in culture, perspective, and background as a citizen in local and global communities."

- Program outcomes were added to Canvas as a pilot starting in the Winter 2019 to assess them in a systematic process that mirrors the assessment of core competencies. This process is used by all faculty as of Fall 2019.
- Core competencies are being refined with the addition of sub-levels of criterion in Canvas. Faculty will be able to tag individual criterion as appropriate rather than tagging a competency as a whole, which may not be applicable to a particular course.
- Simple Syllabus (software) was adopted in Fall 2019 and is being implemented starting Winter 2020. Compliance is achieved through an approval process in Simple Syllabus whereby faculty submit their syllabus and the appropriate Dean/Director approves them. If core competencies and program outcomes are not included in the syllabus, the Dean/Director will return them to faculty with notes to make appropriate edits prior to approval. Reports can be generated from Simple Syllabus data to map program outcomes to courses where they are assessed. By including core competencies in the syllabus, faculty is communicating expectations to students. An example of a syllabus created using Simple Syllabus is in Appendix N.

### **Concluding Comments**

Faculty, with support from administration, made significant improvements in the assessment of general education core competencies. The Assessment Team developed a structured process for gathering assessment data in Canvas, wrote and distributed an Assessment Handbook for faculty, facilitated assessment workshops, and mentored colleagues in the assessment process. Their work also revealed opportunities for improvement: further refinement of competencies to include sub-levels of criterion in Canvas, full implementation of program outcome assessment using Canvas as a data gathering tool, and better inclusion of part-time faculty (orientation and mentoring) in the assessment process. Assessment workshops included these topics: program outcome writing and measuring achievement, measuring core competency achievement, assessment process in Canvas with the Assessment Handbook, data analysis, and assessment reports.

Faculty in each program submitted an assessment report for their respective program(s). Those reports were reviewed by the appropriate Dean/Director prior to submission to the Vice President of Instructional Services. The reports not only provided assessment information for programs, but were also informative for faculty to see potential areas for improvement.

The Personal Growth and Responsible Citizenship core competency was revised to include the concept of diversity. The competency now states “Develop contextual understanding of diversity by respecting differences in culture, perspective, and background as a citizen in local and global communities.” The revision was added to Canvas and is being assessed.

The implementation of Simple Syllabus in Fall 2019 will further contribute to the assurance of compliance with core competency and program outcome assessment in all courses. Syllabi must be approved by the appropriate Dean/Director prior to publication in Canvas and on Kirtland’s website. If syllabi are incomplete, they will be returned to faculty for revision.

Feedback from the 2017 HLC visiting team served as an impetus for faculty to review and revise all program outcomes. Revised program outcomes are now on the Kirtland website on the individual program web pages. Program outcomes were also added into Canvas for assessment in courses. The syllabus template in Simple Syllabus also has a section to include program outcomes (as well as course

outcomes). Once those are completed, reports can be generated to document where all of the program outcomes are being assessed.

In the process of revising program outcomes, faculty also differentiated outcomes to distinguish the difference between certificate and degree level programs. A listing of all program outcomes is provided in Appendix A.

In conclusion, Kirtland used the 2017 HLC visiting team feedback to drive faculty-led necessary improvements in the assessment process including the revision of program learning outcomes. All areas of focus were addressed and improvements were made. Improvements to assessment will continue because faculty recognize this as a continuous quality improvement process. Additionally, assessment data will be used for ongoing improvement of programs. The ultimate goal of these improvements is advancing student success.



# Appendix A - Program Outcomes

(developed by faculty in their respective program)

CC - Certificate of Completion

AAS - Associate in Applied Science

ASA - Associate in Science and Art

## Art

Graphic Design, CC

At the end of the program, students will be able to demonstrate:

- foundational knowledge and skills in Art Department courses of basic design, computer generated images, basic drawing, and illustration, and other department courses, which serve as requirements for the entry level Graphic Design job market.
- skills in specific art studio disciplines, exploring a diversity of techniques, styles, and concepts, contributing to both an art interest, as well as toward career enrichment or opportunity outcomes.

Foundations in Art and Design, AAS

At the end of the program, students will be able to:

- solve communication problems and carry projects from creation through to the final production process.
- describe and respond to the audiences and contexts, which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape artistic decisions.
- create and develop visual concepts in response to communication problems, including an understanding of the principles of visual organization, information hierarchy, symbolic representation, aesthetics, and the construction of original meaningful forms.
- understand tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include drawing, painting, photography, and illustrative and digital media.
- determine the mode(s) of production required to achieve a specific product and to demonstrate level-appropriate mastery of skills, manual and/or digital, necessary to achieve those products. Apply the principles of color, composition, hierarchy, typography as they relate in the various media—digital, print, motion, 3-D, etc.—that exist in design or fine art.
- recognize and apply aesthetic principles of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication and information theory, technology, and the social and cultural use of design and fine art.
- understand the basic practices and ethics related to the visual arts, including the ability to organize design projects and to work productively in client-designer or individually within an artist's studio.

- organize and present a portfolio of work that gives evidence of the skills, knowledge, and abilities to begin a graphic design or fine artist career or transfer to a four-year college for additional study.

## Automotive

### Automotive Technology Master Certification, CC

At the end of the program, students will be able to:

- successfully complete Automotive Service Excellence (ASE) testing for Master Technician Certification.
- diagnose and repair engines and related systems.
- diagnose and repair transmissions and related systems.
- diagnose and repair brakes and related systems.
- diagnose and repair steering and suspension systems and their related systems.
- diagnose and repair Heating, Ventilation, and Air Conditioning (HVAC) systems and related systems.
- diagnose and repair electrical and electronics and related systems.

### Automotive Technology Diesel Service Specialist, CC

At the end of the program, students will be able to:

- read wiring diagrams and schematics, measure voltage, amperage and resistance with common industry equipment, evaluate and troubleshoot wiring, charging and starting problems.
- evaluate, troubleshoot and repair diesel engines, heavy-duty brakes, suspension and steering, power train assemblies, air conditioning and basic hydraulics.
- evaluate and troubleshoot computerized systems on the chassis, engine, brakes and suspension, evaluate fault codes and make repairs as needed.
- work in a cohesive group on a collective project from beginning to end, producing high quality work while adhering to safety and lab procedures.

### Automotive Technology, AAS

At the end of the program, students will be able to:

- diagnose all major vehicle systems.
- repair all major vehicle systems.
- utilize technical information required for vehicle repairs.
- successfully pass a minimum of four Automotive Service Excellence (ASE) certification tests.
- work safely and responsibly within all shop standards and environmental guidelines.
- function collaboratively as a member of a team to achieve specific and measurable results.
- document repairs of vehicles accurately and describe concern, course, and correction.

# Business & Entrepreneurship

Accounting Clerk Specialist, CC

At the end of the program, students will be able to:

- use accounting standards such as generally accepted accounting principles (GAAP) and appropriate managerial accounting systems.
- compose diverse forms of communications and interact professionally in business and education environments.
- demonstrate ethical decision-making proficiency and execution of tasks.
- demonstrate the ability to follow guided direction and work within a group of diverse stakeholders in a non-competitive manner.

Business Office Specialist, CC

At the end of the program, students will be able to:

- pass the tests for Microsoft Office Specialist (MOS) Certifications. (Microsoft Classes with C or higher to ensure preparedness for exams.)
- compose diverse forms of communications and interact professionally in business and education environments.
- demonstrate ethical decision making and proficiency in analyzing, organizing and executing business tasks at the highest level of ethics.
- demonstrate the ability to follow guided direction and work within a group of diverse stakeholders in a non-competitive manner.

Entrepreneurship, CC

At the end of the program, students will be able to:

- demonstrate the flexibility of a growth mindset to change and grow personal perspectives to attain goals.
- demonstrate ethical decision-making proficiency and execution of tasks.
- use basic business strategic knowledge to assess common business problems and formulate effective and measurable solutions.
- compose diverse forms of communications and interact professionally in business and education environments.
- demonstrate the ability to assess information without personal bias. Work in a team environment to assess a plan in a strategic and non-competitive manner.

Business Management, AAS

At the end of the program, students will be able to:

- demonstrate the ability to identify and perform common duties within the span of business management including: business controls, diversity, human resource, decision making processes, and delegation.
- use basic business strategic knowledge to assess common business problems and formulate effective and measurable solutions.
- compose diverse forms of communications and interact professionally in business and education environments.

- demonstrate ethical leadership and proficiency in analyzing, organizing and executing business strategy.
- demonstrate the ability to assess information without personal bias. Work in a team environment to assess a plan in a strategic and non-competitive manner.

## Computer Information Systems

Cybersecurity, AAS

At the end of the program, students will be able to:

- pass industry recognized certifications.
- demonstrate knowledge and understanding of programming languages and network security.
- demonstrate the ability to identify security threats and play a role in prevention and forensics.
- compose diverse forms of communications and interact professionally in business and education environments.
- demonstrate ethical leadership and proficiency in analyzing, organizing and executing business strategy.

## Construction Technologies

Electrical Technology, CC

At the end of the program, students will be able to:

- identify, define, and analyze fundamental principles of electrical circuitry and processes.
- identify, define, and analyze electrical industry materials, tools and equipment.
- research, interpret, and apply electrical industry standards for installation criteria and safety considerations.
- function independently and/or interdependently as a team member to accomplish the following: install, maintain and troubleshoot residential, commercial, and industrial projects.
- demonstrate effective oral and written communications using correct technical terminology with supervisors, co-workers, clients, and suppliers.
- perform tasks and duties in a “safe and workmanlike manner” with regards to legal obligations applicable to the electrical industry.

Electrical Technology, AAS

At the end of the program, students will be able to:

- identify, define, and analyze fundamental principles of electrical circuitry and processes.
- identify, define, and analyze electrical industry materials, tools and equipment.
- research, interpret, and apply electrical industry standards for installation criteria and safety considerations.
- function independently and/or interdependently as a team member to accomplish the following: install, maintain and troubleshoot residential, commercial, and industrial projects.

- demonstrate effective oral and written communications using correct technical terminology with supervisors, co-workers, clients, and suppliers.
- perform tasks and duties in a “safe and workmanlike manner” with regards to legal obligations applicable to the electrical industry.
- demonstrate expert knowledge of the use of tools and equipment commonly utilized in the residential, commercial and industrial electrical industry.
- interpret and design electrical schematics utilizing computer aided designed software systems commonly found in the residential, commercial and industrial electrical industry.
- design and troubleshoot programmable logic controller systems and components.

#### Heating, Ventilation, Air Conditioning, & Refrigeration (HVAC/R), CC

At the end of the program, students will be able to:

- communicate effectively in written and oral formats.
- interpret, analyze and evaluate technical materials.
- effectively design, diagnose and service heating, ventilation, air conditioning and refrigeration (HVAC/R) products and systems.
- explain the application of microprocessor technology to the HVAC/R field.
- identify and explain industrial safety issues related to the HVAC/R field.

#### Heating, Ventilation, Air Conditioning, & Refrigeration (HVAC/R), AAS

At the end of the program, students will be able to:

- communicate effectively in written and oral formats.
- interpret, analyze and evaluate technical materials.
- effectively design, diagnose and service heating, ventilation, air conditioning and refrigeration (HVAC/R) products and systems.
- explain the application of microprocessor technology to the HVAC/R field.
- identify and explain industrial safety issues related to the HVAC/R field.
- apply knowledge of basic industrial electricity and electronics to HVAC/R system operations.
- employ basic principles of contemporary business management and operations.
- apply knowledge of mathematics and scientific discovery to HVAC/R system operations and organizations.

## Cosmetology

#### Cosmetology, CC

At the end of the program, students will be able to:

- demonstrate the techniques involved in the practical and theory portion of State Board exam.
- demonstrate entry level cosmetology skills.
- demonstrate preparedness to complete practical and theory test for licensure.

#### Cosmetology, AAS

At the end of the program, students will be able to:

- perform hair care services for all types of hair including hair analysis, hair cutting, hairstyling, hair coloring and lightening, permanent waving and chemical relaxing.
- perform natural nail services including manicuring and pedicuring.
- perform basic skin care services including skin analysis, facials, makeup application and superfluous hair removal.
- demonstrate customer service skills, self-growth and personal development.
- perform salon business functions such as front desk operations, dispensary inventory and loss prevention, resume building and interviewing skills, self-marketing and the basic knowledge of starting one's own salon business.
- communicate knowledge of decontamination control, public hygiene and special sanitation procedures used for the protection of the client and the operator.
- possess the necessary skills (theory and application) and meet the required minimum hours of practicum to pass the State of Michigan written and practical exams required for a professional license to work in the Cosmetology industry.

## Health Sciences

### Medical Billing and Coding, CC

At the end of the program, students will be able to:

- apply and evaluate principles and applications of clinical data content, structure, and standards.
- analyze and interpret health information protection policies and regulations.
- utilize and explain electronic health technologies and resources for system implementation.
- apply and evaluate internal and external revenue and reimbursement policies, methodologies, and systems.
- analyze and evaluate healthcare regulatory standards and collaborations for integration and compliance.
- identify leadership strategies and apply to quality improvement, workflows and project management within the healthcare industry.

### Medical Assistant, CC

At the end of the program, students will be able to:

- perform effectively as an entry level Medical Assistant.
- perform medical assisting administrative and clinical procedures competently and safely within their scope of practice.
- perform within legal and ethical boundaries in the scope of practice for Medical Assistants.
- display professionalism and communicate effectively with clients and members of the health care team.

### Medical Assistant, AAS

At the end of the program, students will be able to:

- perform effectively as an entry level Medical Assistant.

- perform medical assisting administrative and clinical procedures competently and safely within their scope of practice.
- perform within legal and ethical boundaries in the scope of practice for Medical Assistants.
- display professionalism and communicate effectively with clients and members of the health care team.
- prepare for the Registered Medical Assistant (RMA) exam given by the American Medical Technologists (AMT)

#### Surgical Technology, CC

At the end of the program, students will be able to:

- demonstrate knowledge of instrumentation and use in surgical procedures during perioperative care.
- employ effective communication skills, including proper medical terminology, with patients, physicians and team members.
- apply a basic understanding of human physiology and surgical anatomy in the perioperative setting.
- demonstrate theoretical and practical proficiency in surgical aseptic techniques, surgical procedures and patient care.

#### Surgical Technology, AAS

At the end of the program, students will be able to:

- utilize appropriate medical terminology to communicate clearly and effectively with patients, physicians, and other team members.
- employ appropriate ethical, professional, and respectful values while providing care to diverse populations within the healthcare system.
- demonstrate a strong surgical conscience and accountability as a member of the surgical team.
- integrate knowledge gained in core surgical technology courses to prepare for and assist with surgical interventions.
- complete at least 120 surgical cases as designated by the most recent edition of the Surgical Technology core curriculum.
- demonstrate preparedness for the Certified Surgical Technologist exam by successful completion of the final exam in Surgical Professional Practice.

#### Nursing - Licensed Practical Nurse (LPN) to Associate Degree Nursing (ADN), AAS and Nursing - Associate Degree Nursing Direct (ADN Direct), AAS

At the end of the program, students will be able to:

- provide safe, quality, evidence-based, patient-centered care in a variety of health care settings to patients across the lifespan.
- participate in continuous quality improvement processes to improve patient care outcomes.
- demonstrate effective communication skills utilizing verbal, non-verbal, written or electronic information communication. Participates in teamwork and collaboration with members of the inter-professional team, the patient, and patient's support persons.
- distinguish qualities and characteristics of the professional nurse utilizing leadership, management, legal, and ethical principles guiding practice as the professional nurse.

- demonstrate utilization and competency in informatics and technology for nursing practice to enhance decision-making and clinical reasoning, in relation to care management and error prevention.
- practice within the ethical, legal, and regulatory frameworks of professional nursing.
- engage in clinical judgement and clinical reasoning to make complex patient-centered care decisions in a safe care environment.

#### Health Information Technology, AAS

At the end of the program, students will be able to:

- demonstrate professional behavior through attendance, timeliness, and ability to assume appropriate responsibility.
- demonstrate basic knowledge of health information technology and management principles.
- implement, maintain and demonstrate healthcare compliance, confidentiality, ethical, legal, and privacy issues.
- design, maintain, analyze, and utilize health data, storage, security, and retrieval.
- maintain filing, storage and retrieval systems for paper and computer-based patient records that protect the integrity and security of patient health information.
- calculate and interpret healthcare statistics.
- utilize common software packages.
- locate and utilize resources to foster commitment to life-long learning.
- collect health care data for quality management, utilization management, registries, risk management, accreditation, licensure and financial purposes.
- develop, apply, and participate in human resource management, and financial and physical resources.

#### Cardiac Sonography, AAS

At the end of the program, students will be able to:

- implement comprehensive therapeutic communication skills, both written and verbal, when interacting with clients, members of the health care team, and significant others.
- demonstrate, through practice, the role of the Cardiac Sonographer in relation to other members of the healthcare team within legal and ethical parameters.
- utilize the latest in Ultrasound technology in order to acquire and accurately understand, evaluate, and synthesize data.
- apply knowledge gained to recognize cardiac anomalies and diseases with the use of ultrasound technologies.
- demonstrate the ability to be self-directed in providing care to cardiac clients with defined complex health care needs in a variety of settings.
- demonstrate entry-level knowledge of adult echocardiography by passing the American Registry for Diagnostic Medical Sonography (ARDMS) or Cardiovascular Credentialing International, Inc. (CCI) registry exams.



# Industrial Technologies

## Automation and Process Control, CC

At the end of the program, students will be able to:

- explain, discuss and describe the principles and theories related to basic process control instrumentation. Read and analyze instrumentation diagrams and documents. Design instrumentation and automation systems.
- devise control algorithms for automation systems. To that end, the students will learn to design relay logic and ladder logic diagrams. Ladder logic diagrams are the foundation for modern Programmable Logic Controllers (PLCs).
- develop an understanding of advanced industrial measurement and control systems including detailed measurement and control strategies, advanced control systems and elementary process modelling.
- design control schemes and analyze their closed loop stability of the control processes using the theory of control and software tools.

## Computer Numeric Control (CNC) Machinist, CC

At the end of the program, students will be able to:

- demonstrate competency in their ability to operate machine shop equipment: lathes, mills, grinders, and drills.
- demonstrate competency in their ability to read and interpret blueprints per industry standards.
- successfully demonstrate their ability to process and plan a piece part through the lab until completion.
- demonstrate competency in Computer Numeric Control (CNC) machine tool operation and programming.
- practice the skills needed to be successful in the metal working industry and to be safety conscious and accountable to himself/herself and the safety of others.
- communicate clearly and effectively while responding appropriately to a variety of processes common to the precision machining industry.

## Welding and Fabricating, CC

At the end of the program, students will be able to:

- demonstrate safe work habits that reflect concern and care for self, others and the environment.
- successfully perform welding operations using appropriate processes on various metals, in four beginner levels of American Welding Society (AWS) certification.
- utilize basic welding equipment, including set-up and maintenance of welders, in order to complete basic weldments.
- interpret blueprints and verbal orders, including weld symbols, in order to fabricate using tools of the welding trade.

## Welding and Fabricating, AAS

At the end of the program, students will be able to:

- demonstrate safe work habits that reflect concern and care for self, others and the environment.
- successfully perform welding operations using appropriate processes on various metals, in multiple positions.
- interpret blueprints and verbal orders, including weld symbols, in order to fabricate using tools of the welding trade.
- perform quality welds and cuts to industry standards.
- perform quality welds in the flat, horizontal, vertical, overhead, 5G and 6G positions.
- create work orders, including inventory, for welding fabrication projects.
- demonstrate skills that meet or exceed industry specifications, such as American Welding Society (AWS).

#### Wood Technology & Machine Operation, CC

At the end of the program, students will be able to:

- design efficient manufacturing processes for wood products.
- apply wood industry testing standards to products and materials.
- inspect various wood products according to industry standards.
- create Computer-Aided Design (CAD) drawings for wood products.
- operate technologically advanced wood manufacturing equipment.
- use current safety precautions in a manufacturing setting.

#### Mechatronics Facility Technician, AAS

At the end of the program, students will be able to:

- demonstrate a working knowledge of construction theory and sustainable building practices.
- demonstrate knowledge of current codes and standards for facilities.
- demonstrate safe and appropriate use of electrical equipment; and articulate electrical theory.
- demonstrate safe and appropriate use of HVAC equipment, application, implementation and articulate HVAC and Plumbing theory.
- demonstrate written and oral proficiency in business communications.
- articulate the fundamentals management theory and practice.
- apply basic principles of planning, management and implementation of facilities projects.
- communicate effectively and work as part of a team using oral and written modes.

#### Mechatronics Industrial Technician, AAS

At the end of the program, students will be able to:

- install, troubleshoot, maintain and repair mechatronic systems using industry-standard tools, practices, and procedures.
- assist in the design and rebuilding of projects, such as pump systems, motor systems, programmable logic control sequences and programming.
- follow, develop, and troubleshoot manufacturing processes and procedures.
- organize, interpret, and use technical information and documentation.
- promote energy efficiency and industrial sustainability.
- adhere to personal and industry safety standards.

- communicate effectively across a variety of audiences: technicians, engineers, management, and customers.

## Public Safety

Police Academy, CC

At the end of the program, students will be able to:

- demonstrate, through written examination, scenario and demonstration of skill mastery in investigations, patrol procedures, detention and prosecution, police skills, traffic enforcement, special operations, computer/internet skills/research skills, communication skills, critical thinking, and problem solving.
- demonstrate mastery, via written examinations and physical skills tests, in firearms, first aid, emergency vehicle operations, subject control, and physical training.  
(NOTE: You cannot graduate from the Kirtland Regional Police Academy if you fail a skill area.)

Criminal Justice Pre-Service, AAS

At the end of the program, students will be able to:

- exhibit professionalism by maintaining proper equipment, attendance, personal appearance, and conduct.
- use critical-thinking and problem-solving skills to properly navigate Criminal Justice scenarios.
- use appropriate communications skills in Criminal Justice, specifically with radio communication, written communication, verbal and social communication, and non-verbal communication.
- effectively operate and navigate technology for research in the Criminal Justice field.
- define fundamental subject matter and concepts as related to Criminal Justice.

## Technology Management

Technology Management, AAS

At the end of the program, students will be able to:

- demonstrate technical competence in a selected technical concentration.
- demonstrate competency in supervision, management, and or leadership.
- apply principles of communication, scientific method, mathematical solutions, human behavior, and diversity of cultures and global perspectives to technical careers.

## Transfer

Associate in Science & Arts (ASA)

At the end of the program, students will be able to:

- demonstrate reading comprehension, writing, and speaking skills expressively, analytically, critically, and creatively.
- develop appropriate college research skills.

- analyze the origins and modern diversity of global perspectives and cultures.
- evaluate the development of ideas, human behavior, social institutions, and social processes in order to participate responsibly and creatively in a global society.
- use scientific language to communicate and express ideas.
- apply the scientific way of knowing (i.e., the scientific method) to the exploration of the natural world.
- identify and utilize reputable scientific sources to form and support arguments and direct research.
- interpret quantitative data, including tables and graphs.
- apply technology to assess mathematical situations.
- demonstrate numeric and algebraic logic.

#### Associate in Accounting (AA)

At the end of this program, the student will be able to:

- use accounting standards such as generally accepted accounting principles (GAAP) and appropriate managerial accounting systems.
- apply critical thinking skills that demonstrate awareness of the vital role accounting professionals play in ensuring ethical standards and addressing corruption.
- demonstrate the ability to assess information without personal bias and work to engage and develop a team in a growth minded environment designed to accomplish goals.
- apply basic business strategic knowledge and demonstrate the use to assess common business problems and formulate effective and measurable solutions.
- compose diverse forms of communications and interact professionally in business and education environments.

#### Associate in Business Administration (ABA)

At the end of the program, students will be able to:

- use basic business strategic knowledge to assess common business problems and formulate effective and measurable solutions.
- compose diverse forms of communications and interact professionally in business and education environments.
- demonstrate ethical leadership and proficiency in analyzing, organizing and executing business strategy.
- demonstrate the ability to assess information without personal bias and work to engage and develop a team in a growth minded environment designed to accomplish goals.
- demonstrate an understanding of global business perspectives.

## Appendix B - Faculty Professional Development Sessions

Items in **bold** are Assessment Related

2017 - Lunch & Learn Series

- February 20: Unlocking Advanced Features of Canvas (Requirements Features- Online Course Pacing)
- February 23: Unlocking Advanced Features of Canvas (Requirements Features- Online Course Pacing)
- April 17: Active Learning: What Are YOU Trying in Your Classroom? Questioning Purposefully Introduction
- April 20: Active Learning: What Are YOU Trying in Your Classroom? Questioning Purposefully Introduction
- November 17: Faculty Presentations

2018

- January 8: Dr. James Fidler - Expert on effective test writing and best practices for assessments
- January 8: Clearboard Introduction
- January 9: Forms Central Professional Development for Staff and Faculty
- **January 9: Assessment Team Program Outcomes, Core Competencies \*Final Competency, and Discussion Forum**
- January 9: Part-Time Faculty Orientation
- February 16: Canvas Integrations Update: Hoonuit, Best Practices of Canvas, Updates, and Question Forum
- **March 16: Assessment Team Workshop: Program Outcomes - Subject Area Breakout Sessions**
- April 20: Agenda based on Winter 2018 CTL newsletter survey to faculty.

2018

- **August 21: Assessment PD with Faculty (Program Outcomes and Handbook)**
- August 23: Canvas Tutorial Presentation for Faculty at M-TEC
- **September 14: Assessment Team Workshop with Faculty on the Process of Tagging and Measuring Outcomes**
- October 17: Day-long National Institute for Staff and Organizational Development (NISOD) 2ND Annual Virtual Conference
- **November 9: Faculty Assessment Workshop on the Process of Tagging and Measuring Outcomes**

2019

- January 8: Return Week Open Educational Resources and Americans with Disabilities Presentation by Ronda Edwards from Michigan Colleges Online (MCO)
- **January 9: Assessment Team PD on Assessment Handbook, Program Outcomes, and Other Assessment Updates**
- **February 8: Faculty Fishbowl - Topics of Interest and Assessment**

- **March 8: Faculty PD with Faculty Sharing, Updates, Conference Sharing, and Q&A**
- April 11: Appreciative Inquiry Strategic Planning Lead for Kirtland Foundation
- April 12: Strategic Planning Summit at M-TEC Gaylord with Strategic Planning Team - Dave Cable, Dr. Tom Quinn, Dr. Amy Kuczynski, and M-TEC Director Luann Mabarak

2019

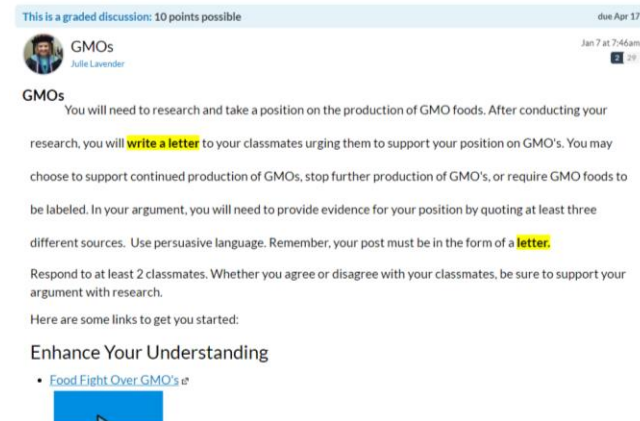
- **August 19: Assessment Update to Full-time Faculty Including Providing Copies of the Assessment Handbook and Discussion of Program Outcomes Tagging**
- **August 20: Assessment Process review with adjunct faculty and Assessment Team) and Accessibility Workshop Presented by Ronda Edwards (MCO)**
- September 13: Faculty Sharing and **Departmental Assessment Reports, Peer Sharing, and Review**
- September 20: Strategic Planning Appreciative Inquiry Summit
- October 11: Simple Syllabus Demo
- November 8: Mindfulness Workshop for Staff and Faculty

2020 – Future Activities

- January 6: Assessment Program Outcome Tagging and Simple Syllabus Refresher
- February 7: Faculty Fishbowl – Utilization of Faculty Generated Survey Results
- March 6: Faculty Conference Presentations
- April 3: Possible Topics –
  - QR Codes in the Classroom
  - hAPPy Hour - Sharing of Apps Faculty Are Utilizing in the Classroom
  - Faculty Fishbowl, Departmental Report Sharing, and/or Peer Review
  - Creating Videos with Screenomatic
  - HLC refresher before September 2021 Standard Pathway Comprehensive Quality visit

# Appendix C - Assessment Process in Canvas

1. Identify an assignment in a course to tag core competency(s) and/or program outcome(s).



2. Add appropriate core competency and/or program outcome rubrics to assignment.

Assignment Rubric Details

**Discussion Rubric (3)**  
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
Date of Initial Submission	This area will be used by the assessor to leave comments related to this criterion.	2 pts
Original post	This area will be used by the assessor to leave comments related to this criterion.	5 pts
Replies to classmates	This area will be used by the assessor to leave comments related to this criterion.	3 pts
Personal Growth and Responsible Citizenship <a href="#">view longer description</a> threshold: 3 pts	This area will be used by the assessor to leave comments related to this criterion.	--
Social Science/ Humanities 2 <a href="#">view longer description</a> threshold: 3 pts	This area will be used by the assessor to leave comments related to this criterion.	--
Total Points: 10		

3. Use rubric to grade assignment and assess mastery level of core competency and/or outcome.
4. Review Learning Mastery Gradebook after course completion to evaluate course. This example does not include the program outcome because it was not added until this year.

Course average	2.43 / 3	3.57 / 3	2.63 / 3	3.57 / 3	2.71 / 3	2.43 / 3
Learning Outcome	Communications	Personal Growth	Work Productively	Problem Solving	Systems/Process	Technology Rese...
	1/3	1/3	0/3	3/3	3/3	1/3
	3/3	3/3	3/3	3/3	3/3	3/3
			3/3			
	5/3	5/3	5/3	5/3	3/3	3/3
	3/3	5/3	3/3	3/3	3/3	3/3
	1/3	3/3	3/3	5/3	3/3	1/3
	3/3	5/3	3/3	3/3	3/3	3/3

Learning Mastery

- Exceeds Mastery
- Meets Mastery
- Near Mastery
- Well Below Mastery

- To evaluate achievement of core competency mastery and program outcomes, data are exported from Canvas to an Excel document. Data can be sorted by student, course, program, competency, and outcome. After appropriately sorting, the data can be shared with program faculty and administrators for review and completion of assessment report.

Example:

Count of student_sis_id	learning_outcome_mastered		Grand Total
	0	1	
<b>major_code</b>	<b>0</b>	<b>1</b>	<b>Total</b>
<b>DASA0</b>	<b>39</b>	<b>190</b>	<b>229</b>
<b>Work Productively (2017 Pilot)</b>	<b>1</b>	<b>4</b>	<b>5</b>
0	1		1
3		4	4
<b>Communications</b>	<b>5</b>	<b>33</b>	<b>38</b>
0	1		1
1	3		3
3		17	17
5		16	16
Other	1		1
<b>English &amp; Communications 1</b>	<b>2</b>	<b>1</b>	<b>3</b>
1	2		2
3		1	1
<b>English &amp; Communications 2</b>	<b>2</b>	<b>1</b>	<b>3</b>
1	2		2
3		1	1
<b>Personal Growth and Responsible Citizenship</b>	<b>6</b>	<b>26</b>	<b>32</b>
0	1		1
1	4		4
3		12	12
5		14	14
Other	1		1
<b>Problem Solving</b>	<b>7</b>	<b>32</b>	<b>39</b>
0	3		3
1	3		3
3		17	17
5		15	15



Other	1		1
<b>Social Science/Humanities 1</b>		<b>2</b>	<b>2</b>
5		2	2
<b>Social Science/Humanities 2</b>		<b>3</b>	<b>3</b>
5		3	3
<b>Systems/Processes</b>	<b>3</b>	<b>31</b>	<b>34</b>
1	2		2
3		16	16
5		15	15
Other	1		1
<b>Technology, Research, and Information Literacy</b>	<b>6</b>	<b>31</b>	<b>37</b>
0	2		2
1	3		3
3		15	15
5		16	16
Other	1		1
<b>Work Productively</b>	<b>7</b>	<b>26</b>	<b>33</b>
0	1		1
1	5		5
3		11	11
5		15	15
Other	1		1
<b>Grand Total</b>	<b>39</b>	<b>190</b>	<b>229</b>

6. For future consideration, faculty may also review student evaluations, grade distribution, and other data.

## Appendix D - Sample Programmatic Assessment Reports

Kirtland Community College				
ACADEMIC Program Learning Outcomes Assessment Plan				
<p>Please note: This information is being requested to show that: the institution engages in ongoing, integrated, and institution-wide data-driven planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission; and that the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.</p>				
Program: ASA	Mathematics	Academic Year Addressed: 2018-2019		
Date Submitted:	09/02/2019			
Mission Statement:				
<p>The Mathematics Department delivers services that meet the mathematical proficiency needs of a diverse student body at a community college while enhancing the development and professional expertise of instructors to meet the changing needs of the student body. We</p> <ul style="list-style-type: none"> <li>● Meet the quantitative literacy requirements of the College.</li> <li>● Provide the necessary foundation for students whose incoming mathematical background is insufficient to succeed at collegiate-level mathematics.</li> <li>● Deliver courses equivalent to the first two years of a traditional undergraduate mathematical sequence thus promoting the successful transfer to four-year institutions.</li> </ul>				
Program Learning Outcomes (Add lines as needed)	Assessment Methods and Procedures	Results	Planned/Actual Improvements Based on Assessment Results	Follow-up After Change Is Implemented in Classroom
Interpret quantitative data, including tables and graphs	Data was collected through the evaluation of student performance on the comprehensive departmental	Little valuable data collected due to errors in development and application.	Data collection will be improved and data collection across all courses will be collected. Data analysis will begin with the data collected Fall 2019.	

	final exam for each course.		
Apply technology to assess mathematical situations	Data was collected through the evaluation of student performance on the comprehensive departmental final exam for each course.	Little valuable data collected due to errors in development and application.	Data collection will be improved and data collection across all courses will be collected. Data analysis will begin with the data collected Fall 2019.
Demonstrate numeric and algebraic logic	Data was collected through the evaluation of student performance on the comprehensive departmental final exam for each course.	Little valuable data collected due to errors in development and application.	Data collection will be improved and data collection across all courses will be collected. Data analysis will begin with the data collected Fall 2019.
<b>Core Competencies:</b>			
Communication - read, write, speak, listen and use nonverbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional settings.	Data was collected through a variety of assignments evaluated by instructors in each course taught. Each assignment was evaluated consistently across instructors using a rubric associated with each competency.	Approximately 98.5% of students were at or above mastery in the Winter 2019 Semester and 72.1% were at or above mastery in the Summer 2019 semester.	The departmental goal would be to have all students at or above mastery. There seems to be significantly fewer students obtaining mastery in the summer semester. The department will focus on improvements during summer semester.

<p>Personal Growth and Responsible Citizenship - develop contextual understanding of diversity by respecting differences in culture, perspective, and background as a citizen in local and global communities.</p>	<p>This competency was not measured in Mathematics course because it was deemed not applicable. This competency may be measured in Statistics courses in the future.</p>	<p>N/A</p>	<p>N/A</p>
<p>Technology, Research, and Information Literacy - recognize how to acquire and use information through responsible use of technology to understand, evaluate, and synthesize information and data.</p>	<p>Data was collected through a variety of assignments evaluated by instructors in each course taught. Each assignment was evaluated consistently across instructors using a rubric associated with each competency.</p>	<p>Approximately 90.0% of students were at or above mastery in the Winter 2019 Semester and 85.7% were at or above mastery in the Summer 2019 semester.</p>	<p>The departmental goal would be to have all students at or above mastery. There seems to be significantly fewer students obtaining mastery in the summer semester. The department will focus on improvements during summer semester.</p>
<p>Problem Solving - think critically, and creatively to analyze, synthesize, and evaluate to solve real world problems.</p>	<p>Data was collected through a variety of assignments evaluated by instructors in each course taught. Each assignment was evaluated consistently across instructors using a rubric associated with each competency.</p>	<p>Approximately 89.2% of students were at or above mastery in the Winter 2019 semester and 77.3% were at or above mastery in the Summer 2019 semester.</p>	<p>The departmental goal would be to have all students at or above mastery. There seems to be significantly fewer students obtaining mastery in the summer semester. The department will focus on improvements during summer semester.</p>

<p>Work Productively - use reasoned judgments and responsible commitments in social and professional settings to contribute to group success.</p>	<p>Data was collected through a variety of assignments evaluated by instructors in each course taught. Each assignment was evaluated consistently across instructors using a rubric associated with each competency.</p>	<p>Approximately 100.0% of students were at or above mastery in the Winter 2019 Semester and 72.4% were at or above mastery in the Summer 2019 semester.</p>	<p>This competency has met the goal of 100% of students at or above mastery for Winter 2019 but does not meet the goal for summer 2019. There seems to be significantly fewer students obtaining mastery in the summer semester. The department will focus on improvements during summer semester.</p>
<p>Systems/Processes - Apply quantitative and qualitative reasoning skills, problem solving, and interpersonal skills to manage systems and processes to adapt to changes in the workplace and global community.</p>	<p>Data was collected through a variety of assignments evaluated by instructors in each course taught. Each assignment was evaluated consistently across instructors using a rubric associated with each competency.</p>	<p>Approximately 88.6% of students were at or above mastery in the Winter 2019 Semester and 76.5% were at or above mastery in the Summer 2019 semester.</p>	<p>The departmental goal would be to have all students at or above mastery. There seems to be significantly fewer students obtaining mastery in the summer semester. The department will focus on improvements during summer semester.</p>
<p>Narrative</p> <ul style="list-style-type: none"> <li>• How are you assessing your department outcomes?</li> <li>• Provide an analysis of the assessment data for courses within your department.</li> <li>• How do you plan to use the assessment results? In other words, explain your intention to improve or change assessment within your department based on data.</li> <li>• Please weave the artifacts you are using to assess your students into your report.</li> </ul>			

Competency	Score	Relative Frequency by Semester	
		Winter 2019 by %	Summer 2019 by %
<b>Communications</b>			
	0	0	0.055555555556
	1	0.01369863014	0.2222222222
	3	0.9109589041	0.6944444444
	5	0.07534246575	0.02777777778
<b>Problem Solving</b>			
	0	0	0.05714285714
	1	0.1071428571	0.1714285714
	3	0.8714285714	0.7142857143
	5	0.02142857143	0.05714285714
<b>Systems/Processes</b>			
	0	0	0
	1	0.09219858156	0.2352941176
	3	0.8794326241	0.7352941176
	5	0.007092198582	0.02941176471
<b>Technology</b>			
	0	0.007142857143	0
	1	0.09285714286	0.1428571429
	3	0.8928571429	0.8571428571
	5	0.007142857143	0
<b>Work Productively</b>			
	0	0	0.03448275862
	1	0	0.2413793103
	3	0.992481203	0.724137931
	5	0.007518796992	0

<b>Program: AAS</b>	<b>Welding and Fabricating</b>	<b>Academic Year Addressed: 2019/2020</b>	
<b>Date Submitted:</b>	<b>Thursday, August 29, 2019</b>		
<p>Mission Statement: The Welding and Fabricating Program at KCC produces highly qualified graduates that enter the workforce prepared for the real world of industry today. They have demonstrated the ability to meet or exceed industry welding standards in multiple welding processes, positions and materials, with an emphasis on fabrication of those materials.</p>			
Weld & Fab 1: Demonstrate safe work habits that reflect concern and care for self, others, and the environment	Faculty will observe and assess each student through the course of the semester during lab projects and activities.	In Process	Based on the actual results of the Assessment, we will work to improve any areas of deficiency, and continue to observe and assess each student to make sure the changes are effective.
Weld & Fab 2: Successfully perform welding operations using appropriate processes on various metals, in multiple positions	Faculty will observe and assess each student through the course of the semester during lab projects and activities.	In Process	Based on the actual results of the Assessment, we will work to improve any areas of deficiency, and continue to observe and assess each student to make sure the changes are effective.
Weld & Fab 3: Interpret blueprints and verbal orders, including weld symbols in order to fabricate using the tools of the trade.	Faculty will observe and assess each student through the course of the semester during lab projects and activities.	In Process	Based on the actual results of the Assessment, we will work to improve any areas of deficiency, and continue to observe and assess each student to make sure the changes are effective.
Weld & Fab 4: Perform quality welds and cuts to industry standards	Faculty will observe and assess each student through the course of the semester during	In Process	Based on the actual results of the Assessment, we will work to improve any areas of deficiency, and continue to observe and assess each student to make sure the changes are effective.

	lab projects and activities.		
Weld & Fab 5: Demonstrate skills that meet or exceed industry specification, such as American Welding Society (AWS)	Faculty will observe and assess each student through the course of the semester during lab projects and activities.	In Process	Based on the actual results of the Assessment, we will work to improve any areas of deficiency, and continue to observe and assess each student to make sure the changes are effective.
Weld & Fab 6: Prepare students for gainful employment as welding professionals that are locally and nationally recognized.	Faculty will observe and assess each student through the course of the semester during lab projects and activities.	In Process	Based on the actual results of the Assessment, we will work to improve any areas of deficiency, and continue to observe and assess each student to make sure the changes are effective.
<b>Core Competencies:</b>			
Communication- read, write, speak, listen and use nonverbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional settings.	In our 1st class, Welding Fundamentals and again in the capstone, Fab 2, Faculty will observe and assess each student through the course of the semester during lab projects and activities.	We are finding that most students are scoring a 0 or 1 in their first class and are scoring mostly a 3 and some are scoring 5 in the capstone.	The results are showing improvement in almost every student. No changes are planned at this time, but as assessment continues, plans will be made to make any necessary changes if the results warrant improvement.
Personal Growth and Responsible Citizenship- develop contextual understanding of diversity by respecting differences in culture, perspective, and background as a citizen in local and global communities.	In our 1st class, Welding Fundamentals and again in the capstone, Fab 2, Faculty will observe and assess each student through the course of the semester during	We are finding that most students are scoring a 0 or 1 in their first class and are scoring mostly a 3 and some are scoring 5	The results are showing improvement in almost every student. No changes are planned at this time, but as assessment continues, plans will be made to make any necessary changes if the results warrant improvement.



	lab projects and activities.	in the capstone.	
Technology, Research, and Information Literacy- recognize how to acquire and use information through responsible use of technology to understand, evaluate, and synthesize information and data.	In our 1st class, Welding Fundamentals and again in the capstone, Fab 2, Faculty will observe and assess each student through the course of the semester during lab projects and activities.	We are finding that most students are scoring a 0 or 1 in their first class and are scoring mostly a 3 and some are scoring 5 in the capstone.	The results are showing improvement in almost every student. No changes are planned at this time, but as assessment continues, plans will be made to make any necessary changes if the results warrant improvement.
Problem Solving- think critically, and creatively to analyze, synthesize, and evaluate to solve real world problems.	In our 1st class, Welding Fundamentals and again in the capstone, Fab 2, Faculty will observe and assess each student through the course of the semester during lab projects and activities.	We are finding that most students are scoring a 0 or 1 in their first class and are scoring mostly a 3 and some are scoring 5 in the capstone.	The results are showing improvement in almost every student. No changes are planned at this time, but as assessment continues, plans will be made to make any necessary changes if the results warrant improvement.
Work Productively- use reasoned judgments and responsible commitments in social and professional settings to contribute to group success.	In our 1st class, Welding Fundamentals and again in the capstone, Fab 2, Faculty will observe and assess each student through the course of the semester during	We are finding that most students are scoring a 0 or 1 in their first class and are scoring mostly a 3 and some are scoring 5	The results are showing improvement in almost every student. No changes are planned at this time, but as assessment continues, plans will be made to make any necessary changes if the results warrant improvement.

	lab projects and activities.	in the capstone.	
Systems/Processes- Apply quantitative and qualitative reasoning skills, problem solving, and interpersonal skills to manage systems and processes to adapt to changes in the workplace and global community.	In our 1st class, Welding Fundamentals and again in the capstone, Fab 2, Faculty will observe and assess each student through the course of the semester during lab projects and activities.	We are finding that most students are scoring a 0 or 1 in their first class and are scoring mostly a 3 and some are scoring 5 in the capstone.	The results are showing improvement in almost every student. No changes are planned at this time, but as assessment continues, plans will be made to make any necessary changes if the results warrant improvement.

Data for graduates by selected major code total learning outcomes mastered by learning outcome name.

Count of student_sis_id	learning_outcome_mastered		Grand Total
	0	1	
<b>major_code</b>	<b>0</b>	<b>1</b>	<b>Grand Total</b>
<b>CWAF3</b>	<b>25</b>	<b>42</b>	<b>67</b>
<b>Communications</b>	<b>5</b>	<b>8</b>	<b>13</b>
0	2		2
1	3		3
3		5	5
5		3	3
<b>English &amp; Communications 1</b>	<b>2</b>	<b>1</b>	<b>3</b>
1	2		2
3		1	1
<b>English &amp; Communications 2</b>	<b>2</b>	<b>1</b>	<b>3</b>
1	2		2
3		1	1
<b>Personal Growth and Responsible Citizenship</b>	<b>2</b>	<b>1</b>	<b>3</b>
1	2		2
3		1	1
<b>Problem Solving</b>	<b>4</b>	<b>8</b>	<b>12</b>
0	2		2
1	2		2

3		4	4
5		4	4
<b>Systems/ Processes</b>	<b>2</b>	<b>9</b>	<b>11</b>
1	2		2
3		6	6
5		3	3
<b>Technology, Research, and Information Literacy</b>	<b>4</b>	<b>7</b>	<b>11</b>
1	4		4
3		7	7
<b>Work Productively</b>	<b>4</b>	<b>7</b>	<b>11</b>
1	4		4
3		3	3
5		4	4
<b>DWAF3</b>		<b>5</b>	<b>5</b>
<b>Communications</b>		<b>1</b>	<b>1</b>
3		1	1
<b>Problem Solving</b>		<b>1</b>	<b>1</b>
3		1	1
<b>Systems/ Processes</b>		<b>1</b>	<b>1</b>
3		1	1
<b>Technology, Research, and Information Literacy</b>		<b>1</b>	<b>1</b>
3		1	1
<b>Work Productively</b>		<b>1</b>	<b>1</b>
3		1	1
<b>Grand Total</b>	<b>25</b>	<b>47</b>	<b>72</b>

## Appendix E - Assessment Team Reports

### Assessment Team Report 2017-18

The purpose of this report is to present an overview of actions and goals for the Kirtland Assessment Team. The report was compiled by members of the team. The team members include:

Staff/Faculty Member	Duties
David Cable – CTL Director	Project sponsor; Coordinator of committee meetings; Extracts data using Excel and/or .csv format; Editor of Assessment Report.
Dr. Julie Lavender – Vice President of Instruction	Project mentor; Provides project oversight and guidance
Courtney Horof – English Faculty	Assessment Team contributor
Dr. Amy Kuczynski – Biology Faculty	Assessment Team contributor
Michael Peters – Psychology Faculty	Assessment Team contributor
Chrissy Bingle – English Faculty	Assessment Team contributor
John Thiel – Social Sciences/ Humanities Faculty	Assessment Team contributor
Rena Klee – Associate Registrar	Provides feedback on data analysis/application from a staff perspective
Marcia Schick – CTL Staff	Provides feedback on data analysis/application from a staff perspective
Wini Sharpe – Instructional Technology Department	Systems Analyst; Extracts data using Excel; Provides feedback on data analysis/application from a staff perspective

The Kirtland Assessment Team is continuing the process of improving our course, department, program, and institution level assessment. The Assessment Team submitted our concluding AQIP project report on March 8, 2018. The report, “Closing the Loop- Assessing Assessment” has created faculty momentum and awareness for the creation of improved department and program level outcomes.

This report will highlight the efforts made during the 2017-18 academic year towards improving our assessment processes and discuss our timeline of initiatives moving forward. A major goal of the Assessment Team was to create a diverse group of institutional representatives driven by faculty, while including administration and staff. The team is focusing on increasing faculty buy-in, participation, and awareness. At our January 9, 2018, Professional Development activity with faculty, the Assessment Team discussed participation rates of core competency artifact tagging. The results of our efforts will be further discussed later in this report. There are significant increases trending upward towards full participation of faculty in artifact tagging.

Several members of Kirtland Community College attended the Higher Learning Commission Conference in Chicago in April, 2018. We had a diverse group of colleagues including faculty, our Center for Teaching and Learning Director, Library and Tutoring Director, and members of our administrative team. It was a

focus of the Assessment Team members to ensure that our efforts during the academic year and ongoing were correctly aligned and effectively measured. The conference was very beneficial in reassuring our efforts as we continue to improve our assessment process.

The primary efforts during the 2017-18 academic year of the Assessment Team were to:

- Increase faculty buy-in/work with faculty and department teams to create well-developed department and program outcomes/further develop high quality and measured course, department, program, and institution level outcomes.
- Implement the final core competency (Personal Growth and Responsible Citizenship)/Collect and organize core competency data collection from faculty and submit to the VP of Instructional Services.
- Create a faculty reference handbook for assessment.

### **Faculty Involvement and Participation: Buy-In**

One of the primary areas of focus of the Assessment Team was to create more faculty involvement with the assessment process. The Assessment Team was strategically assembled to include multiple influential faculty across various disciplines, staff members ranging from the Registrar's Office to the CTL, and administration. This created a well-balanced team that was able to provide support and encouragement from different aspects of the assessment process.

The Assessment Team and the CTL staff made assessment a primary priority for professional development sessions throughout the 2017-18 academic year. During our August 2017 convocation week, we held a session for faculty to include core competency implementation review in Canvas, provided additional instructional sheets as printouts, and the CTL updated their core competency training video to include the core competency 5-point scale. A major focus was collaboration with our part-time faculty as well. We held a convocation week part-time faculty orientation dinner that included a full presentation on the assessment process. There was one-on-one consultation time with the CTL Director, Dave Cable, which several full-time faculty members met with after the presentation.

Continuing our efforts with faculty involvement with assessment, Dr. Julie Lavender and Dave Cable shared data from the core competency results on September 15, 2017. We discussed our goals for improvement of the assessment process and the need to further develop our departmental and program outcomes. It continues to be a top priority for Kirtland to further develop and continuously improve our assessment process with faculty driven efforts being at the forefront.

In January 2018, Kirtland coordinated to bring in guest presenter, Dr. James Fidler from American Medical Technologists (AMT), who is an expert on effective test writing and best practices for assessments. He presented a workshop to faculty that included key components of writing effective test questions and assessing student learning. There was time for questions from our faculty members and valuable discussions resulted from the workshop.

The Kirtland Assessment Team met consistently throughout the 2017-18 academic year. The goal continues to be to keep the focus of quality assessment initiatives at the forefront with our faculty being actively involved in each step of the process. Continuing these efforts, the Assessment Team held a program outcomes workshop on March 16, 2018. Tables were arranged in an active learning type set-up and a workshop was led by the Assessment Team discussing best practices for developing

departmental and program outcomes. The faculty members then split into their respective departmental teams and worked on further development of their departmental and program outcomes.

### **Implementation of the Kirtland Core Competencies**

Kirtland developed and implemented core competencies for each instructor to tag in each course. The competencies were implemented, one at a time, over a six-semester time frame as follows: Fall 2015 - Communications, Winter 2016 - Technology, Fall 2016 - Problem-solving, Winter 2017 - Work Productively, Fall 2017 - Systems/Processes, and Winter 2018 - Personal Growth and Responsible Citizenship.

### **Assessment Handbook**

The Assessment Team is developing an assessment handbook as a reference guide for faculty members. The handbook will be divided into the following categories: Intro/Background of Assessment at Kirtland, Course Level Assessment/Core Competencies, Assessment at the Program Level, Assessment at the Degree Level/The Outcomes for Students Upon Graduation, the Role of the Assessment Committee, and the Future of Assessment at Kirtland.

### **Summer 2018 Semester and Looking Ahead (Assessment):**

#### **Faculty Request for Department Outcomes Report**

Courtney Hornof, Assessment Team member and full-time faculty member, sent a request to faculty at the end of the Winter 2018 semester reminding them of their upcoming report due to Dr. Julie Lavender, VP of Instruction by May 11<sup>th</sup>, 2018. Departmental report (includes- outcomes, mission statement, and assessment plan). A Google form was used to collect department data.

#### **Canvas Departmental Outcomes Pilot**

We have asked for volunteer faculty members to participate in a summer pilot utilizing Canvas to implement and collect data from departmental outcomes. We will utilize the outcomes tool in Canvas to collect and tag departmental outcomes within courses. This test period will serve as our trial run for a full implementation of tagging departmental outcomes campus-wide for the Fall 2018 semester.

#### **Core Competency Data Results**

Our 6<sup>th</sup> and final core competency was tagged in Canvas during Winter 2018 semester. Dave Cable, from the Assessment Team, pulled the data from Canvas and provided it to the VP of Instructional Services on May 8<sup>th</sup>, 2018. This data coincides with faculty grades being due. Our participation rates among faculty have greatly increased from 1739 tagged artifacts in Winter 2016 to 11,103 tagged artifacts in Winter 2018. We also intend to gather faculty analysis on the data on the competency related to diversity.

#### **Fall 2018 Convocation Week**

Dr. Julie Lavender, VP of Instruction, will meet with departments to review the departmental plans that were submitted at the end of the Winter 2018 semester. At this time recommendations, process improvements, and steps going forward will be discussed with the faculty.

Also, the Assessment Team, in combination with the CTL, will hold a workshop during Convocation Week to train faculty on assessing departmental outcomes in Canvas. Based upon the recommendations and

discussions with faculty, a revised departmental report will be due to the VP of Instructional Services by September 14, 2018.

**May 2019 (the next year)**

Looking ahead over the next year from the time of this written report, we will be able to collect our course, department, and program outcomes from faculty members and teams. An assessment update will be provided to the VP of Instructional Services at that time. The 2017-18 academic year included analysis and action to improve our assessment process. The 2018-19 year will include implementation of our quality improvements and provide for a more comprehensive assessment process at Kirtland Community College.

**Assessment Team Report 2018-19**

Team Members:

<b>Staff/Faculty Member</b>	<b>Duties</b>
David Cable – CTL Director	Project sponsor; Coordinator of committee meetings; Extracts data using Excel and/or .csv format; Editor of Assessment Report.
Dr. Julie Lavender – Vice President of Instruction	Project mentor; Provides project oversight and guidance
Courtney Horof – English Faculty	Assessment Team contributor
Dr. Amy Kuczynski – Biology Faculty	Assessment Team contributor
Michael Peters – Psychology Faculty	Assessment Team contributor
Chrissy Bingle – English Faculty	Assessment Team contributor
John Thiel – Social Sciences/ Humanities Faculty	Assessment Team contributor
Phillip Ryskamp – Vocational Faculty	Assessment Team contributor
Emily Kabbe-Abayomi – Math Faculty	Assessment Team contributor
Renaee Klee – Associate Registrar	Provides feedback on data analysis/application from a staff perspective
Wini Sharpe – Instructional Technology Department	Systems Analyst; Extracts data using Excel; Provides feedback on data analysis/application from a staff perspective

**Introduction**

The purpose of the Assessment Team continues to evolve to meet the needs of faculty and students. We continue to provide data gathering of competencies and outcomes, analysis of data, and professional development to implement our findings for best practices into our programs. The team recruited a full-time occupational faculty member that teaches in our electrical technology programs. This assists with our goal to represent the faculty as a whole to best serve our students’ needs.

**Accomplishments**

Improved Communications with Faculty: Over the course of several professional development sessions during the 2018-2019 academic year, the Assessment Team met with Kirtland’s full-time faculty to improve assessment in our courses and to increase the frequency of assignments being tagged with the

college's core competencies. Over the year, we noticed a gradual shift from skepticism and confusion to acceptance, understanding, and engagement with the assessment process. In the middle of the year, we began working with various departments to help faculty create (or strengthen) program-level outcomes for assessment as well. We encouraged faculty to tag these program outcomes in their courses during the Winter 2019 semester as a test run for assessment beyond the core competency level. Each faculty member was also provided with the newly created Assessment Handbook.

At the end of Winter 2019, we charged the faculty to create department-specific assessment reports that discussed their findings upon reviewing the data from several semesters of tagging the core competencies in their courses, and from initial tagging of program-level outcomes. These reports were delivered to Dr. Julie Lavender (Vice President of Instructional Services) in September 2019.

Following the submission of these reports, the full-time faculty met for one more assessment-related professional development session on September 13, 2019, to share some of the results of the departmental assessment reports, to look for commonalities and differences among the reports, and to discuss our next steps in improving assessment. Faculty were grouped together with those from different subjects and departments to encourage cross-disciplinary conversations.

One common theme of the Assessment Team's interactions with full-time faculty was the challenge of communicating our assessment practices with part-time faculty. Some academic subject areas had no assessment data from our core competencies or program outcomes, since those subjects are exclusively taught by part-time faculty. To help to tackle this problem, members of the Assessment Team attended the part-time faculty orientation meeting in August, 2019. We discussed assessment with those in attendance and walked them through the process of tagging assignments with core competencies and program outcomes. We also handed out copies of the freshly completed Assessment Handbook to all part-time faculty in attendance. We hope that this will increase the frequency of assessment across Kirtland's courses, while providing us with even more assessment data with which we can improve our instruction at the college.

### **Measurable goals for the next year**

- Faculty-led implementation of data informed strategies to improve instruction.
- Analysis of the effectiveness of quality improvement strategies for future improvement.
- Creation of competency sub-categories to further define observable learning.
- Refinement of program outcomes to align with competency sub-categories where applicable.
- Universal utilization of a common syllabus template.
- Addressing the anomalous frequency of grades at the range maximum.

### **Core Competency Sub-categories and Measurement**

After several semesters of tagging, data were reviewed by faculty in the Fall 2019 and it was determined that the assessment of our core competencies could be further improved by creating sub-categories of the competency to better reflect which aspect of the larger, broader competency definition was being assessed. The Communication core competency was specifically discussed as one competency that would benefit through the creation of these sub-categories (e.g., written, verbal, nonverbal) to better reflect what is being assessed and to more clearly identify which aspects, if any, of a competency need



more focused attention for student improvement. In addition to considering sub-categories for our Communication core competency, sub-categories for other core competencies will be considered, reviewed, and implemented as necessary.

### **Timeline of Assessment Team's Work**

Over the past two years, the Assessment Team has been working on many projects to improve closing the loop in our assessment process. This has involved numerous meetings each semester, and at least one training session with faculty each semester. With all of this hard work, the Assessment Team has been able to improve faculty buy-in. After tagging just one core competency per semester for several semesters, the majority of faculty are now tagging all six competencies in their classes as of Winter 2018. In the Fall 2019 semester, faculty analyzed recent graduates' tagged core competencies. Faculty created their own assessment reports in which they documented how they used the data to improve instruction, and what they can do in the future to improve the data collection process. Also, as of Fall 2019, faculty are tagging program-level outcomes. With this additional information, faculty will be able to look at how students are meeting program-level outcomes and adjust their teaching methods accordingly.

The Assessment Team also developed the Assessment Handbook and released it to all full-time faculty at the beginning of the Fall 2019 semester. All full-time faculty received a printed copy, and part-time faculty received a printed copy along with training on how to tag core competencies and program outcomes in Canvas. Electronic copies are also available on Kirtland's website. As the assessment process changes, the handbook will be modified.

In the future, the Assessment Team's focus will be to look at improving the validity and reliability of the data collected through our tagging system. One of our next steps will be to further breakdown core competencies to provide a more accurate assessment of our students' abilities. For example: we would like to break down the Communication core competency to distinguish between written, verbal, and nonverbal communication. By further distinguishing these aspects of the Communication core competency, we will better understand specifically where students need more focused instruction, and faculty can adjust their course structure and program requirements accordingly. As more data becomes available, the Assessment Team will work with faculty to create internal consistency when tagging outcomes. The college will require all faculty to use software called Simple Syllabus in the Winter 2020 semester. This is a tool that makes syllabi easy for students to access, and ensures that all faculty teaching the same courses are using the same objectives and course descriptions. This will be another step towards keeping courses consistent which is paramount in the assessment process.

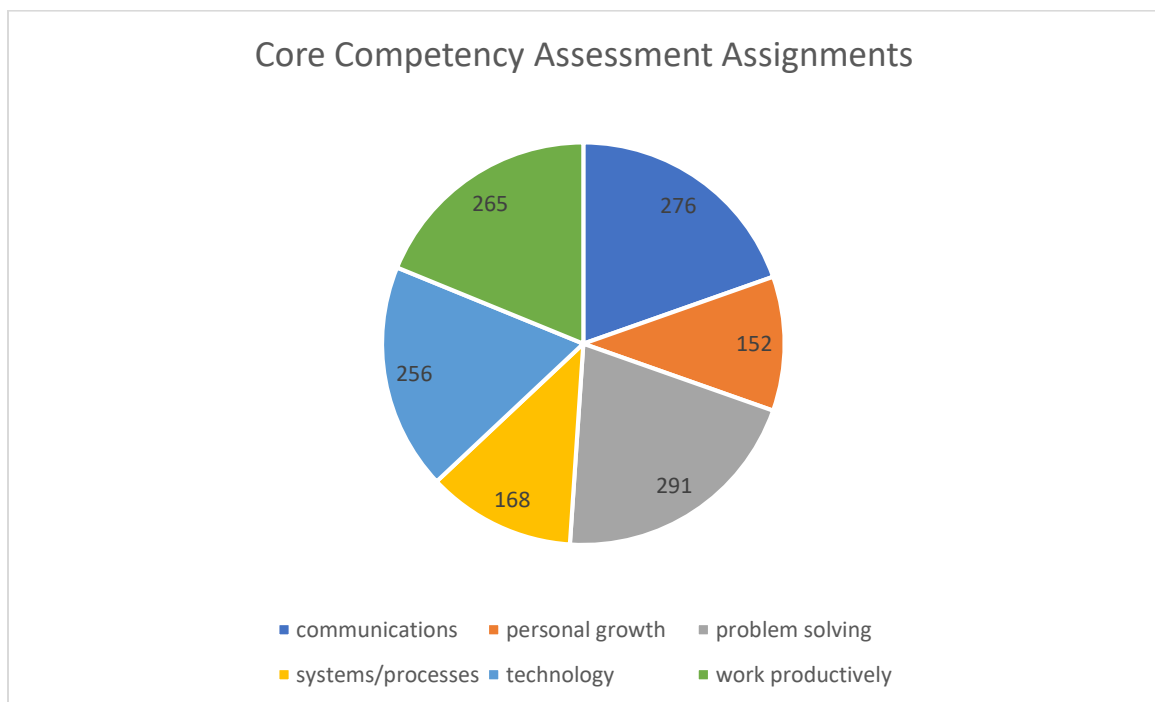
# Appendix F- Academic Assessment Reports

## Academic Assessment 2017-2018

### Introduction

- The overall mission of the Instructional Services department is to support student achievement of core competencies that are foundational for career success and lifelong learning.
- Summary of significant changes since the last assessment:
  - During the 2017-2018 academic year, the final two of six core competencies were assessed at the course level through the learning management system.

This chart summarizes the number of times each core competency was assessed for 2018 graduates.



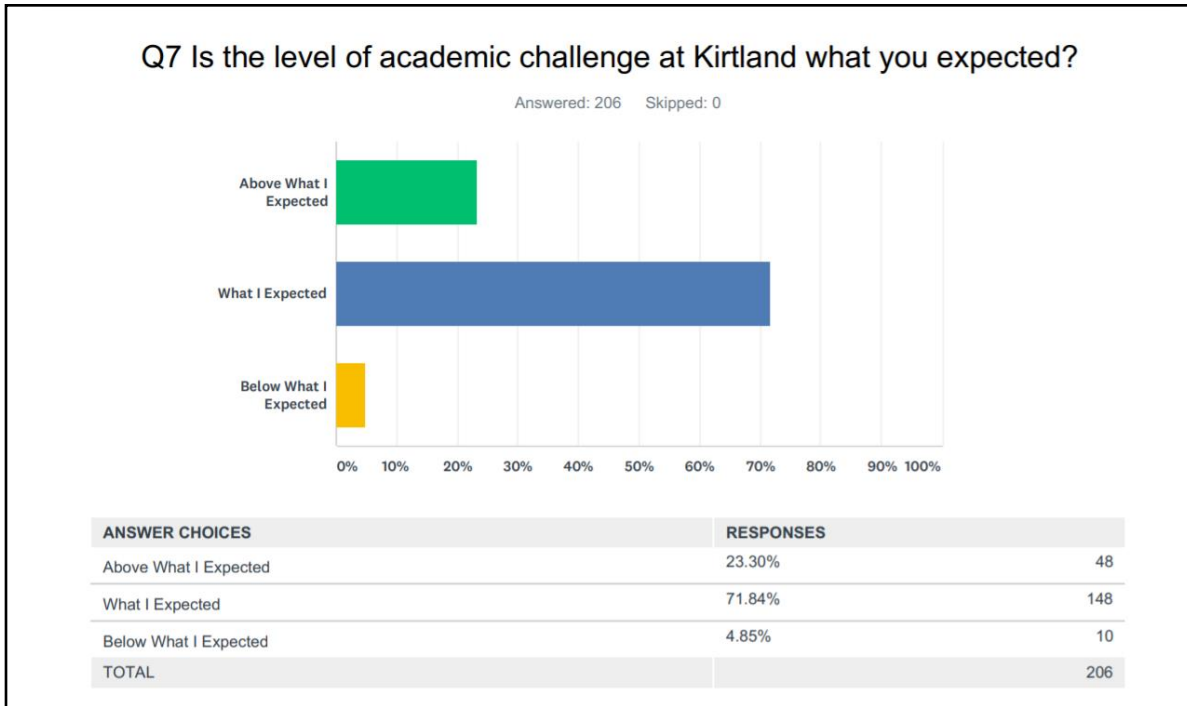
- Key challenges of assessment process:
  - Buy-in of all faculty, full-time and part-time
  - Appropriateness of each core competency in all classes
  - Measuring personal growth and systems/processes core competencies
- Plans for improvement:
  - Share assessment guide with all faculty
  - Faculty evaluates appropriateness of core competencies in each of their courses and make recommendations

- Assessment team explores ways to improve/increase measurement of personal growth and systems/ processes core competencies

### **Assessment of Instruction**

- Assessment of quality of instruction includes student evaluations, student surveys, supervisor (dean/director) evaluations, online course quality check-ups, and grade distribution.
  - Student evaluations are conducted at mid-term and end-of-term. Mid-term evaluations are only visible to instructors and are intended as a formative assessment to improve instruction for the second half of the semester. End-of-term evaluations are reviewed by faculty as well as deans/directors. Faculty are expected to consider student evaluation results each semester as they make course revisions. Student evaluation summaries are included in faculty evaluations that are conducted every three years. However, if there is an immediate concern identified in student evaluations, deans/directors will address those concerns with faculty and develop an improvement plan together, if appropriate.
  - Student surveys are conducted annually in November. Results are reviewed by faculty, supervisors, and the college administrative team. The following questions, in particular, are considered in instructional assessment:
    1. Is the level of academic challenge at Kirtland what you expected?
    2. How can Kirtland better assist you in achieving your educational goals?

Results from the Fall 2017 Student Survey:



These results affirm that the level of instruction is at or above what is expected.

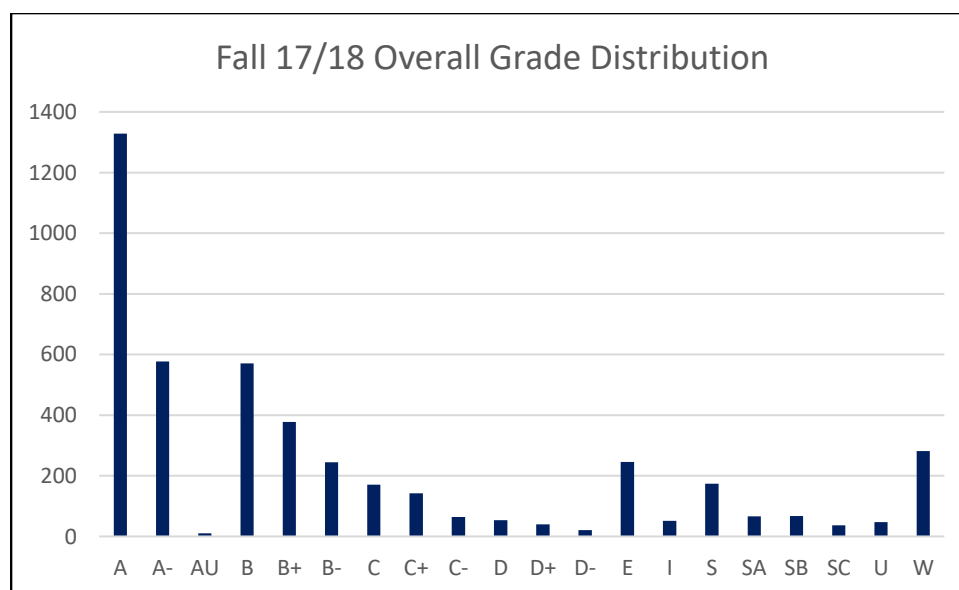
**Q54 How can Kirtland better assist you in achieving your educational goals?** (Selected responses):

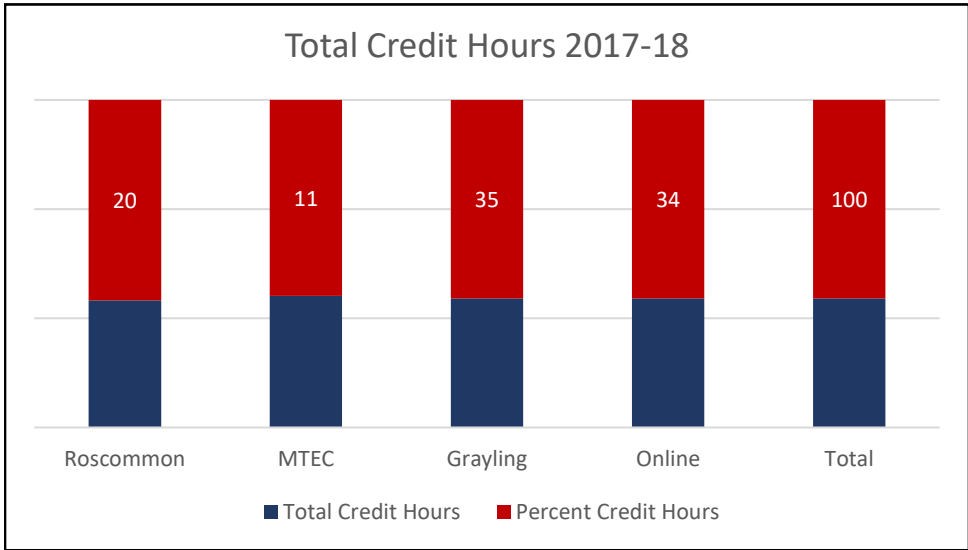
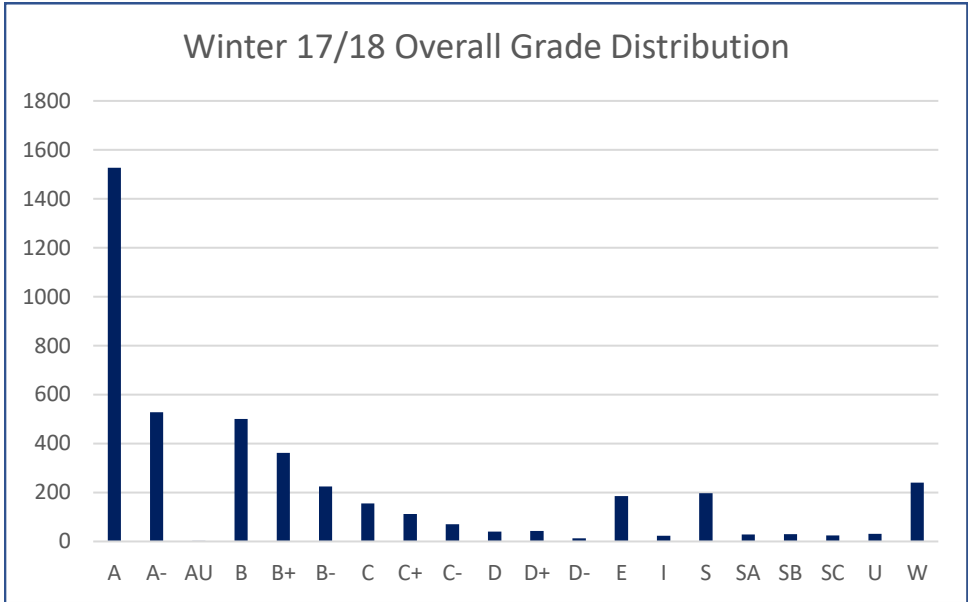
- I feel Kirtland has done very well and meets my expectations at this point.
- More hybrid classes for classes that include labs.
- Provide a tentative schedule for the nursing program before one week before the semester starts.
- Have teachers reply back in a timely manner.
- Have instructors listen to students when offering opinions about course work.

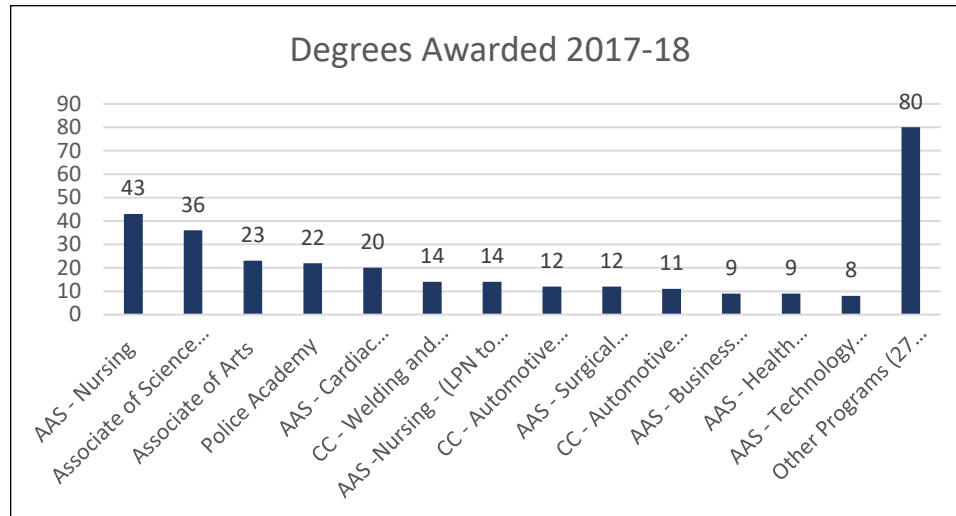
All responses relevant to instruction are shared and discussed with faculty when they are submitted from the Office of Institutional Research. An example of a change related to survey results is the exploration of hybrid options for lab-based courses.

- Faculty evaluations are conducted every three years and as needed if specific concerns are reported by students. Evaluations include classroom observations for face-to-face classes and/or online course evaluations, self-evaluations, course evaluations, grade distribution, and a summative evaluation from the respective supervisor. Evaluations are used as an opportunity for faculty development and exploration of ideas for instructional improvement.

- Online courses are regularly assessed for quality of instruction using a rubric developed by Michigan Colleges Online (formerly Michigan Community College Virtual Learning Collaborative). Assessments are conducted in conjunction with faculty evaluations for new faculty, and if specific complaints are submitted by students. Results of online course quality checks are shared with faculty with recommendations for improvement as appropriate.
- The grade distribution results were shared with faculty at an all-faculty meeting in January 2018. Some faculty raised concerns about potential grade inflation. Grade-distribution results will be shared with faculty annually. If a trend is revealed, then professional development will be sought to address the concern of grade inflation.
- Summary of contributions to campus-wide initiatives such co-curricular activities and service learning: There is currently no mechanism to document and share these activities. A co-curricular committee was launched in the fall of 2018 to explore this topic.
- Summary of recent teaching-related innovations or initiatives: a “fish bowl” activity was used for a faculty professional development session in Spring 2018. Faculty shared best practices related to: student attendance, classroom management, critical thinking in students, active learning strategies, technology skills of students vs. what they need to know, academic freedom, higher education funding trends, bridging the divide between full- and part-time faculty, academic integrity, and Kirtland's involvement with the community. There was positive feedback from faculty and similar activities will be planned for the 2018-2019 academic year.
- Summary of data regarding instruction follows:

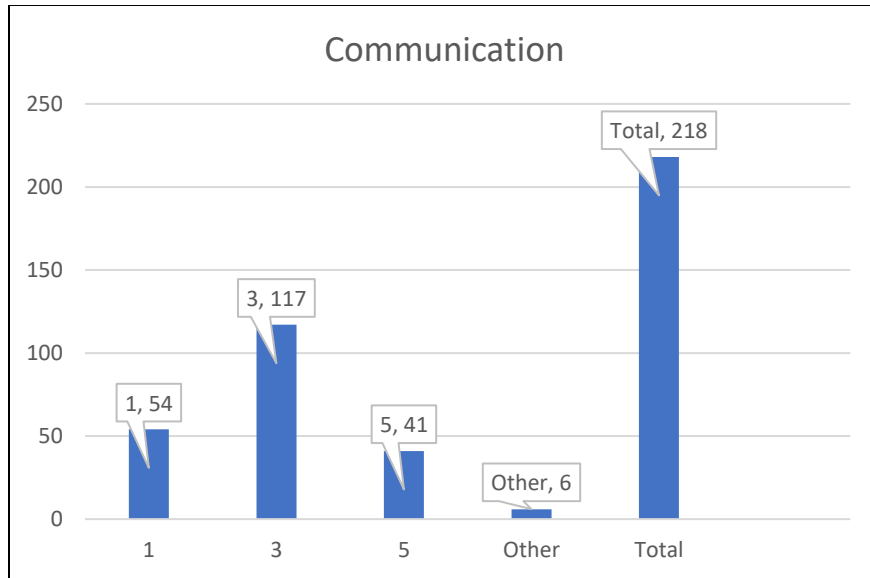




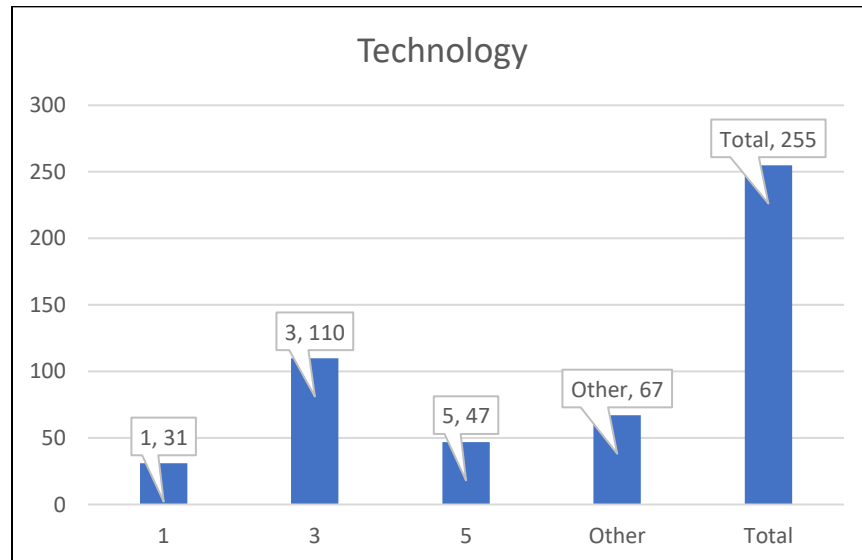


### Assessment of Student Learning

Student learning at the institutional level is evaluated through the assessment of core competencies. Assessment of core competencies is achieved through the “tagging” of assignments in Canvas. Up to this point, faculty were asked to tag an assignment to measure each core competency in every course. At the end of the 2017-2018 academic year, instructors brought up discussion as to the appropriateness of measuring each core competency in every course. Faculty are exploring how to determine that appropriateness and will come back with recommendations prior to the end of the 2018-2019 academic year. It is expected, however, that each program will have multiple measures of each core competency so students can demonstrate achievement of all core competencies by graduation. The assessment process is still in its infancy and the assessment team hopes to have enough data at the end of the 2018-2019 year to establish benchmarks. Charts that demonstrate core competency measurement at the end of the 2017-2018 academic year follow.

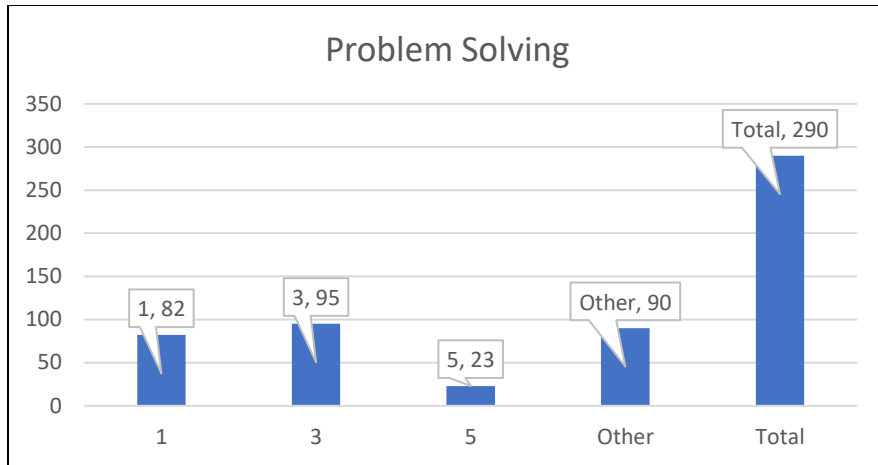


1 - 25%  
 3 - 54%  
 5 - 19%  
 Other - 2%

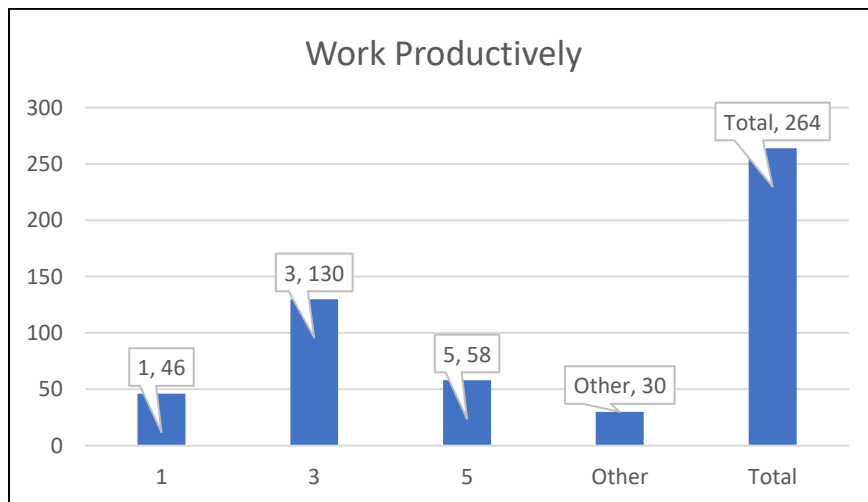


1- 12%  
 3- 43%  
 5- 18%  
 Other- 26%

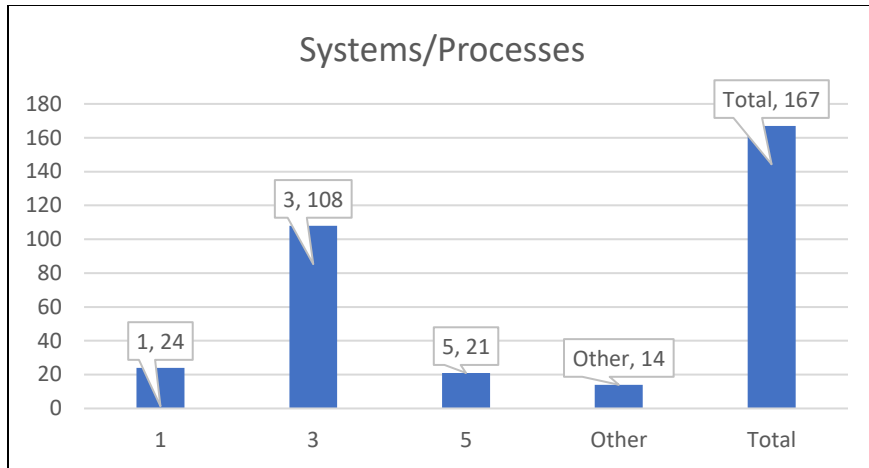




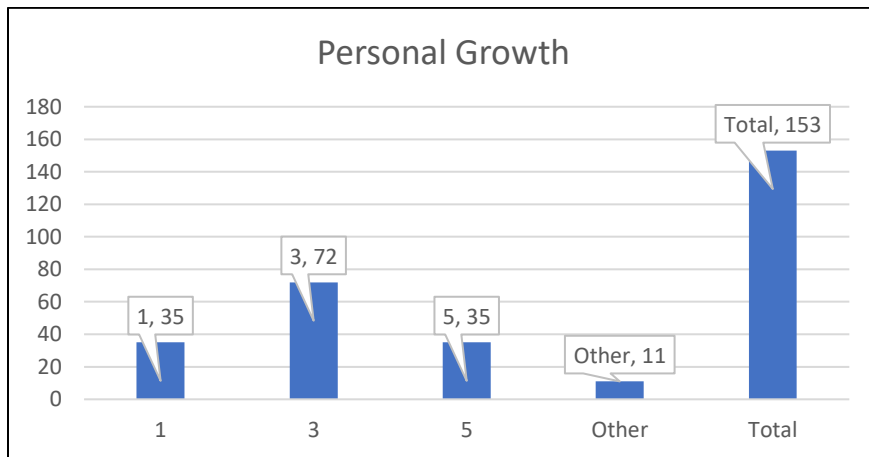
1-28%  
 3-33%  
 5-8%  
 Other- 31%



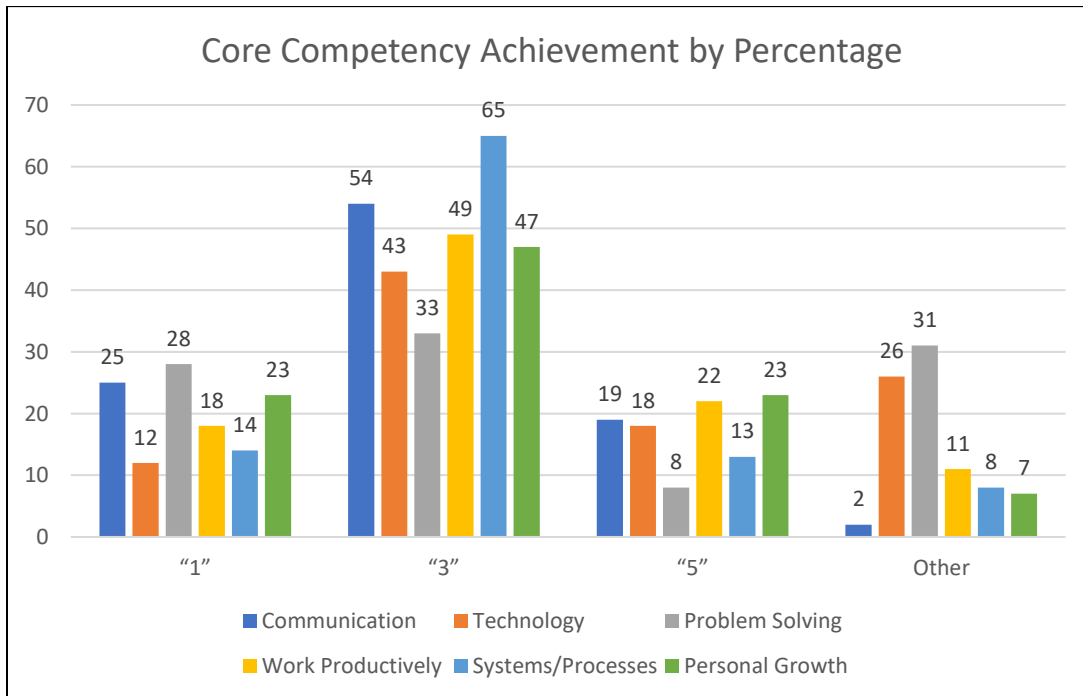
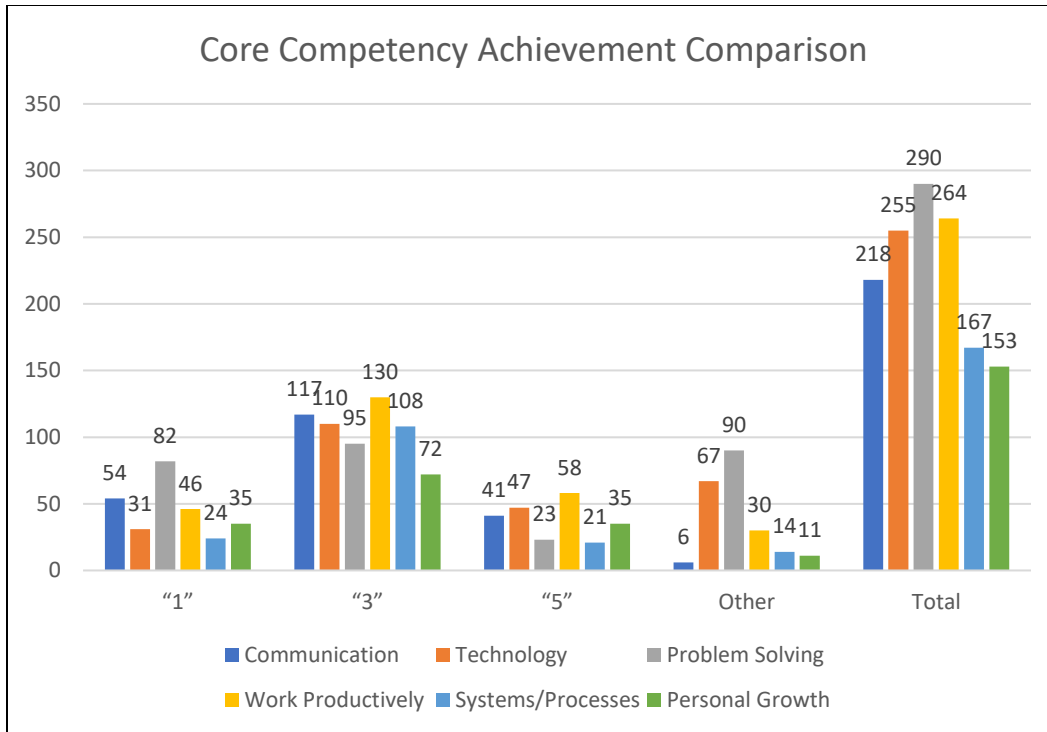
1-18%  
 3-49%  
 5-22%  
 Other- 11%



1-14%  
3-65%  
5-13%  
Other-8%



1-23%  
3-47%  
5-23%  
Other-7%



"1" = below mastery; "3" = at mastery; "5" = above mastery; Other = Not evaluated

## Academic Assessment 2018-2019

### Introduction

- The overall mission of the Instructional Services department is to support student achievement of core competencies that are foundational for career success and lifelong learning.
- Summary of significant changes since the last assessment:
  - Assessment Team became faculty led.
  - Refined assessment process and removed requirement to assess all core competencies in every class.
  - Starting to tag program outcomes.
  - Revised the core competency for Personal Growth and Responsible Citizenship. This was at HLC's recommendation, which now reads "Personal Growth and Responsible Citizenship- develop contextual understanding of diversity by respecting differences in culture, perspective, and background as a citizen in local and global communities."
  - Shared "Assessment Handbook" draft with faculty. Will distribute final version in Fall 2019 to all faculty during return week workshops.
- Key challenges of assessment process:
  - Buy-in of all faculty, full-time and particularly part-time
  - Development of handbook and training for part-time
  - Appropriateness of each core competency in all classes
- Plans for improvement:
  - Implementing Simple Syllabus to improve consistency for students and include data in assessment process.
  - Workshop for part-time faculty with distribution of Assessment Handbook prior to start of Fall 2019 semester.

### Assessment of Instruction

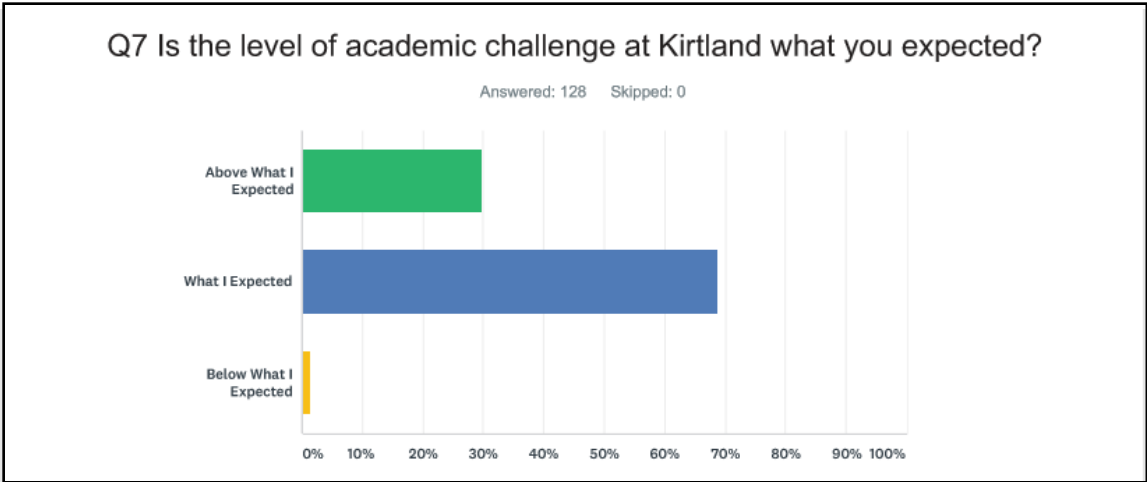
- Assessment of quality of instruction includes student evaluations, student surveys, supervisor (dean/director) evaluations, online course quality check-ups, and grade distribution.
  - Student evaluations are conducted at mid-term and end-of-term. Mid-term evaluations are only visible to instructors and are intended as a formative assessment to improve instruction for the second half of the semester. End-of-term evaluations are reviewed by faculty as well as deans/directors. Faculty are expected to consider student evaluation

results each semester as they make course revisions. Student evaluation summaries are included in supervisor evaluations that are conducted every three years. However, if there is an immediate concern identified in student evaluations, deans/directors will address those concerns with faculty and develop an improvement plan together if appropriate.

The overall results of student course evaluations are found in Appendix G. Evaluation results for each program will be shared with faculty during Convocation Week in August. In general, evaluation responses were overwhelmingly positive. Of note, response rates to the evaluations ranged from 55-63% with the new evaluation tool we adopted. Previous tools yielded response rates of 30% or less.

- Student surveys are conducted annually in November. Results are reviewed by faculty, supervisors, and the college administrative team. The following questions, in particular, are considered in instructional assessment:
  1. Is the level of academic challenge at Kirtland what you expected?
  2. How can Kirtland better assist you in achieving your educational goals?
  3. If there is one thing you could change at Kirtland, what would it be and why?

Results from the fall 2018 Student Survey



These results affirm that the rigor of instruction is at or above what is expected.

**Q31 How can Kirtland better assist you in achieving your educational goals?** (Selected responses):

- Have longer library hours, more computers WITH seating. Provide more comfortable and numerous seating in common areas. Additional quiet study rooms. Picnic tables or covered seating on the patio behind the school to facilitate studying weather permitting.
- More instructional videos made by instructors by online classes - not just you tube
- I'm not too sure but I do know for sure that I have really enjoyed my experience with Kirtland and can tell that everyone is truly involved in my success.
- I have had a great experience at Kirtland with all the instructor and advisors
- I can't really think of anything that could be improved. Everyone has been very helpful and knowledgeable about resources I can use.

**Q32 If there is one thing you could change at Kirtland, what would it be and why?** (Selected responses):

- Offer Calculus
- A bigger parking lot at the Grayling campus
- It would be great to have something right when you walk in to show you a map of where everything is located. Just so you don't have to go searching for some sort of map around campus. It could be on a screen or just a permanent station. It could also hold a charging station for student's devices and show other happenings at Kirtland.
- More study rooms in the Grayling campus, or opening up unused rooms to allow students to use them - campus can get quite loud and it is hard to concentrate listening to everybody else talk. It would be nice to have small rooms to review group projects, or to meet to study for an exam
- A bigger library!
- I wouldn't change anything.

All responses relevant to instruction are shared and discussed with faculty when they are reported from the IR office. Consideration is given to make changes appropriately based on responses. An example of a change related to survey results is the addition of informal seating as well as a new Learning Commons, with small and large tutoring rooms that can be reserved by students, to open fall of 2019. A new, larger Center for Teaching and Learning will also open in fall of 2019. The space will be available for faculty collaboration, professional development, and video recording in a small video booth.

- Faculty evaluations are conducted every three years and as needed if specific concerns are reported by students. Evaluations include classroom observations for face-to-face classes and/or online course evaluations, self-evaluations, course evaluations, grade distribution, and a summative evaluation from the respective supervisor. Evaluations are used as an

opportunity for faculty development and exploration of ideas for instructional improvement.

- Online courses are regularly evaluated for quality of instruction using a rubric which can be seen in Appendix H. Evaluations are conducted in conjunction with faculty evaluations, for new faculty, and if specific complaints are submitted by students. Results of online course quality checks are shared with faculty, including recommendations for improvement as appropriate.
- The grade distribution results are shared with faculty at all-faculty meetings at the beginning of fall and winter semesters. Some faculty raised concerns in the fall of 2018 about potential grade inflation. If a trend is revealed, then professional development will be sought to address the concern of grade inflation. Grade distribution results can be found in Appendix I.
- Summary of contributions to campus-wide initiatives such co-curricular activities and service learning. See Appendix J for the complete summary.
- Summary of recent teaching-related innovations or initiatives:
  - ADA Compliance Workshop with MCO Director - new free software available, best practices for closed captioning, and course compliance
  - Faculty assessment workshop and peer review sessions of departmental and program reports
  - Software re-introduction workshop/PD of Hoonuit, Respondus, SoftChalk and embedding YouTube into Canvas
  - Continued OER awareness and push towards increased usage to decrease student costs. Faculty shared resources.
  - Simple Syllabus adoption to improve continuity and allow public access to published syllabi.
  - NISOD virtual conference 2018 broadcast in CTL. Faculty dropped in throughout the day for one or more presentations.
  - Full adoption of EvaluationKIT into Canvas. Increased response rate and improved reporting features.
- Summary of data regarding credentialing (see Appendix K for further information)

This table conveys the most relevant data.

	<b>Main Cohort</b>	<b>Credential Seeking</b>	<b>First Time in College</b>
<b>Total Associate</b>	17.9%	27.9%	16.2%
<b>Total Certificate</b>	6.3%	9.7%	5.4%
<b>Total Credentials</b>	24.2%	37.6%	21.6%

It is good to see that 37.6% of credential-seeking students are earning a credential compared to only 24.2% from the main cohort. However, the first-time-in-college students are graduating at only 21.6%. Efforts are underway to improve student success and there may need to be additional emphasis on first-time-in-college students. Additional summary data are found in Appendix K.

### **Assessment of Student Learning**

Student learning at the institutional level is evaluated through the assessment of core competencies. Assessment of core competencies is achieved through the “tagging” of assignments in the learning management system. Up to this point, faculty were asked to tag an assignment to measure each core competency in every course. At the end of the 2017-2018 academic year instructors brought up discussion as to the appropriateness of measuring each core competency in every course. Faculty are exploring how to determine that appropriateness and will come back with recommendations prior to the end of the 2018-2019 academic year. It is expected, however, that each program will have multiple measures of each core competency so students can demonstrate achievement of all core competencies by graduation. The assessment process is still in its infancy and the assessment team hopes to have enough data at the end of the 2018-2019 year to establish benchmarks. The faculty-led Assessment Team is also refining core competencies by adding criterion to the assessment process. Charts that demonstrate core competency measurement at the end of the 2018-2019 academic year are in Appendix L. In general, most students are graduating at or above mastery level of all core competencies.



# Appendix G - End of Semester Course Evaluations

End of Semester - Fall 2019

Response Rate: 1883/2978 (63.23 %)

## 1 - How much effort do you feel you put into this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Little	(1)	77	4.16%		2.48								
Average	(2)	818	44.17%										
A Lot	(3)	957	51.67%										
<table border="1"> <thead> <tr> <th>Response Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>1852/2962 (62.53%)</td> <td>2.48</td> <td>0.58</td> <td>3.00</td> </tr> </tbody> </table>					Response Rate	Mean	STD	Median	1852/2962 (62.53%)	2.48	0.58	3.00	
Response Rate	Mean	STD	Median										
1852/2962 (62.53%)	2.48	0.58	3.00										

## 2 - On average, how many hours per week did you spend working on this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Less than 5 hours	(1)	388	21.23%		2.20								
5-10 hours	(2)	869	47.54%										
10-15 hours	(3)	392	21.44%										
More than 15 hours	(4)	179	9.79%										
<table border="1"> <thead> <tr> <th>Response Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>1828/2962 (61.72%)</td> <td>2.20</td> <td>0.88</td> <td>2.00</td> </tr> </tbody> </table>					Response Rate	Mean	STD	Median	1828/2962 (61.72%)	2.20	0.88	2.00	
Response Rate	Mean	STD	Median										
1828/2962 (61.72%)	2.20	0.88	2.00										

## 3 - Do you feel like your takeaways from this course matched the effort you put into the course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Yes	(1)	1275	70.17%		1.36								
Somewhat	(2)	434	23.89%										
No	(3)	108	5.94%										
<table border="1"> <thead> <tr> <th>Response Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>1817/2962 (61.34%)</td> <td>1.36</td> <td>0.59</td> <td>1.00</td> </tr> </tbody> </table>					Response Rate	Mean	STD	Median	1817/2962 (61.34%)	1.36	0.59	1.00	
Response Rate	Mean	STD	Median										
1817/2962 (61.34%)	1.36	0.59	1.00										

## 4 - This course was interesting and enjoyable.

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Yes	(1)	1239	67.89%		1.39								
Somewhat	(2)	461	25.26%										
No	(3)	125	6.85%										
<table border="1"> <thead> <tr> <th>Response Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>1825/2962 (61.61%)</td> <td>1.39</td> <td>0.61</td> <td>1.00</td> </tr> </tbody> </table>					Response Rate	Mean	STD	Median	1825/2962 (61.61%)	1.39	0.61	1.00	
Response Rate	Mean	STD	Median										
1825/2962 (61.61%)	1.39	0.61	1.00										

## 5 - The work required was reasonable in relation to the credits earned (following the theory that students should actively engage with course work 3 hours per week for every 1 credit hour they are registered).

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Yes	(1)	1466	80.82%		1.23								
Somewhat	(2)	274	15.10%										
No	(3)	74	4.08%										
<table border="1"> <thead> <tr> <th>Response Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>1814/2962 (61.24%)</td> <td>1.23</td> <td>0.51</td> <td>1.00</td> </tr> </tbody> </table>					Response Rate	Mean	STD	Median	1814/2962 (61.24%)	1.23	0.51	1.00	
Response Rate	Mean	STD	Median										
1814/2962 (61.24%)	1.23	0.51	1.00										

**6 - Assignments, papers, projects, handouts, readings, quizzes, or tests contributed to my understanding of the subject.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Yes	(1)	1461	80.41%		1.23	
Somewhat	(2)	293	16.13%			
No	(3)	63	3.47%			
				0 25 50 100	Question	
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>		<b>Median</b>
1817/2962 (61.34%)		1.23		0.50		1.00

**7 - The course helped open my mind to new ideas and concepts.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Yes	(1)	1366	75.30%		1.30	
Somewhat	(2)	358	19.74%			
No	(3)	90	4.96%			
				0 25 50 100	Question	
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>		<b>Median</b>
1814/2962 (61.24%)		1.30		0.55		1.00

**8 - How often did you ask the instructor for help when you were having trouble grasping the concepts of this course?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Always	(1)	777	42.93%		1.74	
Sometimes	(2)	730	40.33%			
Never	(3)	303	16.74%			
				0 25 50 100	Question	
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>		<b>Median</b>
1810/2962 (61.11%)		1.74		0.73		2.00

**9 - The course syllabus was available at the beginning of the semester and included the course policies and outcomes or objectives.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Yes	(1)	1751	96.58%		1.06	
No	(2)	21	1.16%			
I Don't Know	(3)	41	2.26%			
				0 25 50 100	Question	
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>		<b>Median</b>
1813/2962 (61.21%)		1.06		0.31		1.00

**10 - The course readings, assignments, handouts, lectures, and other materials were easy to follow and understand.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Always	(1)	1046	57.57%		1.54	
Most of the time	(2)	593	32.64%			
Sometimes	(3)	150	8.26%			
Never	(4)	28	1.54%			
				0 25 50 100	Question	
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>		<b>Median</b>
1817/2962 (61.34%)		1.54		0.71		1.00

**11 - Assignments, papers, projects, quizzes, or tests were graded and returned within 2 weeks following the due dates.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Always	(1)	1445	79.48%		 1.27	
Most of the time	(2)	267	14.69%			
Sometimes	(3)	92	5.06%			
Never	(4)	14	0.77%			
Response Rate				Mean	STD	Median
1818/2962 (61.38%)				1.27	0.59	1.00

**12 - Assignments, papers, projects, handouts, readings, quizzes, or tests covered appropriate or relevant material/content.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Always	(1)	1443	79.55%		 1.26	
Most of the time	(2)	275	15.16%			
Sometimes	(3)	84	4.63%			
Never	(4)	12	0.66%			
Response Rate				Mean	STD	Median
1814/2962 (61.24%)				1.26	0.57	1.00

**13 - The grading system fairly and reasonably reflected assignment requirements of expectations.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Always	(1)	1409	77.80%		 1.30	
Most of the time	(2)	289	15.96%			
Sometimes	(3)	93	5.14%			
Never	(4)	20	1.10%			
Response Rate				Mean	STD	Median
1811/2962 (61.14%)				1.30	0.61	1.00

**14 - The technology used in this course (e.g. videos, projectors, virtual meetings, Canvas, email, presentations, internet/websites, apps, tablets, computers, smart phones, etc.) helped make the course material more relatable.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Always	(1)	1263	69.78%		 1.43	
Most of the time	(2)	357	19.72%			
Sometimes	(3)	156	8.62%			
Never	(4)	34	1.88%			
Response Rate				Mean	STD	Median
1810/2962 (61.11%)				1.43	0.73	1.00

**15 - The instructor's teaching style was clear and organized.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Always	(1)	1427	71.60%		 1.39	
Most of the time	(2)	394	19.77%			
Sometimes	(3)	124	6.22%			
Never	(4)	48	2.41%			
Response Rate				Mean	STD	Median
1814/2962 (61.24%)				1.39	0.71	1.00

**16 - The instructor was enthusiastic about the subject of this course and seemed to enjoy teaching the class.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Always	(1)	1642	82.47%				
Most of the time	(2)	227	11.40%				
Sometimes	(3)	82	4.12%				
Never	(4)	40	2.01%				
<b>Response Rate</b> 1814/2962 (61.24%)					<b>Mean</b> 1.26	<b>STD</b> 0.63	<b>Median</b> 1.00

**17 - The instructor communicated course content knowledgeably and was able to answer questions when you needed further clarification of difficult material.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Always	(1)	1591	80.11%				
Most of the time	(2)	263	13.24%				
Sometimes	(3)	92	4.63%				
Never	(4)	40	2.01%				
<b>Response Rate</b> 1811/2962 (61.14%)					<b>Mean</b> 1.29	<b>STD</b> 0.65	<b>Median</b> 1.00

**18 - The instructor encouraged students to learn and participate in the course through use of announcements, email, class discussions or other methods.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Always	(1)	1601	80.53%				
Most of the time	(2)	225	11.32%				
Sometimes	(3)	108	5.43%				
Never	(4)	54	2.72%				
<b>Response Rate</b> 1814/2962 (61.24%)					<b>Mean</b> 1.30	<b>STD</b> 0.70	<b>Median</b> 1.00

**19 - The instructor was willing to meet and help students as needed.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Always	(1)	1593	80.58%				
Most of the time	(2)	241	12.19%				
Sometimes	(3)	93	4.70%				
Never	(4)	50	2.53%				
<b>Response Rate</b> 1804/2962 (60.90%)					<b>Mean</b> 1.29	<b>STD</b> 0.67	<b>Median</b> 1.00

**20 - The instructor treated students with respect (using appropriate language and tone).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Always	(1)	1781	89.63%				
Most of the time	(2)	150	7.55%				
Sometimes	(3)	43	2.16%				
Never	(4)	13	0.65%				
<b>Response Rate</b> 1814/2962 (61.24%)					<b>Mean</b> 1.14	<b>STD</b> 0.45	<b>Median</b> 1.00

21 - The instructor used a variety of learning activities (e.g. lecture, videos, discussion, group work, projects, papers, quizzes, tests, etc.).

Yes	(1)	1632	82.38%
Somewhat	(2)	276	13.93%
No	(3)	73	3.69%



	0	25	50	100	Question		
<b>Response Rate</b>					<b>Mean</b>	<b>STD</b>	<b>Median</b>
1807/2962 (61.01%)					1.21	0.49	1.00

**End of Semester - Winter 2019**  
 Response Rate:1408/2585 (54.47 %)

**1 - How much effort do you feel you put into this course?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Little	(1)	54	3.86%		2.48
Average	(2)	613	43.85%		
A Lot	(3)	731	52.29%		
					Question
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1398/2585 (54.08%)		2.48		0.57	3.00

**2 - On average, how many hours per week did you spend working on this course?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Less than 5 hours	(1)	235	17.22%		2.27
5-10 hours	(2)	675	49.45%		
10-15 hours	(3)	311	22.78%		
More than 15 hours	(4)	144	10.55%		
					Question
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1365/2585 (52.80%)		2.27		0.87	2.00

**3 - Do you feel like your takeaways from this course matched the effort you put into the course?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	932	68.93%		1.37
Somewhat	(2)	334	24.70%		
No	(3)	86	6.36%		
					Question
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1352/2585 (52.30%)		1.37		0.60	1.00

**4 - This course was interesting and enjoyable.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	877	64.63%		1.43
Somewhat	(2)	371	27.34%		
No	(3)	109	8.03%		
					Question
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1357/2585 (52.50%)		1.43		0.64	1.00

**5 - The work required was reasonable in relation to the credits earned (following the theory that students should actively engage with course work 3 hours per week for every 1 credit hour they are registered).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	1082	80.27%		1.24
Somewhat	(2)	207	15.36%		
No	(3)	59	4.38%		
					Question
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1348/2585 (52.15%)		1.24		0.52	1.00

**6 - Assignments, papers, projects, handouts, readings, quizzes, or tests contributed to my understanding of the subject.**

Yes	(1)	1098	81.70%		1.22
Somewhat	(2)	201	14.96%		
No	(3)	45	3.35%		
				0 25 50 100	Question
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1344/2585 (51.99%)		1.22		0.49	1.00

**7 - The course helped open my mind to new ideas and concepts.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	1025	76.04%		1.29
Somewhat	(2)	257	19.07%		
No	(3)	66	4.90%		
				0 25 50 100	Question
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1348/2585 (52.15%)		1.29		0.55	1.00

**8 - How often did you ask the instructor for help when you were having trouble grasping the concepts of this course?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(1)	589	43.44%		1.73
Sometimes	(2)	544	40.12%		
Never	(3)	223	16.45%		
				0 25 50 100	Question
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1356/2585 (52.46%)		1.73		0.73	2.00

**9 - The course syllabus was available at the beginning of the semester and included the course policies and outcomes or objectives.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	1302	96.88%		1.05
No	(2)	12	0.89%		
I Don't Know	(3)	30	2.23%		
				0 25 50 100	Question
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1344/2585 (51.99%)		1.05		0.31	1.00

**10 - The course readings, assignments, handouts, lectures, and other materials were easy to follow and understand.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(1)	766	56.91%		1.56
Most of the time	(2)	427	31.72%		
Sometimes	(3)	135	10.03%		
Never	(4)	18	1.34%		
				0 25 50 100	Question
<b>Response Rate</b>		<b>Mean</b>		<b>STD</b>	<b>Median</b>
1346/2585 (52.07%)		1.56		0.73	1.00

**11 - Assignments, papers, projects, quizzes, or tests were graded and returned within 2 weeks following the due dates.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Always	(1)	1121	82.91%		 1.23		
Most of the time	(2)	160	11.83%				
Sometimes	(3)	60	4.44%				
Never	(4)	11	0.81%				
<b>Response Rate</b> 1352/2585 (52.30%)					<b>Mean</b> 1.23	<b>STD</b> 0.56	<b>Median</b> 1.00

**12 - Assignments, papers, projects, handouts, readings, quizzes, or tests covered appropriate or relevant material/content.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Always	(1)	1067	78.98%		 1.27		
Most of the time	(2)	206	15.25%				
Sometimes	(3)	69	5.11%				
Never	(4)	9	0.67%				
<b>Response Rate</b> 1351/2585 (52.26%)					<b>Mean</b> 1.27	<b>STD</b> 0.58	<b>Median</b> 1.00

**13 - The grading system fairly and reasonably reflected assignment requirements of expectations.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Always	(1)	1031	76.09%		 1.33		
Most of the time	(2)	223	16.46%				
Sometimes	(3)	80	5.90%				
Never	(4)	21	1.55%				
<b>Response Rate</b> 1355/2585 (52.42%)					<b>Mean</b> 1.33	<b>STD</b> 0.66	<b>Median</b> 1.00

**14 - The technology used in this course (e.g. videos, projectors, virtual meetings, Canvas, email, presentations, internet/websites, apps, tablets, computers, smart phones, etc.) helped make the course material more relatable.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Always	(1)	928	69.05%		 1.42		
Most of the time	(2)	287	21.35%				
Sometimes	(3)	108	8.04%				
Never	(4)	21	1.56%				
<b>Response Rate</b> 1344/2585 (51.99%)					<b>Mean</b> 1.42	<b>STD</b> 0.71	<b>Median</b> 1.00

**15 - The instructor's teaching style was clear and organized.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Always	(1)	1005	69.89%		 1.42		
Most of the time	(2)	288	20.03%				
Sometimes	(3)	120	8.34%				
Never	(4)	25	1.74%				
<b>Response Rate</b> 1346/2585 (52.07%)					<b>Mean</b> 1.42	<b>STD</b> 0.72	<b>Median</b> 1.00



**16 - The instructor was enthusiastic about the subject of this course and seemed to enjoy teaching the class.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Always	(1)	1179	81.48%		1.25								
Most of the time	(2)	186	12.85%										
Sometimes	(3)	64	4.42%										
Never	(4)	18	1.24%										
<table border="1"> <thead> <tr> <th>Response Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>1354/2585 (52.38%)</td> <td>1.25</td> <td>0.59</td> <td>1.00</td> </tr> </tbody> </table>					Response Rate	Mean	STD	Median	1354/2585 (52.38%)	1.25	0.59	1.00	
Response Rate	Mean	STD	Median										
1354/2585 (52.38%)	1.25	0.59	1.00										

**17 - The instructor communicated course content knowledgeably and was able to answer questions when you needed further clarification of difficult material.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Always	(1)	1162	80.42%		1.29								
Most of the time	(2)	174	12.04%										
Sometimes	(3)	89	6.16%										
Never	(4)	20	1.38%										
<table border="1"> <thead> <tr> <th>Response Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>1353/2585 (52.34%)</td> <td>1.29</td> <td>0.64</td> <td>1.00</td> </tr> </tbody> </table>					Response Rate	Mean	STD	Median	1353/2585 (52.34%)	1.29	0.64	1.00	
Response Rate	Mean	STD	Median										
1353/2585 (52.34%)	1.29	0.64	1.00										

**18 - The instructor encouraged students to learn and participate in the course through use of announcements, email, class discussions or other methods.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Always	(1)	1165	80.68%		1.29								
Most of the time	(2)	166	11.50%										
Sometimes	(3)	83	5.75%										
Never	(4)	30	2.08%										
<table border="1"> <thead> <tr> <th>Response Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>1353/2585 (52.34%)</td> <td>1.29</td> <td>0.67</td> <td>1.00</td> </tr> </tbody> </table>					Response Rate	Mean	STD	Median	1353/2585 (52.34%)	1.29	0.67	1.00	
Response Rate	Mean	STD	Median										
1353/2585 (52.34%)	1.29	0.67	1.00										

**19 - The instructor was willing to meet and help students as needed.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Always	(1)	1185	82.35%		1.27								
Most of the time	(2)	149	10.35%										
Sometimes	(3)	80	5.56%										
Never	(4)	25	1.74%										
<table border="1"> <thead> <tr> <th>Response Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>1347/2585 (52.11%)</td> <td>1.27</td> <td>0.64</td> <td>1.00</td> </tr> </tbody> </table>					Response Rate	Mean	STD	Median	1347/2585 (52.11%)	1.27	0.64	1.00	
Response Rate	Mean	STD	Median										
1347/2585 (52.11%)	1.27	0.64	1.00										

**20 - The instructor treated students with respect (using appropriate language and tone).**

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Always	(1)	1298	89.89%		1.14								
Most of the time	(2)	100	6.93%										
Sometimes	(3)	35	2.42%										
Never	(4)	11	0.76%										
<table border="1"> <thead> <tr> <th>Response Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>1352/2585 (52.30%)</td> <td>1.14</td> <td>0.46</td> <td>1.00</td> </tr> </tbody> </table>					Response Rate	Mean	STD	Median	1352/2585 (52.30%)	1.14	0.46	1.00	
Response Rate	Mean	STD	Median										
1352/2585 (52.30%)	1.14	0.46	1.00										

# Appendix H – Online Faculty Evaluation Form



Kirtland Community College

## Online Faculty Evaluation

### Employee Information

<i>Name</i>		<i>Evaluator</i>	
<i>Course</i>		<i>Date</i>	

### Ratings

	4 = Exceptional	3 = Yes	2 = Not Clear	1 = No	N/A
<i>Encourages student-faculty contact (clear guidelines for interaction with students)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li><i>• Timeline for email responses</i></li> </ul>					
<ul style="list-style-type: none"> <li><i>• Expectations for discussions</i></li> </ul>					
<i>Comments</i>					
<i>Encourages cooperation among students (assignments facilitate meaningful interactions among students)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li><i>• Instructor provides expectations for discussions</i></li> </ul>					
<ul style="list-style-type: none"> <li><i>• Required participation in discussions (with a grade)</i></li> </ul>					
<ul style="list-style-type: none"> <li><i>• Focused discussion topics</i></li> </ul>					
<ul style="list-style-type: none"> <li><i>• Feedback on discussions (evaluate quality of posts)</i></li> </ul>					
<i>Comments</i>					
<i>Encourages active learning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li><i>• Feedback from instructor</i></li> </ul>					

• <i>Peer discussion of activity</i>					
--------------------------------------	--	--	--	--	--

Comments

<i>Instructor provides prompt feedback</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

• <i>Acknowledge receipt of assignment</i>					
--	--	--	--	--	--

• <i>Informative assessment/evaluation</i>					
--	--	--	--	--	--

Comments

<i>Emphasizes time on task (due dates)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Comments

<i>Communicates high expectations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

• <i>Challenging assignments</i>					
----------------------------------	--	--	--	--	--

• <i>Praise high quality work</i>					
-----------------------------------	--	--	--	--	--

Comments

<i>Respect diversity (allow student input)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**Evaluation**

Additional Comments	
Goals	

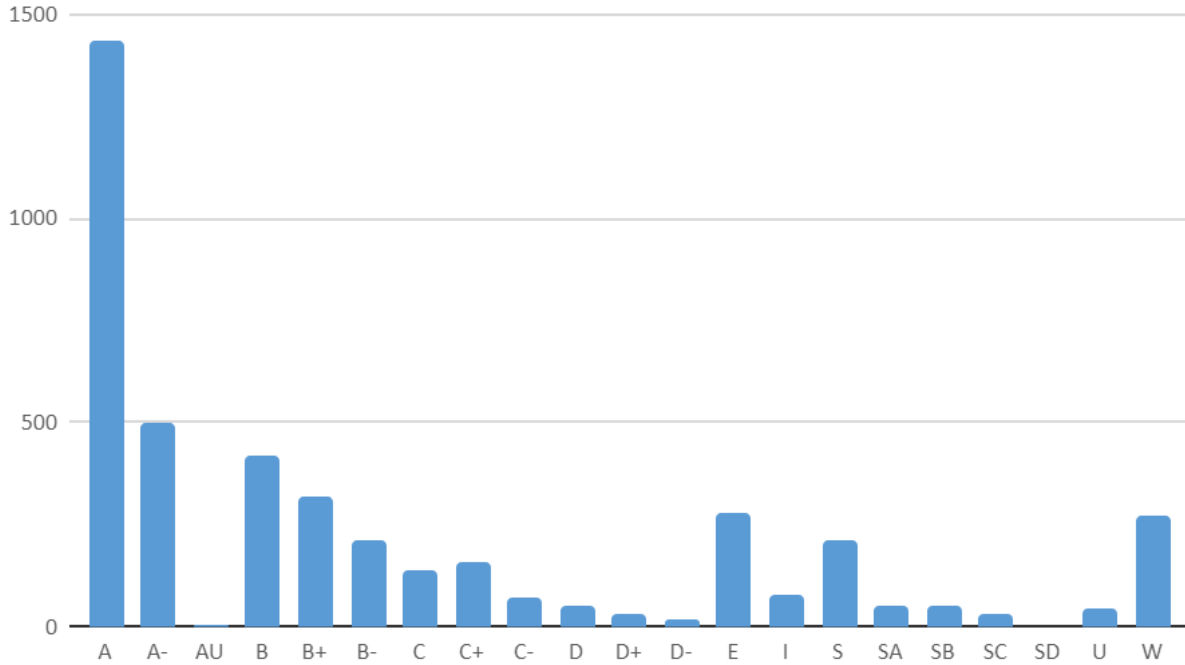
**Verification of Review**

*By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.*

Faculty Signature		Date	
Dean Signature		Date	

# Appendix I – Grade Distributions

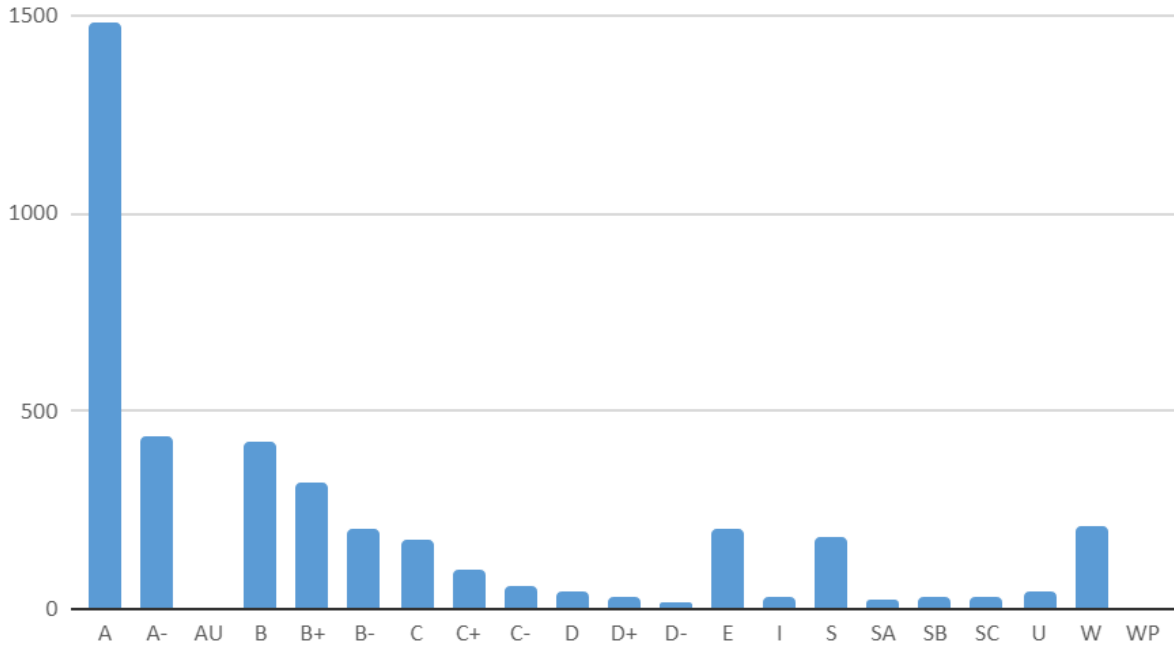
Fall 18/19 Overall Grade Distribution



As	53%
Bs	26%
Cs	10%
Ds	3%
Es	8%

\* C or better (required for transfer)- 88%

### Winter 18/19 Overall Grade Distribution



As	55%
Bs	27%
Cs	10%
Ds	2%
Es	6%

\* C or better (required for transfer)- 90%

## Appendix J – Campus-Wide Initiatives

Summary of contributions to campus-wide initiatives such as co-curricular activities and service learning.

### Origins

As the 2018-2019 academic year began, we realized the need to take stock of Kirtland's offerings in co-curricular activities. In recent years, the number of activities available to students at Kirtland has decreased, and there was also limited awareness of what sort of academically-relevant co-curricular activities already existed at Kirtland. We wanted to achieve the following goals:

1. To catalog existing co-curricular activities at the college
2. To encourage the development of more co-curricular activities in order to create a stronger connection between students and the college beyond traditional academic offerings.

We formed a committee consisting of selected faculty, staff, and administrators to begin this process. The committee has held formal in-person meetings roughly once per semester since its inception, but it has also had ongoing discussions via email to continue conversations begun in more formal meetings.

### Definitions

Initially, the committee worked to *define* co-curricular activities as they pertain to Kirtland Community College. We arrived at the following definition:

*Co-curricular activities are defined as purposeful and assessable events that complement the academic program and occur beyond the traditional classroom. Co-curricular activities are developmental, transformative, and future-focused. They are also experiential, offering authentic, hands-on opportunities to hone skills and put ideas into practice. They should develop students' engagement with their communities and their peers and align with the goals of the college's core competencies with some form of measurable outcomes.*

### 2018-2019 Initiatives

In the fall semester of 2018, the committee sent out a general survey to faculty and staff to get a sense of co-curricular activities that already existed at the college. The results showed a small but diverse array of existing activities, ranging from subject-specific field trips and service learning projects to college-wide softball games and bowling tournaments between faculty and students.

In the hopes of getting a more concrete sense of the connections between these activities and the college's mission, core competencies, and program outcomes, the committee sent a follow-up survey to the faculty who had previously responded, asking for more information including existing and/or

proposed methods of assessing the value and/or academic merit of these co-curricular activities. The results have provided us with a baseline of existing activities.

### **Samples of Existing Activities/Assessments**

1. The Surgical Technology program takes students on a field trip to the operating room of the local hospital. Students then write journals and reflective papers about the visit that connects their experiences to concepts from their courses.
2. Students in the Criminal Justice program visit the Ogemaw County Courthouse to practice giving testimony in criminal proceedings. After their testimony, the prosecutor evaluates students with a written report.
3. Students in the HUM 205 (“The Individual and Society”) class perform a 10-hour service learning project during the semester that links experiences with a community organization of their choice with academic concepts from the course. Students reflect on their experiences in a series of papers and a group presentation at the end of the semester.
4. Students in English Composition classes visit community organizations (including animal shelters, domestic violence shelters, the American Red Cross, etc.), interview employees and clients of the organizations, and publish YouTube videos of their observations about the role of these organizations. The videos are scored by instructors for their merit based on the college’s core competencies and English departmental outcomes.

### **Next Steps**

From here, we are working during the 2019-2020 academic year to increase the college’s co-curricular offerings. We have set up (and in one case, already implemented) the following plans:

1. In August 2019, three faculty from the committee presented the group’s progress to the entire college staff at the fall semester convocation.
2. At a faculty professional development meeting during the 2019-2020 academic year, the committee will spearhead a lengthy discussion of co-curricular activities to brainstorm future activities and to solidify the assessment of existing activities.
3. At the start of each successive academic year, the committee will send out a brief survey to all faculty asking for updates or adjustments (if any) to their existing co-curricular activities based on previous assessments, along with ideas for new activities.
4. We hope to find ways to solicit more student input into the college’s co-curricular offerings to better serve our student population.

# Appendix K - Credentialing Information

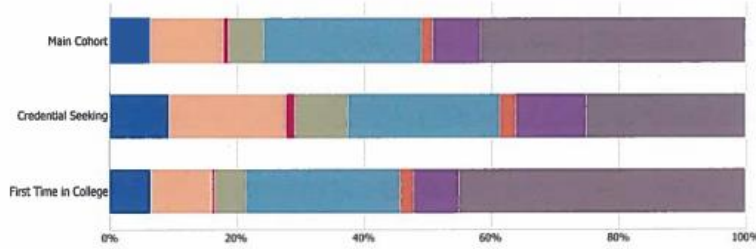
Kirtland Community College (Roscommon, MI)

Six Year Cohort (Fall Students 2012)

These data represent students that first entered the college in Fall Students 2012 (or summer before) and their progress by the end of six years.

## Six-Year Outcomes

### Outcomes by the end of Six Years by Cohort Type



Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	431	269	297
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	6.3%	9.3%	6.4%
Associate (No Transfer)	11.6%	18.6%	9.8%
Certificate (Transfer)	0.7%	1.1%	0.3%
Certificate (No Transfer)	5.6%	8.6%	5.1%
No Award (Transfer)	24.8%	23.8%	24.2%
Still Enrolled	1.9%	2.6%	2.0%
Left with > or = 30 credits	7.4%	10.8%	7.1%
Left with < 30 credits	41.8%	25.3%	45.1%

#### Cohort Types

Different types of students

A. Main Cohort: fall entering, first time at reporting college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

\*Students could be in more than one cohort type.

#### Six-Year Outcomes Measures

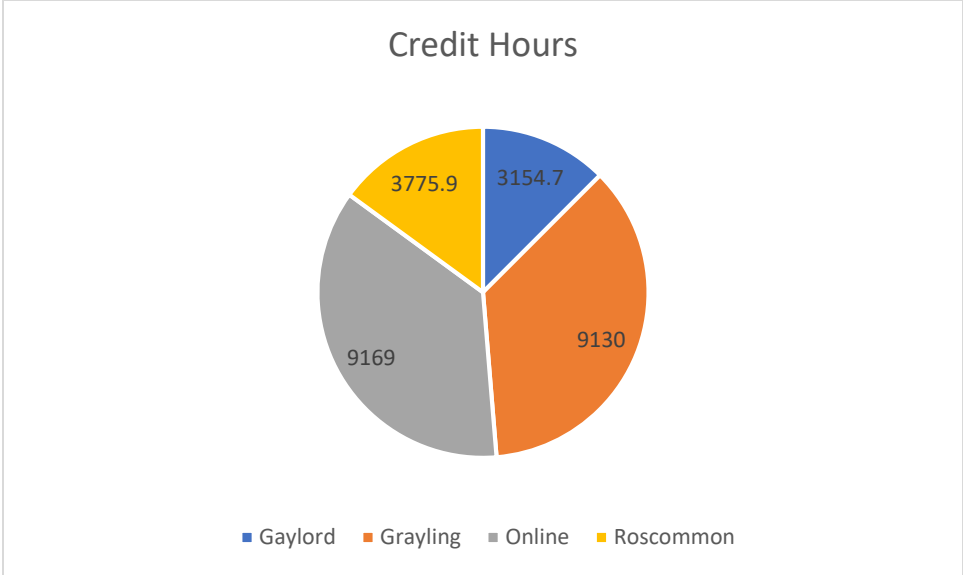
These measures report nine potential outcomes for the students in the cohort ranging from receipt of a credential (with and without transfer) to left the college.

Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

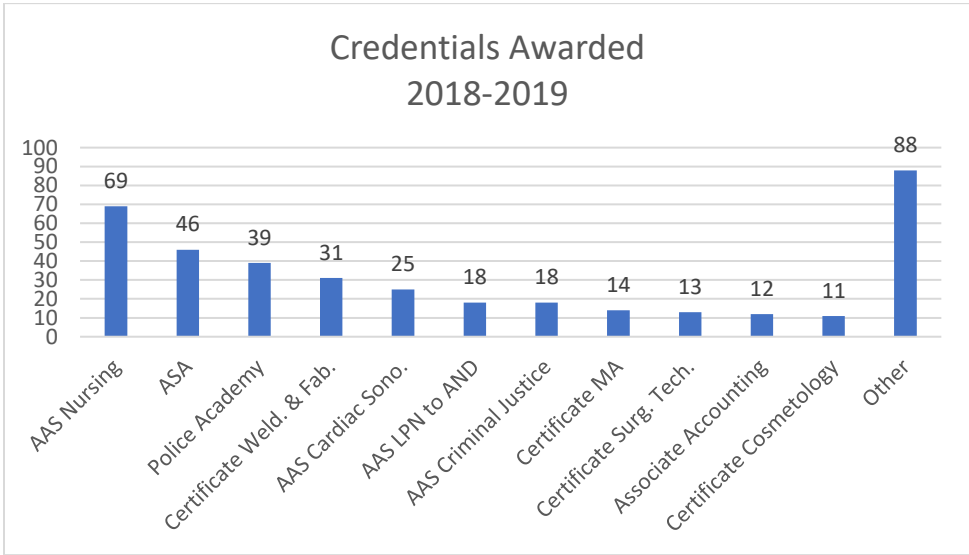
- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at the reporting college

	Main Cohort	Credential Seeking	First Time in College
Total Associate	17.9%	27.9%	16.2%
Total Certificate	6.3%	9.7%	5.4%
Total Credentials	24.2%	37.6%	21.6%



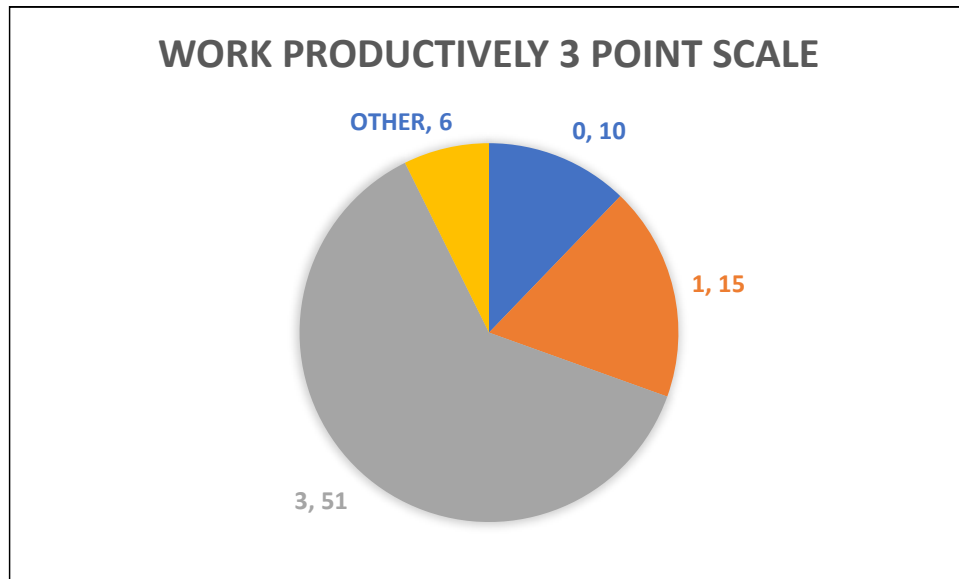


Location	Credit Hours	Percent
Gaylord	3154.7	13
Grayling	9130	36
Online	9169	36
Roscommon	3775.9	15
<b>Total</b>	<b>25229.6</b>	<b>100</b>

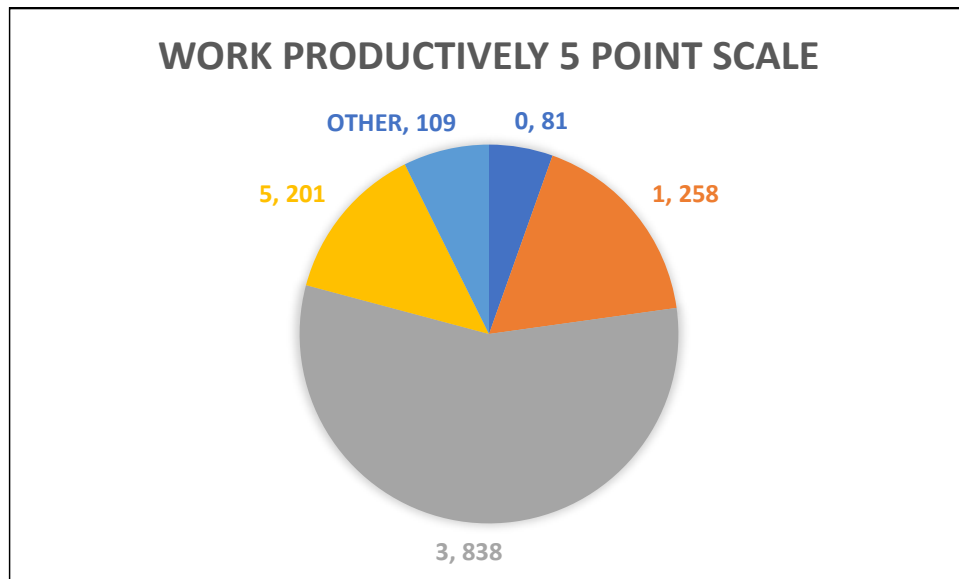


## Appendix L – Core Competency Data

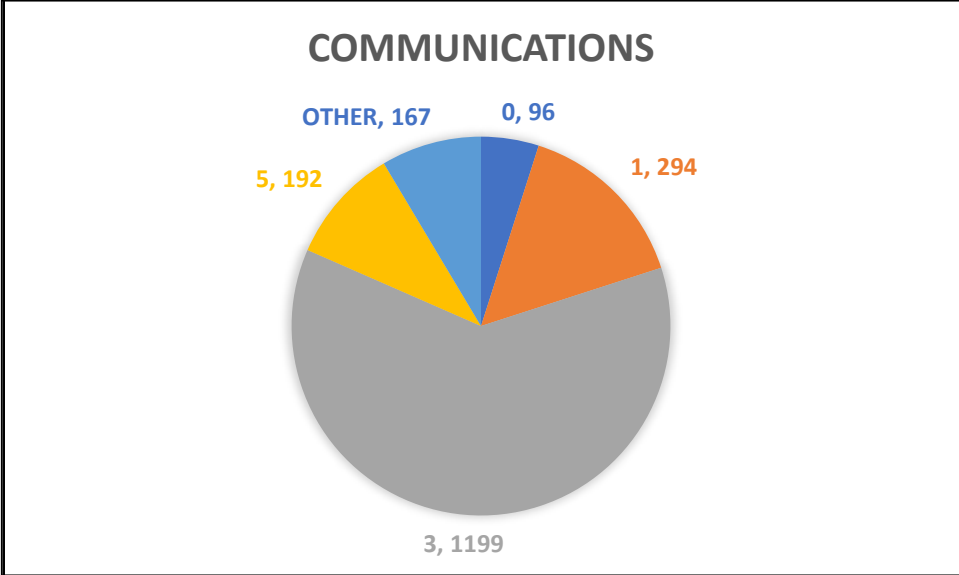
2018-2019



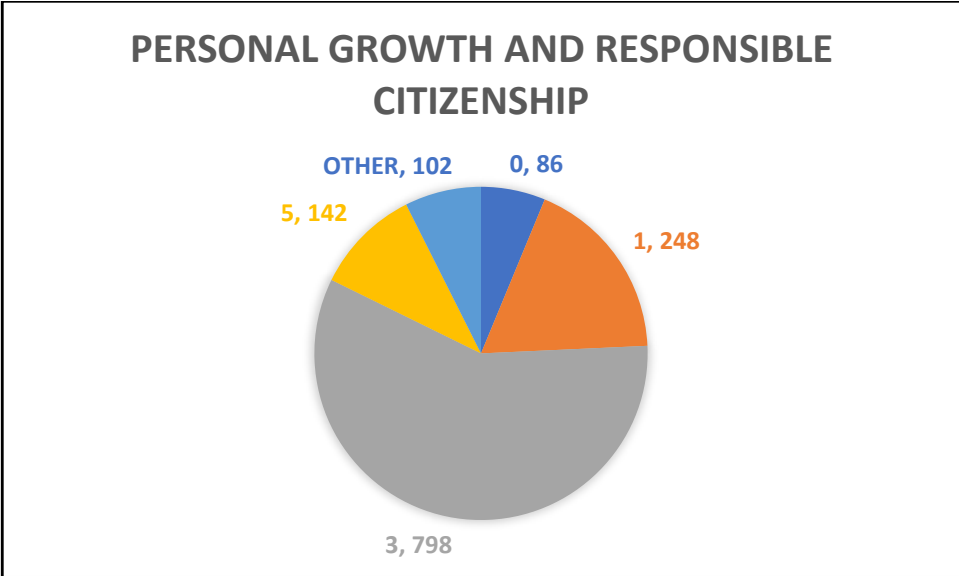
Work Productivity - 82 total  
62% at mastery; 30% near or below mastery



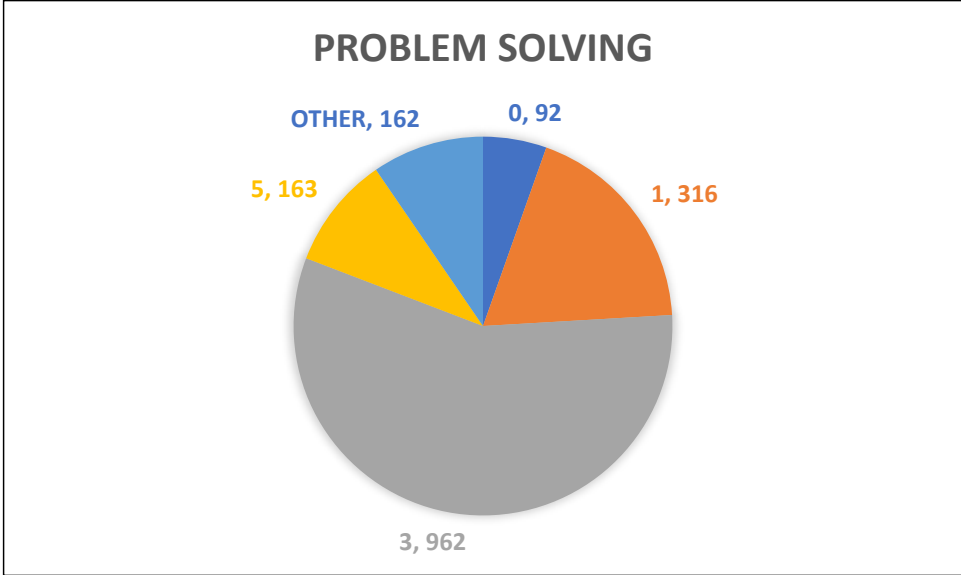
Work Productively – 1,487 total  
14% exceeded mastery & 56% at mastery; 23% near or below mastery



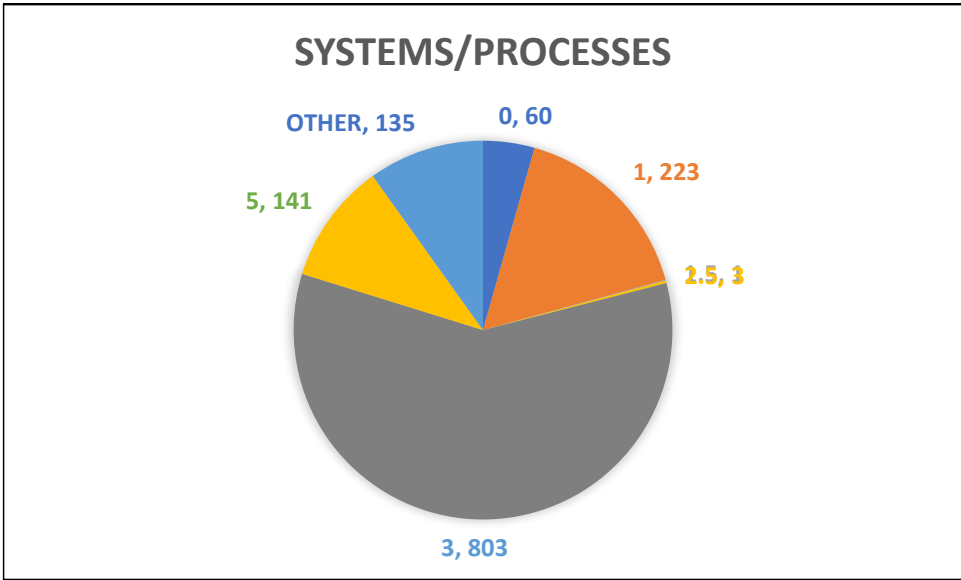
Communications – 1,948 total  
 10% exceeded mastery & 62 at mastery; 20% near or below mastery



Personal Growth and Responsible Citizenship – 1,376 total  
 10% exceeded mastery & 58% at mastery; 24% near or below mastery

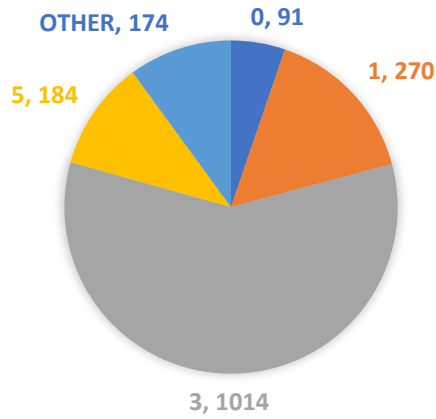


Problem Solving – 1,695 total  
 10% exceeded mastery & 56% at mastery; 24% near or below mastery



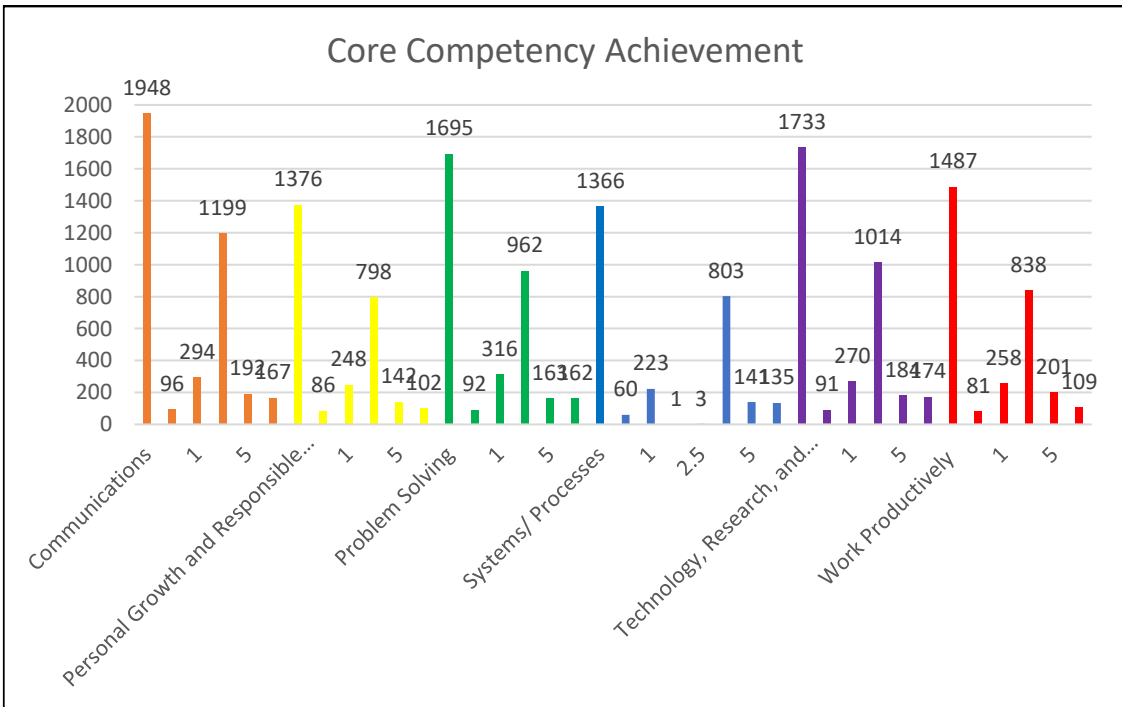
Systems/ Processes – 1,366 total  
 10% exceeded mastery & 59% met mastery; 22% near or below mastery

## TECHNOLOGY, RESEARCH, AND INFORMATION LITERACY

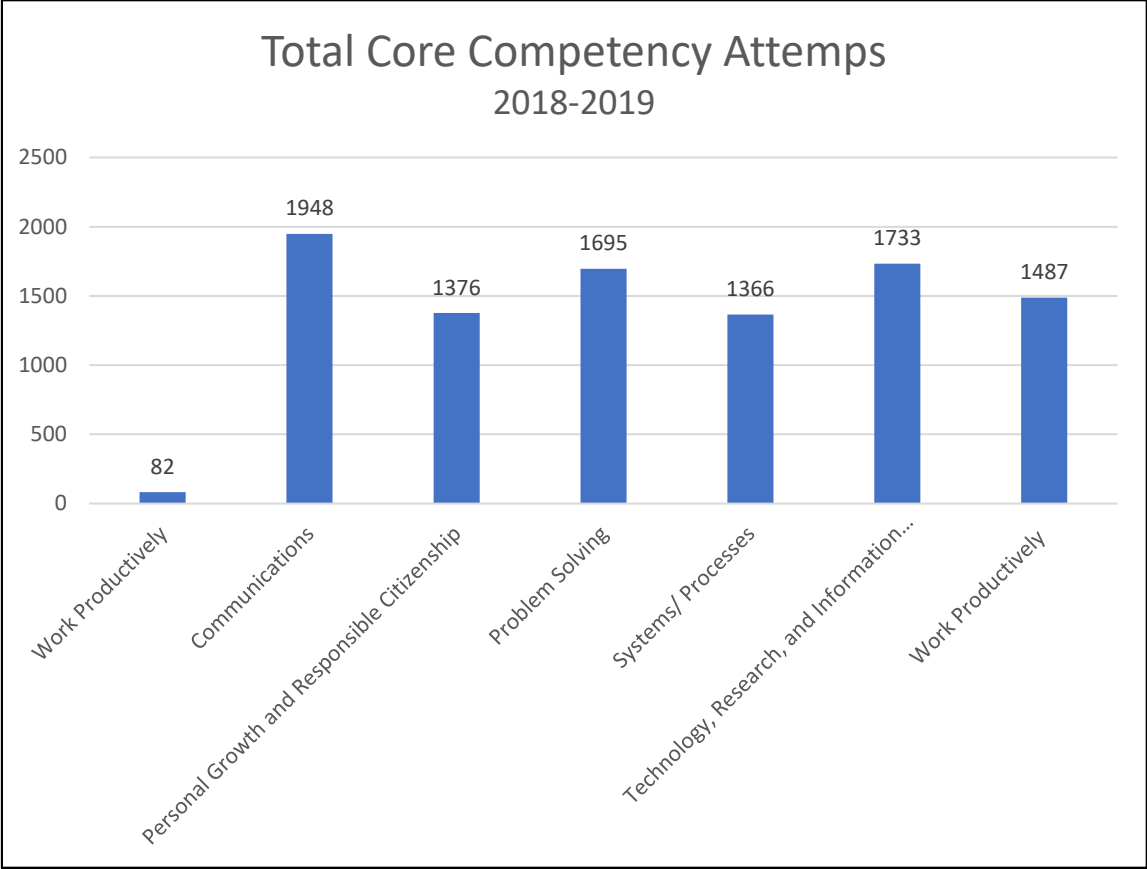


Technology, Research, and Information Literacy - 1,733 total  
 11% exceeded mastery & 59% at mastery; 21% near or below mastery

## Core Competency Achievement



In each category the vast majority of students met competency with a 3.



Work Productively – Left = 3-point scale; Right = 5-point scale

## Appendix M – Assessment Handbook

# ASSESSMENT HANDBOOK



Assessment, at the course, program, and institutional level, is an integral component of higher education. While assessment has always been an important part of academics at Kirtland Community College (KCC), we recognize that there was a need to further develop the assessment process across academic departments and programs. Thus, in 2017, the college created an assessment team consisting of members from administration, faculty, and staff to assist with the ongoing assessment process.

The team actively works with faculty to further develop and assess the college's core competencies, program, department outcomes, and course outcomes using a systematic approach that outlines what students are learning and how they are learning it.

To further strengthen the entire process, the team also developed this handbook to serve as a reference for both part-and full-time instructors as they assess student success in their courses, departments, and programs

### HANDBOOK CONTENTS

The Education Pathway	Page 2
Accreditation	Page 3
Assessment Cycle	Page 3
Institutional Assessment	Page 4
Classroom Assessment	Pages 5-6
Rubrics, Assessment, and Canvas	Pages 7-11
Using the Core Competency Rubric	Page 11
Importing Core Competencies Into Canvas Course	Pages 12-14
Importing Program Outcomes Into Canvas Course	Page 15
Additional Resources	Page 16

### THE ASSESSMENT TEAM

Amy Kuczynski	Biology Faculty
Christine Bingle	Speech Faculty
Courtney Hornof	Developmental English Faculty
Michael Peters	Psychology Faculty
John Thiel	History Faculty
Julie Lavender	Vice President of Instructional Services
David Cable	Center for Teaching and Learning Director
Rena Klee	Associate Registrar
Wini Sharpe	Systems Analyst



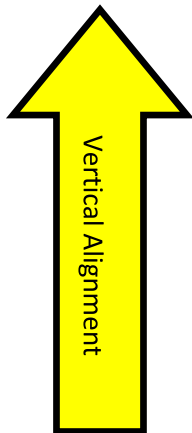
**WELCOME**

As you partake in Kirtland's journey to provide innovative educational opportunities that enhance student lives and build stronger communities, you will want to familiarize yourself with the educational jargon used to describe and implement KCC's mandatory assessment process. But first, please allow us to provide a bit of context.

**THE EDUCATION PATHWAY: VERTICAL & HORIZONTAL ALIGNMENT**

Vertical alignment assumes students acquire certain skills and knowledge in previous instruction thereby laying the foundation for the next level. The State of Michigan has academic standards that define the skills and knowledge students should acquire in each K-12 grade level. As college instructors, our job is to build on the foundations established in K-12 to prepare students for their transition into careers whereas K-12 instructors are preparing students to move to the next level or grade.

Example



			College
		High School	apply communication skills, analytical skills, and mathematical thinking within different contexts and then, within a chosen disciplinary pathway
	Elementary School	analyze texts, compose different types of essays, conduct basic research, apply more complex algebraic formulas	
Pre-School	spell, read, create sentences and paragraphs, apply basic formulas like adding, subtracting, and multiplying		
recognize letters and numbers			

Horizontal alignment, on the other hand, assumes that all students taking the same course (regardless of grade level) will acquire the same knowledge and skills (building their schema) in preparation for the next level.

#### Examples

- All 4th grade Language Arts teachers are teaching the same skills and knowledge.
- All high school Pre-Calculus teachers are teaching the same skills and knowledge.
- All Human Physiology 251 college instructors are teaching the same skills and knowledge.

Horizontal alignment is especially important in college because instructors or employers assume students – who completed a specific course before transferring from one college to another or to the workplace – acquired the knowledge and skills needed in that content area to move forward in their major or meet their job requirements.

*Sidebar: Students often need help understanding how skills are transferred from one course to another and from an educational setting to real-world application.*

As we mentioned before, the State of Michigan has academic standards that define the skills and knowledge students should acquire in each K-12 grade level. K-12 schools are therefore, regulated by the state. Colleges do have to meet certain standards to operate in the state, but our instructional design is a bit different in that we create our own institutional standards and our transfer degree program outcomes, but we are monitored by accreditation agencies – some who have established program outcomes that certain departments must use as guidelines to develop instruction.

#### **ACCREDITATION**

Accreditation is a process that involves planning, data analysis, and improvement. By participating in the accreditation process, educational institutions are more likely to maintain their accreditation and thus, enhance their credibility.

KCC strives to maintain accreditation institutionally through the Higher Learning Commission (HLC) to provide our stakeholders with the assurance that our educational standards of quality are exemplary. Additionally, certain programs maintain additional accreditations (e.g. health information technology, mechatronics, police academy, etc.).

By retaining accreditations, we gain the following benefits:

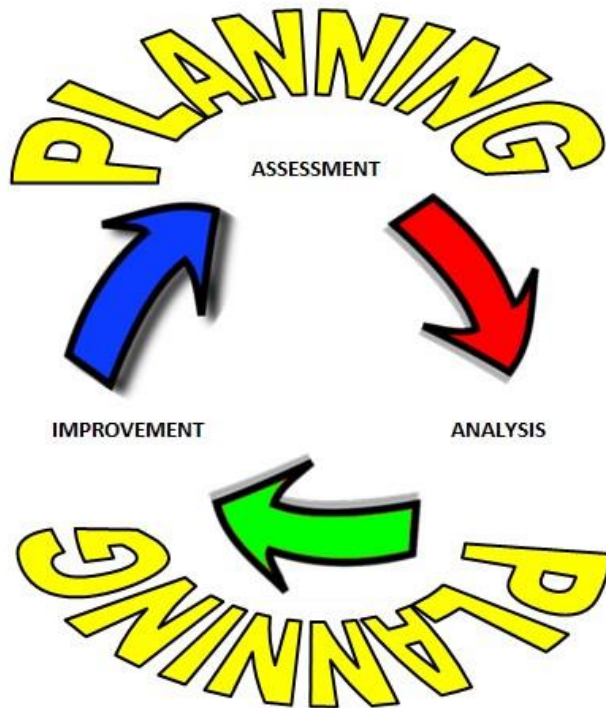
- Provides a system for determining eligibility for federal grants or loans
- Increases chance students will choose KCC over others
- Increases confidence that credits earned at KCC will transfer
- Assists employers in determining whether or not candidates are qualified
- Assists employers in determining employee eligibility for tuition benefits
- Permits students the ability to take certification exams

Assessment at KCC can be viewed as an infinite cycle that helps us maintain our accreditations. If KCC does not continuously work through this cycle, we will lose our accreditations, and ultimately, we lose our benefits as an institution.

---

## THE ASSESSMENT CYCLE

**Phase 1:** KCC's Assessment Team facilitates the planning part of the assessment cycle (ad infinitum).



Considerations in this phase include:

- defining assessment milestones
- creating and distributing assessment materials
- examining perspectives, insights, and concerns from stakeholders
- setting and monitoring goals for institutional assessment
- preparing the assessment mechanism (Canvas LMS)
- assisting faculty in the implementation of assessment

**Phase 2:** Faculty (full-time and part-time) create and assign summative assessments in their courses, and then, mark the student artifacts in Canvas with numbers that represent each student's level of achievement for relevant core competencies and/or program outcomes.

**Phase 3:** The Assessment Team gathers and analyzes data to determine where improvement is needed institutionally.

Some areas of improvement may include:

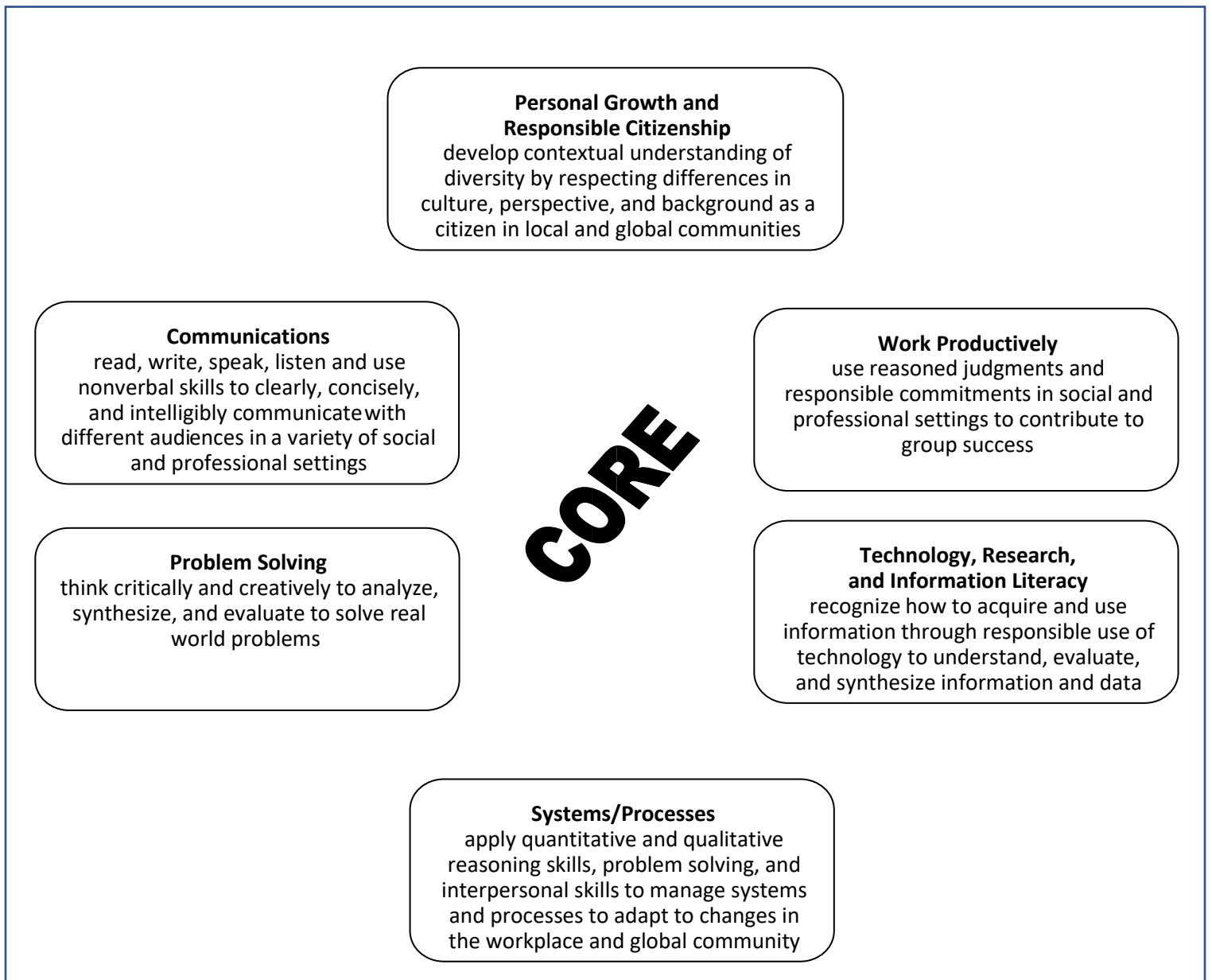
- overall assessment process
- the scoring system
- feedback from stakeholders
- assessment artifacts
- validity and reliability of data

**Phase 4:** The Assessment Team and other key stakeholders use the results from Phase 3 to develop and execute improvements, thus restarting the cycle.

## INSTITUTIONAL ASSESSMENT

Institutional assessment is a process used to determine whether or not KCC is meeting its institutional goals.

At KCC, we have six core competencies:



Core competencies can be viewed as institutional outcomes, so to speak. That is, by the time students finish their work at KCC, ideally, they should have reached mastery of the six competencies. The summative artifacts used to assess course outcomes are also used to assess core competencies.

**CLASSROOM ASSESSMENT – BACKWARD DESIGN**

Each course has a list of established outcomes (intended results) – which align with other instructors teaching the same course (regardless of school or location). As you design your course, you'll want to start by breaking down each of the outcomes into smaller measurable objectives. What do students need to do in order to show they have mastered the skill associated with each outcome?

Outcome vs. Objective	
<ul style="list-style-type: none"> <li>○ Outcomes are used to measure learning (evidence that learning took place).               <ul style="list-style-type: none"> <li>▪ If students do well... course design or assessment revision may likely be unnecessary</li> <li>▪ If students don't do well... course design or assessment revision may likely be necessary</li> </ul> </li> <li>○ Assessment Type = Summative Summative assessments are based on course outcomes; gauge student learning at a particular point in time relative to outcomes; and are graded, significant, and formal.</li> <li>○ By the end of this course, students can [Bloom's Taxonomy verb] which will be demonstrated through the fulfillment of assignment objectives.</li> <li>○ By the end of this course, students can <i>use defining and questioning as strategies to monitor and improve comprehension</i> which will be demonstrated through the fulfillment of assignment objectives.</li> </ul>	<ul style="list-style-type: none"> <li>○ Objectives are used to inform instruction (verification that instruction was understood).               <ul style="list-style-type: none"> <li>▪ If students do well... further instruction may likely be unnecessary</li> <li>▪ If students don't do well... further instruction may likely be necessary</li> </ul> </li> <li>○ Assessment Type = Formative Formative Assessment(s) are based on small objectives that lead to outcome achievement. They are designed as informal activities or small assignments to help instructors determine next steps; they may or may not be graded.</li> <li>○ This assignment aims to determine the level at which students can [objective] (which is necessary for students to meet outcome #? of this course).</li> <li>○ This assignment aims to determine the level at which students can <i>identify word parts</i> (which is necessary for students to meet outcome #1 of this course).</li> </ul>

### Examples

Outcome #1 = Use defining and questioning as strategies to monitor and improve comprehension

#### Objectives

- Identify word parts
- Analyze sentence structure to determine word function
- Compose unique contextual definitions of words □ Answer various types of questions

Outcome #2 = Demonstrate correct MLA usage in written compositions

#### Objectives

- Add a running head with page numbers to a document
- Format the font and spacing correctly
- Ensure the alignment meets MLA specifications
- Create a 2+ page assignment

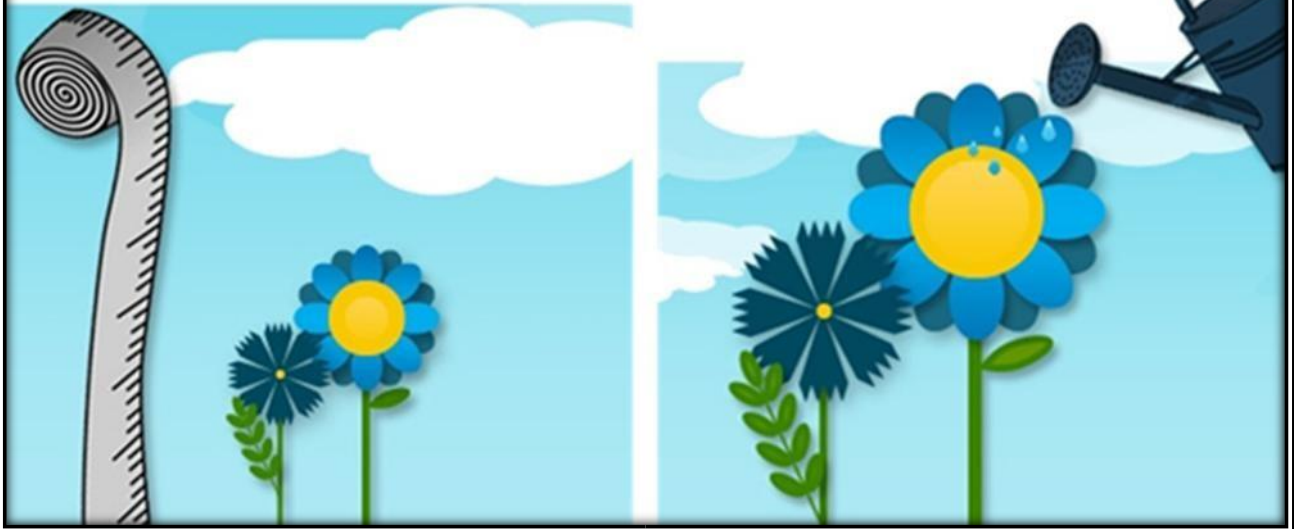
Once you have your outcomes broken down into smaller objectives, you will want to create the artifacts that you will use throughout the semester to inform instruction and measure student learning. Your artifacts do not have to be the same as those used by other instructors teaching the same course as long as the artifacts are designed to meet the same course outcomes.

- Determine what type of artifact(s) you will use to assess whether or not students have met these objectives. Build your instruction using these objectives and artifacts.
- Determine what type of artifact(s) you will use to assess whether or not students have reached mastery of the course outcomes. Evaluate your course design with these artifacts. *You will also use these artifacts to complete your portion of KCC's institutional assessment.*

Summative assessment of the plants is the process of simply measuring them. Comparing and analyzing measurements might be interesting but these measurements do not affect the growth of the plants.

Formative assessment, on the other hand, is the equivalent of feeding and watering the plants to meet their needs which directly affects their growth.

## The Garden Analogy



### Summative Assessment Artifacts

- ✓ capstone project
- ✓ graded clinical
- ✓ final exam / test
- ✓ midterm exam / test
- ✓ unit exam / test
- ✓ graded lab
- ✓ paper
- ✓ project
- ✓ speech
- ✓ portfolio
- ✓ presentation

### Formative Assessment Artifacts

- ✓ conferences
- ✓ demonstrations
- ✓ drawings
- ✓ exit slips
- ✓ graphic organizers
- ✓ journals
- ✓ quiz
- ✓ response papers
- ✓ summaries
- ✓ surveys
- ✓ Q & A
- ✓ KWL

## RUBRICS, ASSESSMENT, AND CANVAS

Rubrics are detailed guides that describe performance expectations for student work. Before creating a rubric, you'll want to decide which kind will best fit your needs.

A holistic rubric is used when criteria are evaluated simultaneously.

The "A" Paper	The "B" Paper	The "C" Paper	The "D" Paper	The "E" Paper
Contains no errors in logic, conventions, or mechanics. Argument is well-supported with sufficient explanation and use of credible sources.	Contains up to 2 errors in logic, conventions, or mechanics. Argument is supported with sufficient explanation and use of credible sources.	Contains up to 5 errors in logic, conventions, or mechanics. Argument is supported but lacks sufficient explanation and use of credible sources.	Contains up to 5 errors in logic, conventions, or mechanics. Argument is minimally supported but lacks sufficient explanation and use of credible sources.	Contains 5+ errors in logic, conventions, or mechanics; argument is not supported; or argument lacks explanation and use sources.

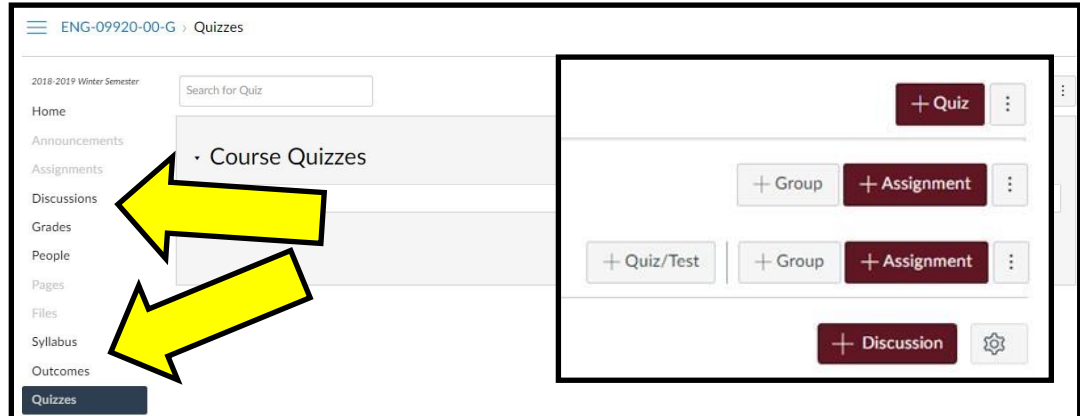
An analytic rubric is used when criteria are evaluated separately.

Title: J19-103-Practice <span style="float: right;">Find a Rubric</span>						
Criteria	Ratings	Pts				
Conventions Grammar, punctuation, spelling, capitalization, and sentence structure	5 pts <b>Proficient</b> No errors + Errors are limited to 2-3	4 pts <b>Above Average</b> No + distracting errors	3 pts <b>Average</b> No + One or more types of distracting errors	2 pts <b>Needs Work</b> One or more + Assignment is completely lacking in this area	0 pts <b>What happened?</b> Assignment is completely lacking in this area	<input type="text" value="5"/> pts
Mechanics APA/MLA formatting and citations guidelines, alignment, margins, indentation, spacing, colors, graphics, and font size/type	5 pts <b>Full Marks</b> No errors + Errors are limited to 2-3	4 pts <b>Above Average</b> No + distracting errors	3 pts <b>Average</b> No + One or more types of distracting errors	2 pts <b>Needs Work</b> One or more + Assignment is completely lacking in this area	0 pts <b>What happened?</b> Assignment is completely lacking in this area	<input type="text" value="5"/> pts
Content & Development Relevance, elaboration, knowledge-management, flawless logic, style, purpose, tone, context, audience, organization	5 pts <b>Proficient</b> No errors + Errors are limited to 2-3	4 pts <b>Above Average</b> No + distracting errors	3 pts <b>Average</b> No + One or more types of distracting errors	2 pts <b>Needs Work</b> One or more + Assignment is completely lacking in this area	0 pts <b>What happened?</b> Assignment is completely lacking in this area	<input type="text" value="5"/> pts



There are two ways you can create rubrics in Canvas: A) from the assignments, discussions, or quizzes page or B) from the outcomes page.

1. If you'll be creating the rubric before your assessment (assignment, discussion, or quiz), you'll want to select Outcomes from the left navigation panel in your Canvas course to create a new rubric.



Next, select Manage Rubrics.

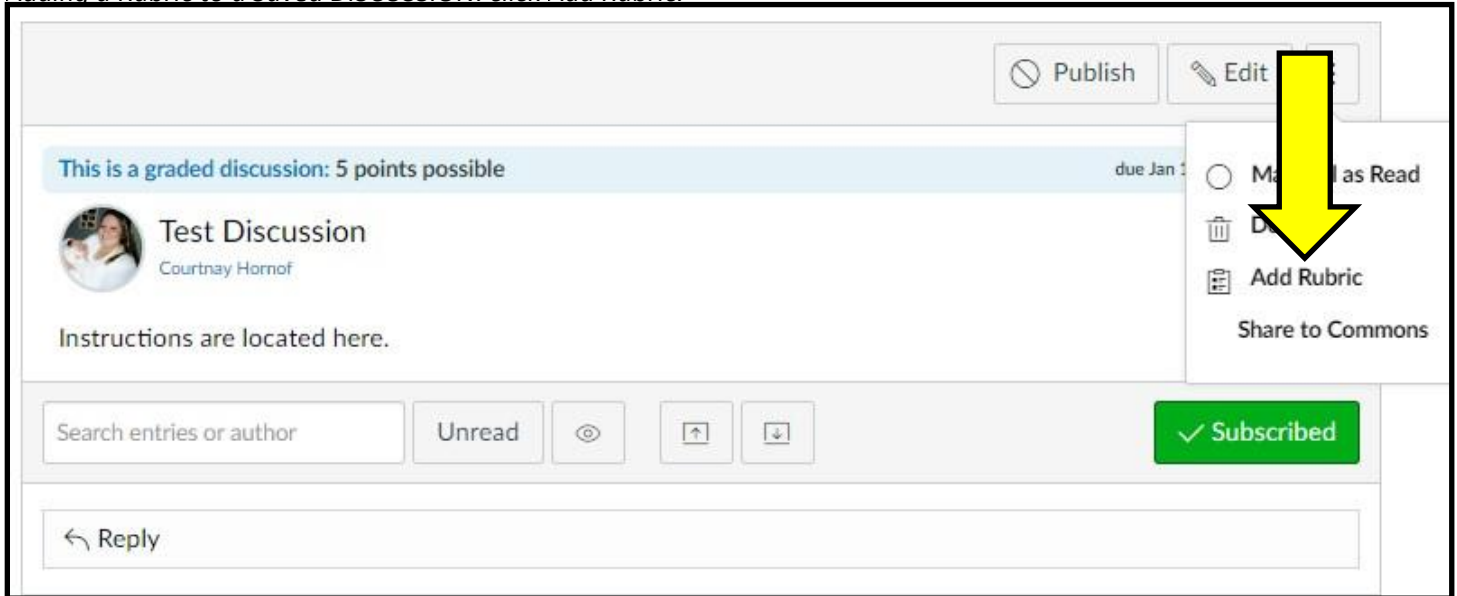


Then, click Add Rubric.



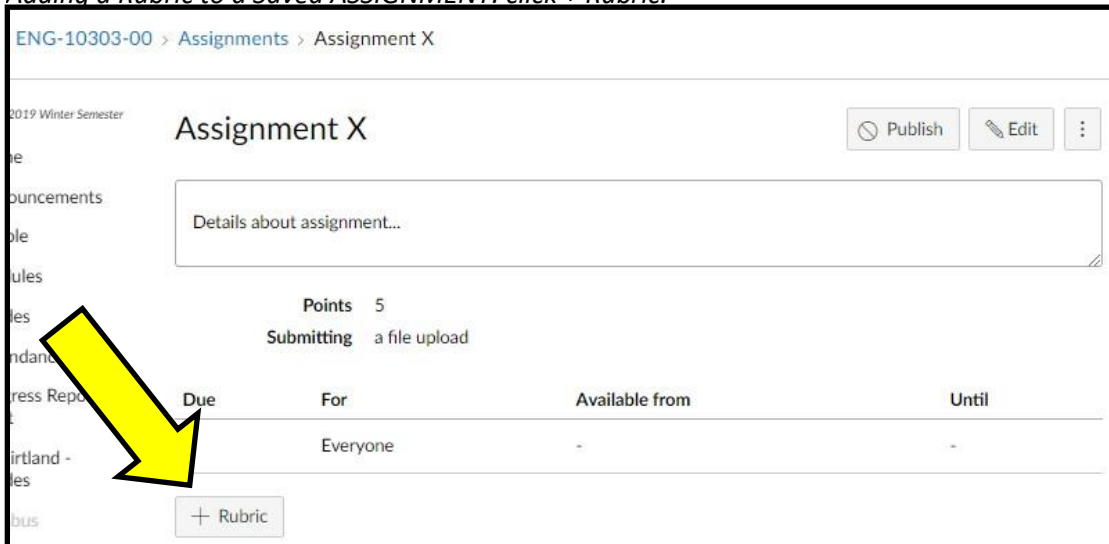
2. If you will be creating the rubric with your assessment, you'll want to select the type of assessment you are creating (assignment, discussion, or quiz) from the left navigation panel in your Canvas course. After you create and save your assessment (add the description, instructions, questions, etc.), you're ready to create your rubric. Graphics are included on the next page that show the location for rubric creation within an assignment, quiz, or discussion.

*Adding a Rubric to a Saved DISCUSSION: click Add Rubric.*



The screenshot shows the top portion of a Canvas discussion page. At the top right, there are 'Publish' and 'Edit' buttons. Below them, a blue banner indicates 'This is a graded discussion: 5 points possible'. The discussion title is 'Test Discussion' by Courtney Hornof. A yellow arrow points to the 'Add Rubric' option in the edit menu that appears when the 'Edit' button is clicked. Other menu options include 'Mark as Read', 'Delete', and 'Share to Commons'. Below the discussion title, there is a search bar, an 'Unread' button, and a 'Subscribed' button.

*Adding a Rubric to a Saved ASSIGNMENT: click + Rubric.*



The screenshot shows the top portion of a Canvas assignment page. The title is 'Assignment X'. There are 'Publish' and 'Edit' buttons at the top right. Below the title, there is a text area for 'Details about assignment...'. A yellow arrow points to the '+ Rubric' button located at the bottom left of the page. The page also displays assignment details such as 'Points 5', 'Submitting a file upload', and a table with columns for 'Due', 'For', 'Available from', and 'Until'.

Adding a Rubric to a Saved QUIZ: click Show Rubric, and then, click Add Rubric (which will appear in a pop-up box).

The screenshot shows the interface for editing a quiz titled "Quiz: Recognizing Plagiarism". At the top, there are navigation links for "Quizzes" and the current quiz name. Below this, there are action buttons: "Publish", "Preview", "Edit", and a three-dot menu. A yellow arrow points down to the three-dot menu, which is open, showing options: "Show Rubric", "Lock this Quiz Now", "Delete", and "Share to Commons". Another yellow arrow points left to a pop-up box titled "Assignment Rubric Details" which contains an "Add Rubric" button. The main title "Quiz: Recognizing Plagiarism" is visible below the buttons.

Now, you are ready to add the criteria to your rubric. You can click the pencil icons to add and edit the text as needed (Figures A-B).

Criteria	Ratings	Pts
Description of criterion	0 pts No Marks	5 pts

+ Criterion Find Outcome Total Points: 5

Cancel Create Rubric

### Figure A

Edit Criterion

Description

Description of criterion

Long Description

Cancel Update Criterion

### Figure B

Edit Rating

Description of criterion

Rating Score

5 pts

Rating Title

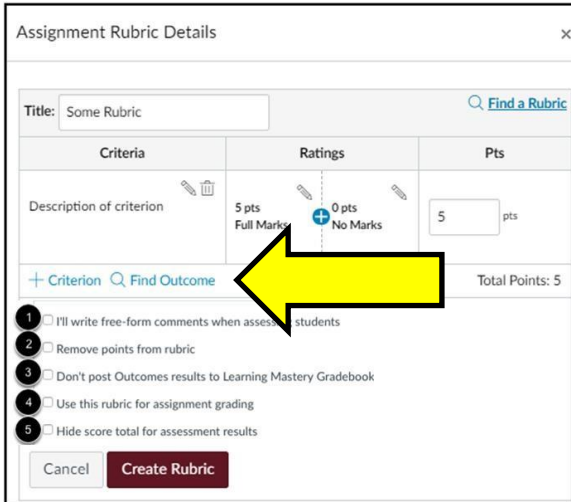
Full Marks

Rating Description

Cancel Update Rating

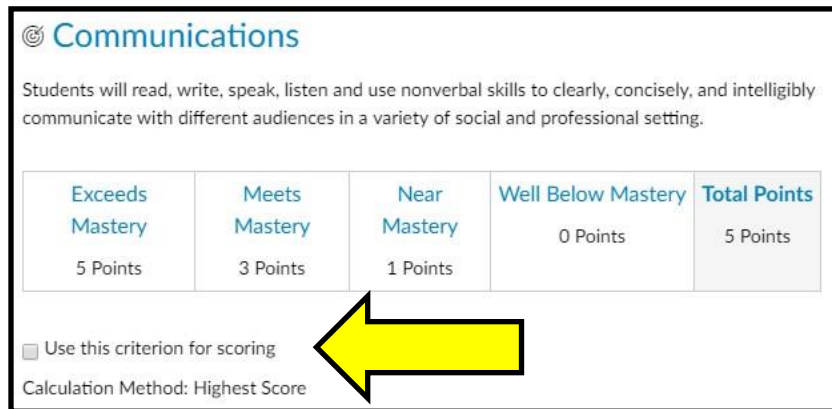
After adding your criteria, you will want to add the core competencies most relevant to your course and the program outcomes to the rubric.

To add the competencies and outcomes to the rubric, select Find Outcome.



1. Ratings are not included when this option is selected.
2. When remove points is selected, the assignment will not have a point value.
3. To use the Mastery option, you'll have to enable the Learning Mastery Gradebook in your course settings.
4. Selecting this option allows you to use the SpeedGrader to score your students' work.
5. Hiding scores is not available when the rubric is not being used for grading. If the rubric is only being used for institutional assessment, selecting this option will hide the scores from your students though they will still see their ratings.

Your populated outcomes list will open. Click the outcome you want to add and then, uncheck the box "Use this criterion for scoring" if you do not want the outcome measured as a part of the students' grade on the assignment. Repeat this step until you have added all of the outcomes that you want to assess using this assignment. If the outcomes list does not populate, then, you will need to import the outcomes into your course as seen on the following pages.



**IMPORTANT NOTE: PLEASE ONLY ASSESS EACH COMPETENCY AND EACH OUTCOME ONE TIME - AS CLOSE TO THE END OF THE SEMESTER AS POSSIBLE - USING ONE OR MORE SUMMATIVE TYPE ASSESSMENTS.**

## USING THE RUBRIC SCALE FOR ASSESSING CORE COMPETENCIES AND PROGRAM OUTCOMES

Exceeds Mastery 5 Points	Meets Mastery 3 Points	Near Mastery 1 Points	Well Below Mastery 0 Points	Total Points 5 Points
--------------------------------	------------------------------	-----------------------------	--------------------------------	--------------------------

In general, mastery means 80% right 80% of the time. However, until the Assessment Team and faculty work through a norming process and establish benchmarks, we are assigning scores for student performance using the following criteria:

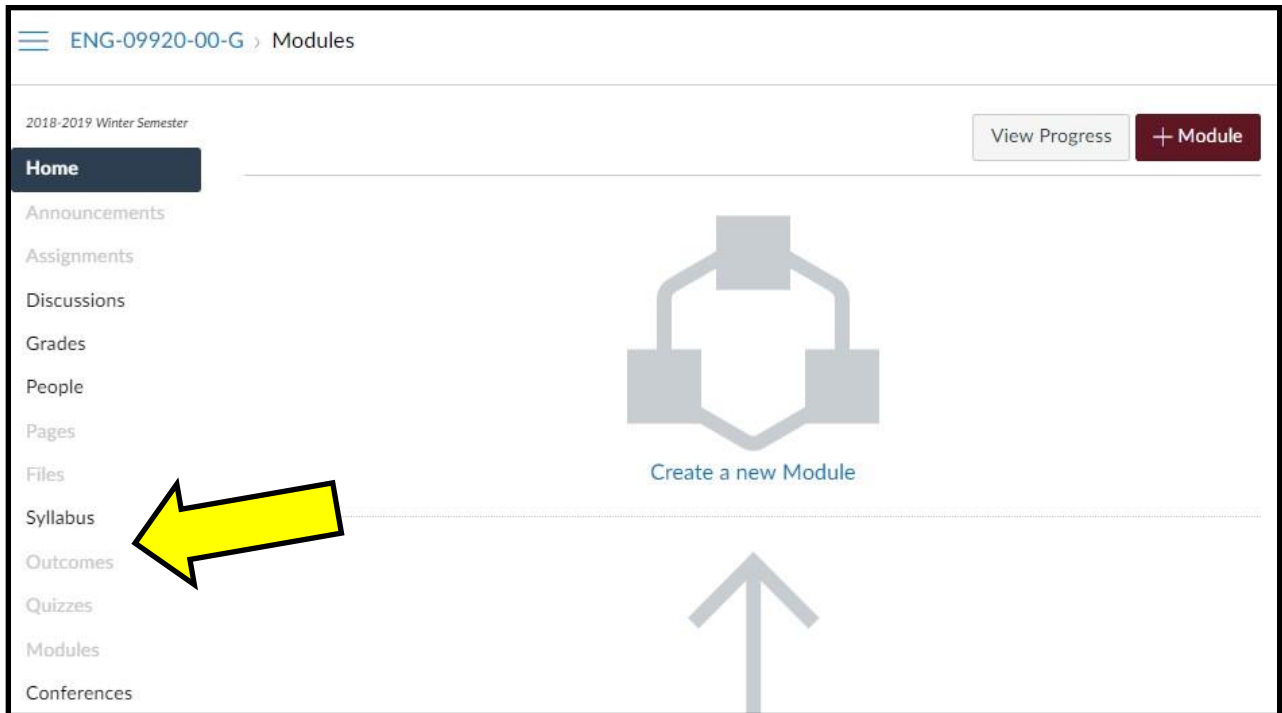
- 100 level courses = foundational ability/knowledge/application beyond that which is covered in high school courses
- 200 level courses = intermediate ability/knowledge/application beyond that which is covered in a 100-level course
- 300 level courses = advanced ability/knowledge/application beyond that which is covered in a 200-level course

*Fill in the blank with either the 100-level or 200-level designation based on the course you are teaching:*

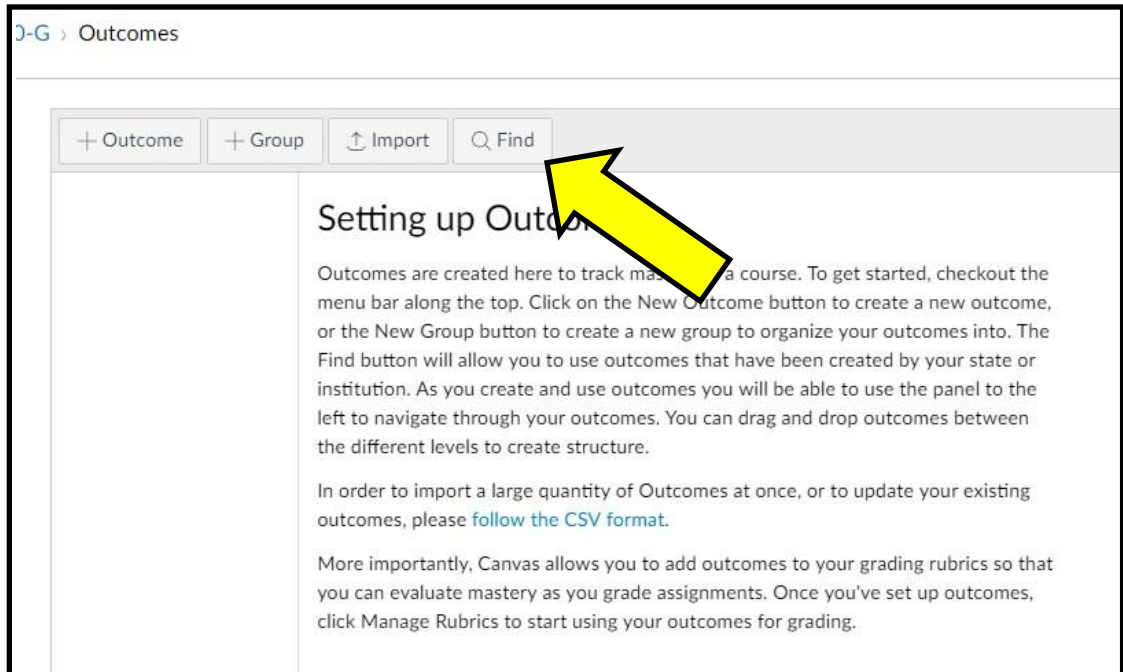
5	Exceeds Mastery ⇒ The student's ability/knowledge/application exceeds the expectations of this outcome/competency in relation to the content of this _____ course and exhibits prodigious preparedness for the next level.
3	Meets Mastery ⇒ The student's ability/knowledge/application meets the expectations of this outcome/competency in relation to the content of this _____ course and exhibits sufficient preparedness for the next level.
1	Near Mastery ⇒ The student's ability/knowledge/application is approaching the expectations of this outcome/competency in relation to the content of this _____ course though he or she may not be fully prepared for the next level.
0	Well Below Mastery ⇒ The student's ability/knowledge/application does not meet the expectations of this outcome/competency in relation to the content of this _____ course and does not exhibit preparedness for the next level.

## IMPORTING CORE COMPETENCIES AND PROGRAM OUTCOMES INTO YOUR CANVAS COURSE

1. Open your course, and click on Outcomes in the left navigation panel.



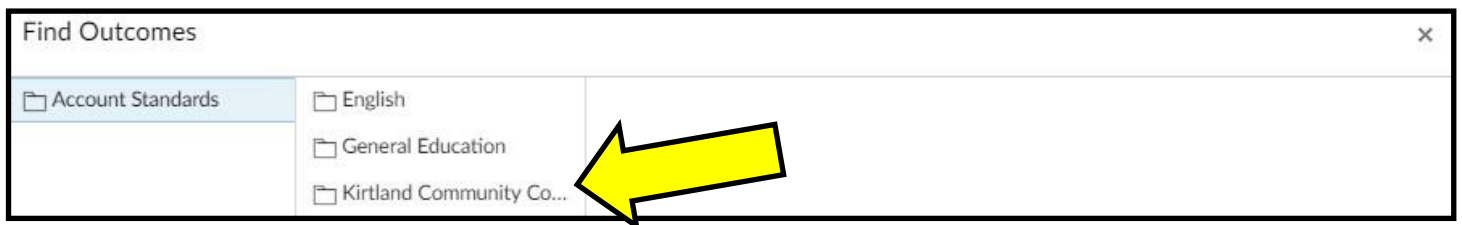
2. Then, select Find.



3. Click on Account Standards.

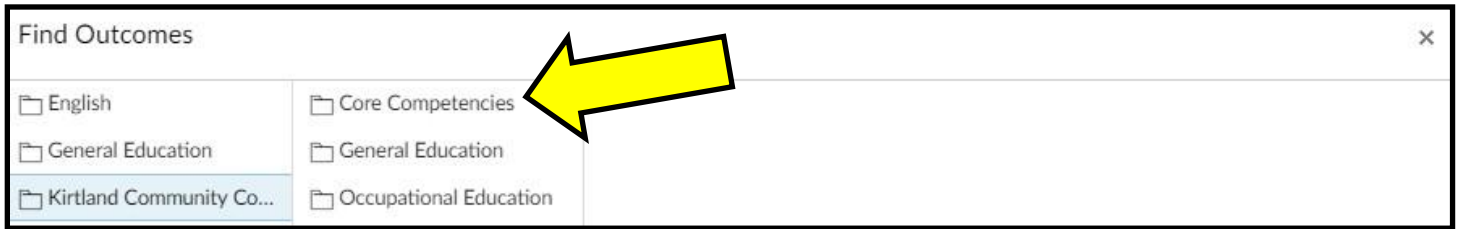


4. Click on Kirtland Community College.

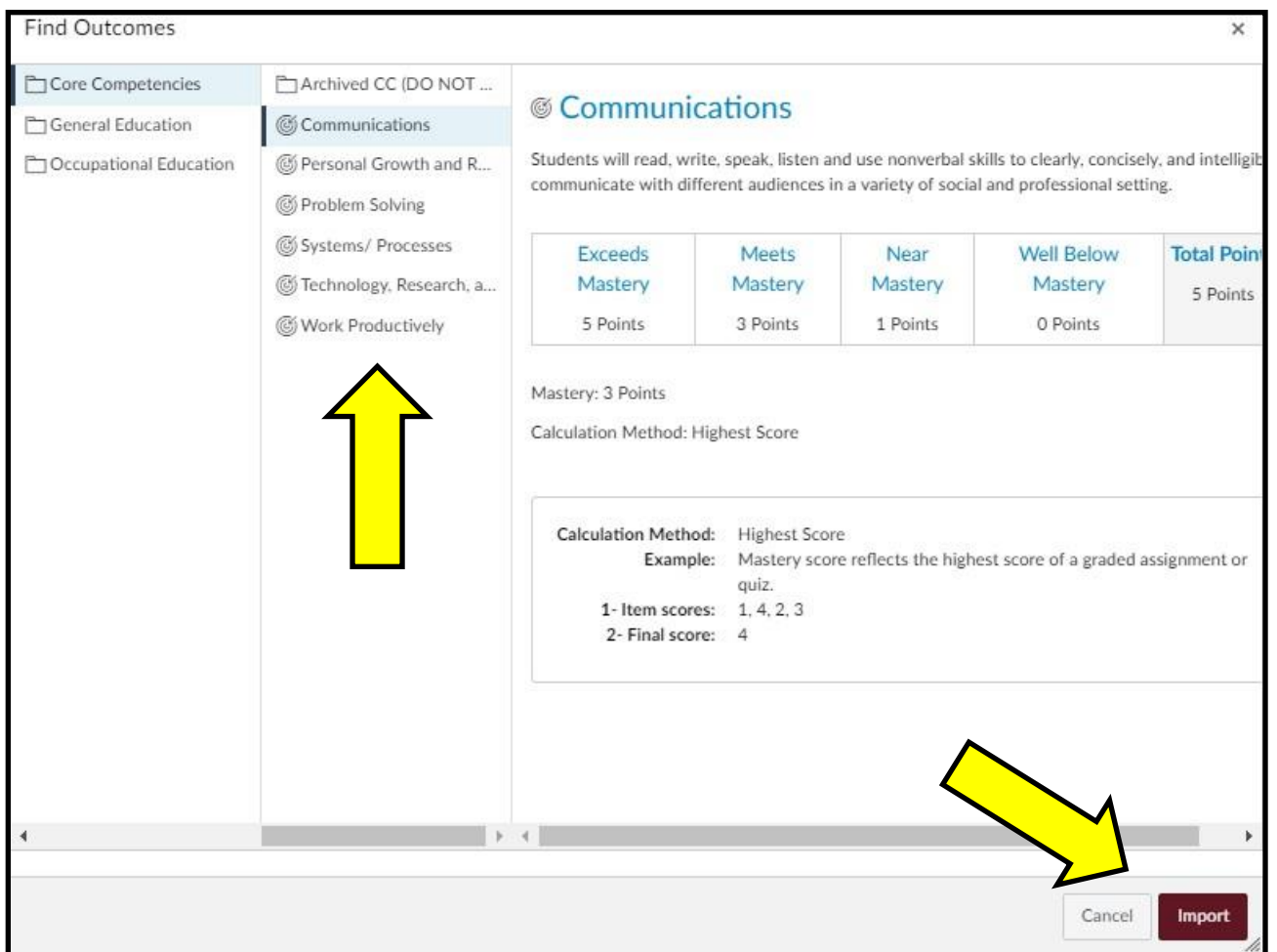




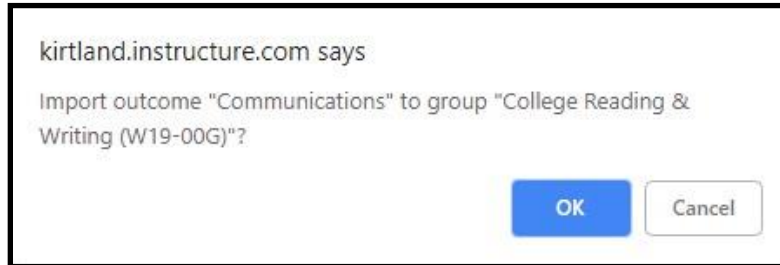
5. Click on Core Competencies.



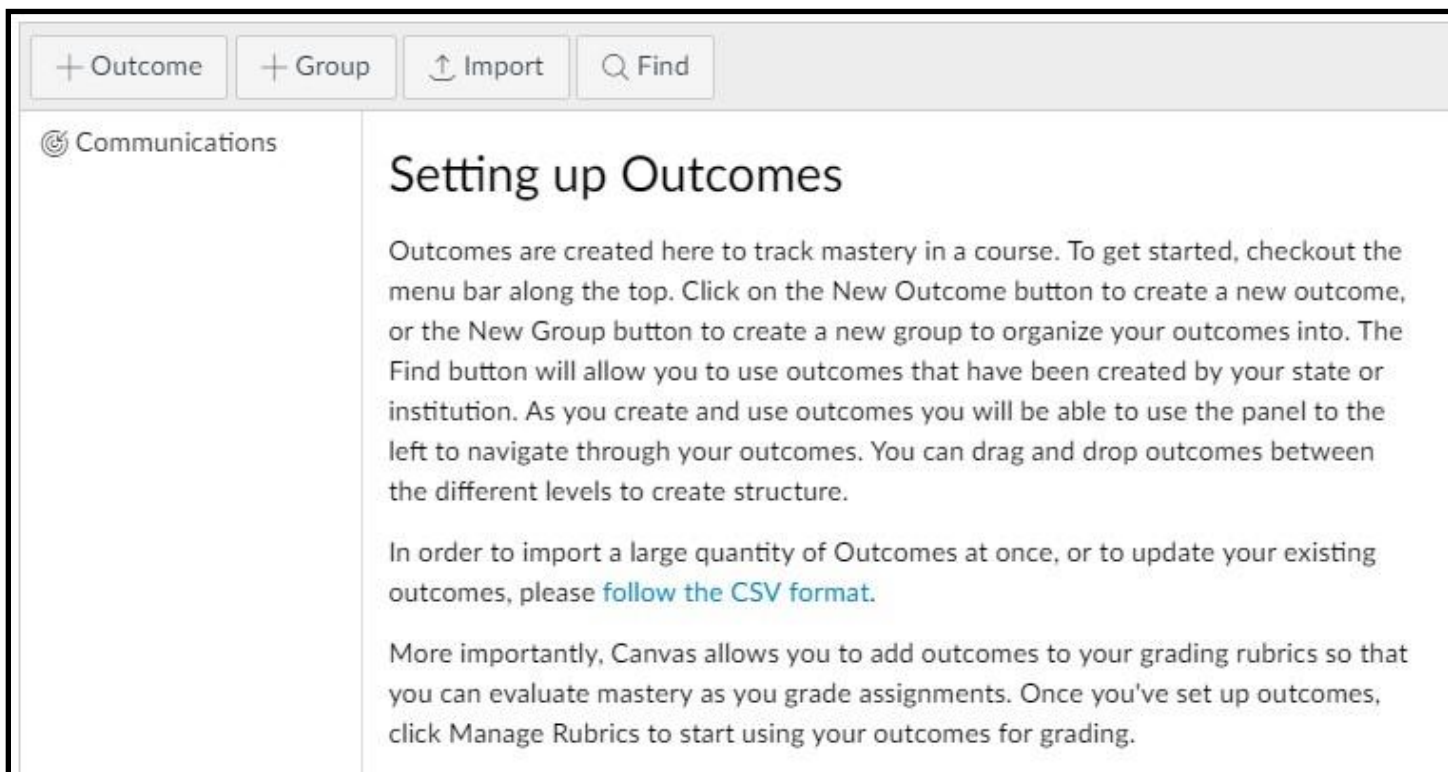
6. Click on the Core Competency that you want to add to your course and click Import.



7. If a notification box opens asking you if you want to import the outcome, click OK.



8. Repeat this process until you have added all relevant core competencies to your course. As you add outcomes, your course outcomes list will become populated in the left navigation panel on the main outcome screen.

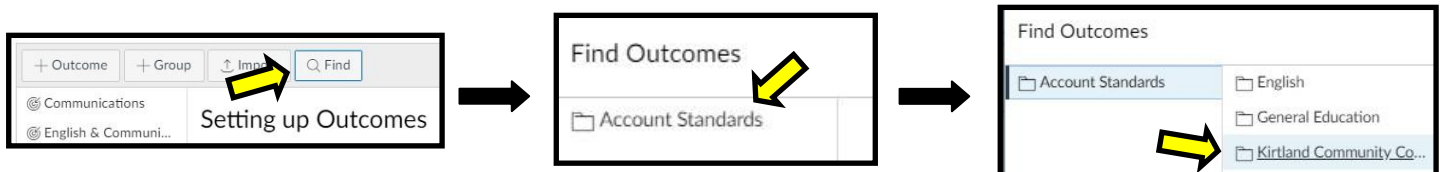


After importing the core competencies, you'll want to add relevant program outcomes to your course by following a similar process.

*Select Outcomes in the left navigation panel of your Canvas course if you are starting from the beginning.*

1. Then, use the following order to import relevant program outcomes:

Find → Account Standards → Kirtland Community College.



2. Next, click on General Education or Occupational Education (Division).
3. Click on the Program in which your course is situated.
4. Click on the outcome that you want to add to your course and click Import.
5. If a notification box opens asking you if you want to import the outcome, click OK.
6. Follow this process until you have added all relevant outcomes to your course. As you add outcomes, your course outcomes list will become populated in the left navigation panel on the main outcome screen.

The image shows a two-step process for finding outcomes. The top window, titled 'Find Outcomes', has a list of categories: Core Competencies, General Education, Occupational Education, English & Communicati..., and Social Science/ Humani... A yellow arrow labeled '2' points to 'General Education'. The bottom window, also titled 'Find Outcomes', shows a list of programs on the left and a list of outcomes in the middle. A yellow arrow labeled '3' points to the 'Find Outcomes' title. The program 'Criminal Justice' is selected, and 'CJ 2' is selected in the outcomes list. A yellow arrow labeled '4' points to 'CJ 2'. The right side of the bottom window shows details for 'CJ 2', including a description and a mastery table.

Exceeds Mastery	Meets Mastery	Near Mastery
5 Points	3 Points	1 Points

Mastery: 3 Points  
Calculation Method: Highest Score

As you may now realize, assessment is a marathon, not a sprint. We'd like to take this opportunity to thank you for helping us tread the continuous loop as we strive to make Kirtland the number one community college in the State of Michigan and beyond. Here are some more resources to assist you moving forward:

- Academic Assessment: <https://www.kirtland.edu/academic-assessment>
- Accreditation: <https://www.kirtland.edu/accreditation>
- Center for Teaching & Learning Resources: <https://ctl.kirtland.edu/for-employees>
- Information Technology Services: <https://www.kirtland.edu/its>

*If you have any questions about the content in this handbook or need further assistance, please contact Dave Cable by phone (989-275-5000, ext. 423) or by email (dave.cable@kirtland.edu).*



*Revised April 2019*

## Appendix N - Simple Syllabus Example



Course Syllabus  
Intro to Teaching 10000  
3.00 credits  
Winter 2020

### Instructor Information

David Cable  
Office Location: 1527  
Office Hours: 8:00-4:30 p.m.  
Phone: 989.275.5000 ext. 423  
[dave.cable@kirtland.edu](mailto:dave.cable@kirtland.edu)

### Course Description

This course explores teaching as a career. Along with understanding the requirements of obtaining a degree and a job in teaching, students will develop a knowledge of current issues and problems in education. Observation techniques will be presented that the student will apply to 45 hours of guided classroom observation and participation for each student in accordance with the student's schedule. A criminal background check is required. Certain convictions can prohibit the completion of the required field experience. Please consult with your advisor prior to registering. Prerequisite or corequisite: ENG 10303.

### Learning Outcomes

At the end of this course students will be able to:

1. Examine your reasons and motives for wanting to become a teacher, including taking a look at how you got where you are.
2. Gain an understanding of what it means to be a teacher.
3. Be exposed to the current "hot" topics in education, understanding their implications for educational reform, and be able to apply these to your observations in the K-12 Public School Setting.
4. Spend a minimum of 45 hours with an elementary, middle school or high school teacher observing, and participating where possible, gaining a perspective of every day responsibilities a teacher faces.

## Program Learning Outcomes

A graduate of the Associate in Science and Arts degree will be able to:

1. demonstrate reading comprehension, writing, and speaking skills expressively, analytically, critically, and creatively.
2. develop appropriate college research skills.
3. analyze the origins and modern diversity of global perspectives and cultures.
4. evaluate the development of ideas, human behavior, social institutions, and social processes in order to participate responsibly and creatively in a global society.
5. use scientific language to communicate and express ideas.
6. apply the scientific way of knowing (i.e., the scientific method) to the exploration of the natural world.
7. identify and utilize reputable scientific sources to form and support arguments and direct research.
8. interpret quantitative data, including tables and graphs.
9. apply technology to assess mathematical situations.
10. demonstrate numeric and algebraic logic.

## Required Textbooks/Materials

There are no required textbooks for this course. Course Materials will be provided electronically through Canvas.

## Recommended Textbooks/Materials



The First Days of School  
9780962936067  
Harry K. Wong Publication  
2005-01-01

## Recommended Web Browser

Google Chrome or Mozilla Firefox -- compatible with Canvas

Note: Some online classes require the use of Lockdown Browser and Respondus Monitor webcam to take examinations.

## Financial Aid

Failure to submit coursework to the instructor, to attend scheduled class/meeting sessions, or failure to take required quizzes/exams may delay disbursement of financial aid. Refer to the syllabus for each class you are taking for detailed course requirements.

- Last Day to Drop = 1/24/2020 at 4:30 p.m.
- Last Day to Withdraw = 4/3/2020 at 4:30 p.m. (in-person)

## Withdrawal Policy

Generally, a withdrawal from a course is the student's option. However, students who are enrolled in a program that has additional requirements may be required to withdraw from a course by their program advisor. As part of a disciplinary action, following due process, an "administrative withdrawal" may be authorized by the Vice President of Student Services. See POL 6.050A Withdrawal from Classes.

## Grading & Evaluation

95 - 100%	A
90 - 94%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
67 - 69%	D+
63 - 66%	D
60 - 62%	D-
0 - 59%	E

Total points Earned/ Total Points Possible = Grade %



# Student Rights and Responsibilities

Ethical Conduct - Academic Honesty, Dishonesty, and Plagiarism

Your work must be your own. That means...

- your ideas, thoughts, and writing should be yours.
- if you want to use others' thoughts and ideas to support yours, you must...
  - Use quotations and citations to indicate words taken from another source.
  - Cite instances of paraphrasing (rewording) information.
  - Cite ideas or examples that are not common knowledge.

Having someone else "proofread" or "edit" your work does not mean that they should alter it. Proofreading and editing are your responsibility. Others can offer ideas on making improvements, but the improvements must be your own.

Integrity is expected of students. Thus, any form of academic dishonesty in this course, including plagiarism, will be cause for disciplinary action. Please read the "Student Rights and Responsibilities" section of the Student Handbook (POL 6.125) thoroughly to ensure that you understand fully what is categorized as academic dishonesty. If you do not fully understand the depth of what can be considered academic dishonesty or you have any doubts, always seek guidance from your instructor so that you can avoid violating the college's academic dishonesty policy.

Plagiarism - As defined in POL 6.125, "Plagiarism is representing the work of other persons as one's own, including but not limited to the use of work by others and information downloaded from the Internet. The use of another person's words, ideas, or information without proper acknowledgment, whether done intentionally or through carelessness, is also plagiarism."

Consequence - In this course, you will receive a zero on any assignment in which academic dishonesty is suspected. You may also be required to complete Kirtland's Plagiarism Traffic School. If the behavior continues or the violation is determined to be purposeful, further disciplinary action may be implemented including course failure and referral to the appropriate dean.

Plagiarism "Traffic School" - Kirtland Library and Tutoring has implemented a program called Plagiarism Traffic School in Canvas. Students are referred through the Maxient system. The focus is on formatting, paraphrasing and direct quoting. This course should be able to be completed within 2 weeks.

Citation Boot Camp - Kirtland Library and Tutoring has a program called Citation Boot Camp. This course is designed to prevent plagiarism and promote ethical writing choices. This is for students who are unsure what citing is or means. This is a Writing Referral and not tracked through Maxient. This is a short course that should be completed within 2 hours.

Student Rights and Responsibilities (POL 6.125) can be found at:

<http://www.kirtland.edu/policies-and-procedures/student-services-policies/pol6-125-rights-and-responsibilities-of-students>

## **EXPECTATIONS FOR SUCCESS**

- Complete your 45 hours of observation time.
- Complete assignments before or on date due, not late.
- Be an active participant in Canvas discussions
- Take initiative in the K-12 classroom assigned by being actively involved and make your experience worthwhile.
- Attendance - You are expected to be a regular participant in the weekly modules in Canvas. Discussion boards are important in this class. While this is an online course, it is important that you complete your 45 hours of K-12 in person observation hours.

## **FIELD EXPERIENCE GUIDELINES FOR KCC STUDENTS**

1. Make an appointment with the building front office and/or principal of the school you are assigned field experience during the early parts of this class. Always report to the school front office/ principal before beginning your field experience. Be sure to call ahead to let him/her know you are coming. You will also need to call your cooperating teacher and arrange to meet him/her on their conference period or before or after school to briefly introduce yourself and discuss your field experience before you start.
2. Record field experience time accurately on your "Time Sheet." Be sure to have your cooperating teacher sign it every time you attend!
3. For every date you observe, document in your typed journal. Included the journal entry should be things you did during the day, what successful strategies the teacher used, how did you observed students learning and anything else that captured your attention. Journals are to be submitted at Midterm and in the Final Portfolio.
4. The only valid reason for absence is personal illness. If you are unable to be there for your assigned time, notify the cooperating teacher or the school immediately. Missed time must be made up on a mutually agreeable day. You must complete 45 hours.
5. If on the scheduled day you observe is a professional development day, ask for permission to attend it and document what you learned and collect any learning materials and data you shared. If it is not possible re-schedule your time so you can accrue 45 hours.
6. Dress for Success. Each student is expected to assume a professional role by conforming to the accepted dress standards of the regular teaching staff. No jeans.
7. Students should set an example by observing and following standard classroom rules for behavior.
8. Maintain confidentiality of information about students. Reserve judgments about classroom observations.
9. Retain an attitude of open-mindedness and willingness to learn. Exercise initiative in your classroom activities, accomplishing tasks assigned while observing, and showing it with your supervising teacher and students. Don't wait to be told.
10. Ask questions of your instructor if you need clarification.

## **Attendance Policy**

### **POL 4.035 Student Attendance Policy**

Attending class is essential for student success. Students are expected to attend all scheduled classes. Online attendance is defined as regular and substantive participation in class. Establishment of attendance or participation is a requirement for financial aid. Some courses and programs may have additional attendance requirements due to the nature of the program.

If a student needs to miss a class, arrangements should be made with the instructor prior to the absence. Extenuating circumstances that require an exemption to this policy must be documented.

You are expected to be a regular participant in the weekly modules in Canvas. Discussion boards are important in this class. While this is an online course, it is important that you complete your 45 hours of K-12 in-person observation hours.

## **Communication**

Please refer to contact phone number listed to call for assistance. All electronic correspondences between the instructor and student should be done via Kmail/Canvas. You can expect a reply to any email you send me within a 48-hour period, unless otherwise notified (e.g. out-of-town at conference posting in Course Announcements, etc.).

### **Teaching Methods**

Classroom learning experiences may include lecture, discussion, demonstration, seminar, audio-visual presentations, web enhancements, and active learning experiences. Therefore, students will need basic computer skills (word processing, online navigation, email, and others). Refer to the technical and instructional support section of this syllabus for information on who to contact for assistance.

## **Late Work**

Always check the due dates within Canvas or ask your instructor when an assignment is due. Late work is accepted, but at only ½ credit (50% of total points allowed). It is important you turn in your work on time in this class. Exceptions may be made if you contact the instructor prior to the due date to explain the circumstance of the late work.

## Weekly Agenda

Week	Topic	Assignments	Due Date
Week 1 – January 13	<b>Introductions and Expectations</b> <ul style="list-style-type: none"> <li>- Class Introductions</li> <li>- Course Overview/Syllabus/ Structure</li> <li>- School Observation (FE) locate school/teacher/contact principal</li> <li>- Create arrangements</li> <li>- WR Autobiography</li> <li>- FERPA</li> </ul>	RD: 21 Reasons to Teach RD: What Drives Teachers Out WR: Autobiography DSC: What Do Teachers Make? FE: Complete Background Check & Choose School	Refer to modules
Week 2 – January 20	<b>Why Teach?</b> <ul style="list-style-type: none"> <li>- Motives for teaching</li> <li>- "Why Teach?"</li> <li>- What are teachers' motivations?</li> <li>- Expectations for parent letter assignment in Canvas</li> </ul>	RD: Effective Teaching Articles WR: Parent Letter DSC: Effective Teacher	
Week 3 – January 27	<b>Effective Teachers</b> <ul style="list-style-type: none"> <li>- Identify characteristics of an effective/master teacher (Utilize Reading from previous week)</li> <li>- First Impressions of School Visit (Share)</li> </ul>	RD: Building Relationships and 5 Tips for Better Relationships with Your Students WR: Ms. Noonan's Classroom DSC: Top Three Relationship Builders WR/QZ: Your Observation Pick	
Week 4 - February 3	<b>The Teacher Education Workforce</b>	RD: Becoming a MI Teacher WR: Steps to Becoming a Teacher WR: Resume' due in Canvas Optional: Learning Tutorial built into module on writing a resume.	
Week 5 – February 10	<b>Effective Teachers Review and Effective Schools</b> <ul style="list-style-type: none"> <li>- Class routine/structure</li> </ul>	RD: "What Makes Schools Effective?" DSC: School Mission	

	<ul style="list-style-type: none"> <li>- Resume questions</li> <li>- Thoughts on Ms. Noonan's Classroom?</li> </ul>	<p>Statement WR: Effective Schools</p>	
Week 6 – February 17	<p><b>Maslow and Bloom</b></p> <ul style="list-style-type: none"> <li>- Discuss Assignments Maslow's Hierarchy of Needs</li> <li>- Bloom's Taxonomy</li> <li>- Other philosophies</li> </ul>	<p>RD: Maslow and Bloom DSC: Maslow WR: Bloom</p>	
Week 7 – February 24	<p><b>Classroom Management</b></p> <ul style="list-style-type: none"> <li>- Identify effective classroom management techniques for a teacher's success.</li> <li>- Classroom rules and procedures/ plan</li> <li>- Techniques for diffusing and deescalating students</li> </ul>	<p>RD: Disruptive Students &amp; Marzano RD: 10 Effective Techniques RD: Handling Disruptive Students DSC: Classroom Management WR: Classroom Plan</p>	
Week 8 – March 2	<p><b>Lesson Design</b></p> <ul style="list-style-type: none"> <li>- Review our lesson plans (groups)</li> <li>- Reinforce activities of Bloom's Taxonomy</li> <li>- Identify the key components of writing a lesson plan</li> <li>- Delivery of a Lesson</li> <li>- Checking for Understanding</li> </ul>	<p>RD: Lesson Plan Design and Learning Objectives WR: Writing Learning Objectives WR: Lesson Plan</p>	
Spring Break Week March 9 – March 15	<p><b>ENJOY SPRING BREAK VACATION!</b></p>		
Week 9 – March 16	<p><b>Special Needs, the Law, and IEP</b></p> <ul style="list-style-type: none"> <li>- Student needs (Special Needs)</li> <li>- Social problems of families/students and the inequities in public education.</li> <li>- Student learning disabilities</li> </ul>	<p>RD: Special Needs Watch: A Day in the Life Watch: IEP Made Simple WR: Your Take</p>	
Week 10 – March 23	<p><b>School and Curriculum Reform</b></p> <ul style="list-style-type: none"> <li>- Curriculum defined</li> <li>- Standards</li> <li>- Reforms</li> <li>-School Improvement</li> </ul>	<p>RD: Curriculum Defined- Overview from Michigan.gov RD: MDE Standards (Browse the</p>	

		<p>various standards from the Michigan Academic Standards page)</p> <p>RD: School Reforms that Actually Work</p> <p>RD: School Improvement Framework Pages</p> <p>Assignment(s):</p> <p>DSC: School Improvement</p>	
Week 11 – March 30	<p><b>Characteristics of Today’s Schools</b></p> <ul style="list-style-type: none"> <li>- In Class discussions</li> <li>- Characteristics of today’s schools</li> <li>- Personalized Learning – is it the future?</li> <li>- School of Choice discussion: Home Schooling/Vouchers/Public</li> </ul>	<p>RD: Today’s Schools</p> <p>RD: Redesigning Watch: Today’s Schools video series</p> <p>DSC: Today’s School, Redesigning, and Personalized Learning</p>	
Week 12 – April 6	<p><b>The Teaching Profession and Opportunities: How to Locate Education Careers</b></p> <ul style="list-style-type: none"> <li>- Identify education career job seeking Strategies</li> <li>- Opportunities within state and beyond</li> <li>- Identify the function of a labor union for teaching</li> <li>- Understanding the salary schedules of school districts</li> </ul>		
Week 13 – April 13	<p><b>Final Projects and Portfolio Review Due Soon</b></p>		
Week 14 - April 20	<p><b>Final Projects</b></p> <ul style="list-style-type: none"> <li>- Module and 45 hours completed and turned in by week 15</li> </ul>		

## Class Cancellations

Kirtland provides email and text message notifications via the Rave notification system. We encourage you to sign up with our Rave system so you will be notified of class cancellations and college closures. If you do not have a cell phone, you may still get voice calls on a landline phone. If you have a cell phone plan with unlimited texting, we suggest you sign up for text messaging. Cancellations are also posted on Facebook, Twitter, and posted in designated areas in campus buildings. If you are enrolled in courses at Kirtland, you are already automatically enrolled to get alerts through your Kmail.

Important Rave Notes: The Rave system will alert you using all of the methods that you register for (home phone, cell phone, email, text message, Kmail, etc.), but you may need to re-register each semester. Additionally, Rave may alert you if one of your instructors cancels a class you are not enrolled in or when closing one of the KCC campuses that you do not travel to, so listen to or read all Rave messages carefully to ensure you understand the message that is being communicated.

## Technical and Instructional Support

Your instructor may be able to help with several items listed below; however, you may need to contact the following departments when you cannot resolve the issue with the help of your instructor.

<p><b>Information Technology Services (ITS)</b>  <a href="mailto:its@kirtland.edu">its@kirtland.edu</a>          ext. 499</p> <ul style="list-style-type: none"> <li>• Single Sign On/Password</li> <li>• Rave</li> <li>• KMail</li> <li>• myKirtland</li> <li>• Microsoft 365</li> <li>• Screen Captures</li> </ul>	<p><b>Center for Teaching and Learning (CTL)</b>  <a href="mailto:online@kirtland.edu">online@kirtland.edu</a>          ext. 500</p> <ul style="list-style-type: none"> <li>• Canvas Errors</li> <li>• Use of a tablet for Online Learning</li> <li>• Intro to Canvas Orientation</li> <li>• File Uploads in Canvas</li> </ul>
<p><b>Library Services</b>  <a href="mailto:library@kirtland.edu">library@kirtland.edu</a>          ext. 246</p> <ul style="list-style-type: none"> <li>• Noodle Tools</li> <li>• Databases</li> <li>• LibGuides</li> <li>• eCatalogs</li> <li>• Overdrive</li> </ul>	<p><b>Tutoring</b>  <a href="mailto:tutoring@kirtland.edu">tutoring@kirtland.edu</a>          ext. 246</p> <p>Grayling</p> <ul style="list-style-type: none"> <li>• In-person for many subjects</li> <li>• Drop-In Writing Center</li> <li>• Drop-In Math Lab</li> <li>• Study Rooms Available</li> </ul> <p>Off-Campus/Online</p> <ul style="list-style-type: none"> <li>• Virtual tutoring using Zoom conferencing software</li> <li>• OWL, the online Writing Center</li> <li>• VWC-Virtual Writing Center using Zoom</li> </ul>

## Students with Disabilities

Kirtland Community College is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with Disability Services at <http://www.kirtland.edu/disability-services>).

The Disability Services Coordinator is responsible for coordinating classroom accommodations and other services. Accommodations cannot be provided unless you are registered with Disability Services, and it is your responsibility to do so. For additional information contact Shawn Ott at 989-275-5000, ext. 426 or email [shawn.ott@kirtland.edu](mailto:shawn.ott@kirtland.edu).

## Sexual Misconduct

### POL 5.440 Policy for Sexual Misconduct

In accordance with college policy and applicable federal and state law, Kirtland Community College prohibits sexual misconduct by students, employees, or any persons, regardless of sexual orientation or gender identity, engaged or present under the care, authority, and jurisdiction of the college. The action of sexual misconduct includes, but is not limited to, sexual assault, attempted sexual assault, non-consensual sexual intercourse or contact, sexual or sex-based harassment, sexual coercion, dating or domestic violence, or stalking. Please refer to [the procedure] for definitions of these and related terms.

The college is committed to providing an educational environment free of sexual misconduct, will investigate allegations of such misconduct, will address any violations of this or related policies, and will act to prevent recurrence and to remedy effects.

Any person who believes they are a victim of sexual misconduct, or who observes what they believe to be an act of sexual misconduct, within the jurisdiction of Kirtland Community College, is urged to immediately inform a responsible employee of the college. The college will establish and maintain readily accessible means of doing so. The college will conduct a prompt, fair, and impartial investigation, and act on the basis of the facts determined, according to college policy and applicable law. Individuals should be aware that the college exercises civil authority, not criminal, and may work both in collaboration with, and proceed separately and apart from, the criminal justice system.

Any person who believes they are a victim of sexual misconduct, or who observes what they believe to be an act of sexual misconduct, within the jurisdiction of Kirtland Community College, is urged to immediately inform a responsible employee of the college, or file a Behavioral Intervention (BIT) Report at <https://publicdocs.maxient.com/incidentreport.php?KirtlandCC> or call Kirtland Public Safety at 989-275-5000 x 355.



## Statement of Compliance

It is the policy of Kirtland Community College that no person shall, on the basis of race, color, religion, national origin or ancestry, age, sex, disability, physical proportions, sexual orientation, marital status, or genetic information be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service, or in employment. For information, or to register a grievance, contact the office of Human Resources, 4800 W 4 Mile Rd, Grayling, MI 49738, 989-275-5000 x 239.

## Core Competencies (Degree Requirements) Met in This Course

Competency	Tagged Assignment Name (or N/A if not assessed in course)
Communication - Read, write, speak, listen and use nonverbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional settings.	DSC Autobiography
Personal Growth and Responsible Citizenship - Develop contextual understanding of diversity by respecting differences in culture, perspective, and background as a citizen in local and global communities.	DSC Autobiography
Technology, Research, and Information Literacy - Recognize how to acquire and use information through the responsible use of technology to understand, evaluate, and synthesize information and data.	WR Writing Lesson Plan
Critical Thinking and Problem Solving - Think critically and creatively to analyze, synthesize, evaluate and judge to solve real world problems.	WR Classroom Plan
Work Productively - Use reasoned judgments and responsible commitments in social and professional settings to contribute to group success.	WR Classroom Plan
Systems/Processes - Apply quantitative and qualitative reasoning skills, problem-solving, and interpersonal skills to manage systems and processes to adapt to changes in the workplace and global community.	

## Course Assignments and Structure

### ASSIGNMENTS:

1. **Autobiography - 100 Points:** An Autobiography is a brief history of events and attitudes that have shaped your desire to become a teacher. Describe where you attended school. Describe your own personal successes or failures as a student. Include one paragraph each of a memory of an elementary, middle/junior high and high school experience. Include a paragraph about one teacher that inspired you the most and why. Write a paragraph on what grade/age level you feel you would be best suited. Finally, write a paragraph explaining how you can make a difference in the lives of students. APA Format. Refer to APA tutorials within Canvas for APA guidance.
2. **Professional Resume - 100 Points:** Submit a copy of your professional resume' including your educational experiences, professional development workshops activities which improve your skill at relating or working with children, your work history and references. Include the names of references both work and personal references which would influence an employer to hire you.
3. **Portfolio - 300 Points:** An electronic portfolio of your field experiences and classroom exercises is to be created. This project when completed should be presented as a professional e-portfolio to market yourself for entering the college of education in a four-year program and/or if you were applying for your first teaching experience. Please utilize the resources module and tutorial to learn how to create your Electronic Portfolio. You are expected to keep a TYPED personal journal of your observation experiences in the school settings. This journal is your means of recording your growth and experiences in the school settings. This journal will be included within your electronic portfolio. This journal is your means of charting your growth and development both academically and personally. The following items shall be included in your portfolio: Every day you observe is to have a minimum of a paragraph as a journal entry. If you are spending more than 3 hours a day your entry should be more detailed. Have your supervising teacher initial on the end of each row you were there and sign the bottom of the page when you have completed your hours. The time sheet can be located in the resources module in Canvas.
  - Include a Table of Contents at the beginning of your electronic portfolio
  - Include a copy of your professional resume' including your educational experiences, professional development workshops activities which would pertain working with children, your work history and references. Include the names of references both work and personal references which would influence an employer to hire you.
  - Include the time sheet is completed each day you observe the class and initialed each day by your supervising teacher. (Final Signature by your teacher at the end.)
  - Include the typed journal entry each day you observe in the classroom. Include observations of what the teacher is attempting to accomplish, what the children are doing and any other interesting bits of information you find interesting.
  - Pictures of you interacting and teaching in the classroom.
  - Samples of student work.
  - All relevant assignments from this class, your observation classroom, or articles that help shaped your observation experience. Copies of your draft lesson plan, resources, student work and pictures of you interacting in your class. Due: Finals week.
4. **Parent Letter - 25 Points:** Write a letter to the parents of your students with your supervising teacher's approval introducing yourself and what your class expectations for the field

experience require. Include a note seeking permission for having pictures taken in the classroom with their students of you interacting with the students for your portfolio.

5. **Criminal Records Check:** Please check with the school that you are observing to see if they require a criminal background check for you to observe within their school. You can usually complete this at the school itself. Please email the instructor of this course if you need this to be completed through Kirtland. We can complete this through the Kirtland Human Resources Department if necessary. The form is in Canvas.
6. **Evaluations by Supervising Teachers – 100 Points:** A brief summary of how the experience went for you and the supervising teacher.
7. **Field Experience Attendance and Participation – 500 Points:** Contact a local school and arrange with the principal/ front office to observe and work with a teacher at that school. For specifics read the section of this syllabus “FIELD EXPERIENCE GUIDELINES FOR KCC STUDENTS”. It is your responsibility to call and/or email the principal and/or teacher the week before you are to begin your observations to establish a schedule. It is also your responsibility to see the time sheet is filled out by you and signed weekly to verify by your supervising teacher. You can locate a copy of the time sheet in the Resources module in Canvas. It is to be completed and turned in to Canvas. Also, include this in your Electronic Portfolio. All observation hours must be completed, documented on a time sheet and included as a journal entry to receive credit for this course.
8. **Canvas Discussions, Assignments, & Quizzes – Various Points:** In this online course there may be miscellaneous assignments that are due in each weekly module. It is important to check Canvas regularly.
9. **Final Project – 50 Points:** Have fun with this project. You can either submit a PowerPoint Presentation, a short video/ audio recording, or write a paper that summarizes your field experiences of your observation hours. Some things to possibly include: Do you want to become a teacher? What was your favorite aspects of a teacher education future? Any surprises or neat stories to share?

# Appendix O – Higher Learning Commission Action Letter



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7000  
Chicago, IL 60604-4111  
312.263.0455 | 800.671.7440  
Fax: 312.263.7462 | hlcommission.org

September 13, 2019

Dr. Thomas Quinn  
President  
Kirtland Community College  
10775 North St. Helen Road  
Roscommon, MI 48653

Dear President Quinn:

This letter serves as formal notification and official record of action taken concerning Kirtland Community College by the Institutional Actions Council of the Higher Learning Commission at its meeting on September 9, 2019. The date of this action constitutes the effective date of the institution's new status with HLC.

**Action with Required Campus Evaluation Visit.** IAC concurred with the evaluation findings and approved the institution's request to close the main campus Kirtland Community College, 10755 North St. Helen Road, Roscommon, MI 48653, and re-open at 4800 W. Four Mile Road, Grayling, MI 49738; and request to open a new additional location: Kirtland Community College-Roscommon, 10775 North St. Helen Road, Roscommon, MI 48653.

Per policy, the Commission will conduct the required **Campus Evaluation Visit** to the main campus at 4800 W. Four Mile Road within six months of initiation of instruction and matriculation of students.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <https://www.hlcommission.org/isr-request>.

Within the next 30 days, HLC will also publish information about this action on its website at <https://www.hlcommission.org/Student-Resources/recent-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Linnea Stenson. Your cooperation in this matter is appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "Barbara Gellman-Danley".

Barbara Gellman-Danley  
President

CC: ALO