

STUDENT LEARNING
OUTCOME ASSESSMENT

ANNUAL REPORT



Academic Year
2023-2024

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Introduction

The Student Learning Outcomes Assessment Report documents the assessment process and outcomes for the 2023-24 academic year and includes a summary of the purpose and approach behind the recent changes made to the assessment process. In 2023 an evaluation was made of current assessment processes, and faculty focus groups representing each academic division were held to determine the perceived strengths and weaknesses of these processes. Simultaneously, Dr. Sheena Brown, Dean of Academic Affairs, participated in a year-long training with the Higher Learning Commission (Leadership in Assessment), where positive feedback and support were gained from program leaders and peers on planned updates to student learning outcomes assessment at Cochise College. Details of the implemented changes are discussed below, which describe a need for more data-driven decision-making to inform and document continuous program improvement. It was also identified that addressing the culture of assessment was a necessary inclusion to the planned changes, to ensure student learning outcomes assessment fosters continuous improvement, accountability, and transparency, supporting the commitment by Cochise College to high-quality education and enhancing overall student success.

During the 2023-2024 academic year, the focus was on establishing and implementing elements of the new assessment framework. This report provides an overview of the new assessment structure and implementation activities, reviews training and support plans for faculty, discusses preliminary insights and recommendations for revisions and further development, and outlines plans and goals for the 2024-2025 academic year.

Overview of the Revised Assessment Structure

The process for designing the new assessment framework at Cochise College began with consulting with groups of faculty across all academic divisions to gather feedback on the existing assessment process. To ensure sustainability it was determined a new assessment framework was needed to provide consistency, accountability, training and support, clear instructions and expectations, and an improved feedback process. With establishing an institutional commitment, the appropriate infrastructure was put in place, and the Student Learning Outcome Assessment Committee (SLOA) was reconvened.

Institutional Commitment

- Executive leadership support.
- Annual Assessment Day.
- Regular review and evaluation of the assessment process for effectiveness, relevance, and alignment with evolving goals and objectives.
- Assessment and Program Review Manager position created.
- Faculty Support Center to provide training and assistance.
- Reconvene Student Learning Outcome Assessment (SLOA) Committee to provide timely, constructive feedback and guidance.

Institutional Goals

Initiate an assessment process that is:

- Based on an understanding of a common language.
- Simplified, manageable, and sustainable while maintaining the true purpose(s) of assessment.
- Conducted systematically with clearly articulated timelines and expectations.
- Supported with appropriate training and simplified reporting tools.
- Documented by each program, from initiation through actioning of assessment outcomes.
- Facilitating a culture of assessment within teaching and learning practices at Cochise College.

Student Learning Outcome Assessment Committee (SLOA)

The SLOA Committee was reconvened in Fall 2023. The mission of this committee is to: *Review and assess student learning and facilitate continuous data-driven improvements that enhance the learning, development, and success of students in alignment with the vision, mission, and values of Cochise College.* The SLOA Committee provides a foundation for continuous, long-term, intra-programmatic improvement. They oversee and guide program assessment, provide feedback to programs, and communicate findings and recommendations to departments and executive leadership. This committee includes a faculty chair, an HLC accreditation liaison officer, and representatives from faculty, leadership, student services, and the faculty support center (instructional design, assessment, and curriculum development).

Assessment Cycle and Timeline

The revised program assessment process is a three-year cycle consisting of the following components:

- **Defined Learning Outcomes:** Articulated program-level learning outcomes that are measurable and communicate behaviors students are expected to demonstrate on successfully completing their program.
- **Curriculum Map & Assessment Plan:** Alignment of course-level learning outcomes (CLLOs) with program-level learning outcomes (PLLOs), documented learning activities, valid metrics, and assessment tools to measure how well students have achieved the defined outcomes.
- **Assessment:** Students complete the designated learning activities to provide achievement data for learning outcome assessment. Achievement is measured using appropriately designed rubrics (or other assessment tools) and setting student success proficiency levels and benchmark targets.
- **Analysis of Assessment Results:** Student assessment data are analyzed to identify strengths and areas needing improvement.
- **Comprehensive Report:** Documented action steps demonstrate achievement of proficiency targets and benchmarks and a cycle of continuous program improvement.
- **Repeat Cycle:** Improvements are implemented and evaluated, and the cycle is repeated for continuous review and improvement.

Table 1. Assessment Cycle Timeline

Year	Month	Task
1	Aug - Dec	To Complete: 1. Curriculum Map 2. Assessment Plan 3. Begin developing assessment tools (submit in years 2 and 3) Submissions Due: End of fall semester
	Jan - April	Submissions reviewed by SLOA committee
	April - May	SLOA feedback returned to programs/departments
2	Aug - Nov	Programs/departments work on assessment (as per assessment plan)
	Sept.	Assessment Day (annual)
	Dec.	Submit Year 2 Report (end of fall semester)
	Jan - Apr	SLOA committee reviews Year 2 report
	Apr - May	SLOA feedback returned to programs/departments
3	Aug - Nov	Programs/departments work on assessment (as per assessment plan). Complete Comprehensive (Year 3) Report
	Sept.	Assessment Day (annual)
	Dec.	Submit Year 3 Report (end of fall semester)
	Jan - Apr	SLOA committee reviews Year 3 report
	Apr-May	SLOA feedback returned to programs/departments

Table 1 illustrates the timeline and the required actions and deliverables for programs during each year of the cycle.

The SLOA Committee will review submissions each year using a rubric and provide feedback to programs. The criteria will be assessed as follows:

- **Met:** Criterion is complete and communicated clearly (2 points)
- **Almost Met:** Criterion needs more detail or clarification (1 point)
- **Not Met:** Criterion has not been met (0 points)

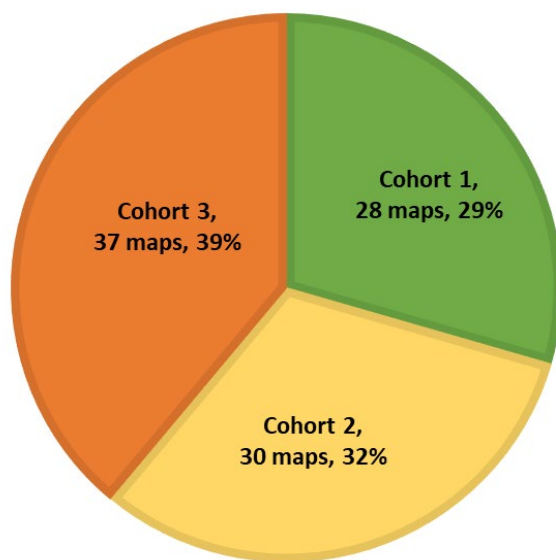
Implementation and Cohorts

Implementation of the updated assessment cycle began in Spring 2024. All programs submitted a

Curriculum Map for SLOA Committee review. A total of 95 Curriculum Maps were submitted. Curriculum Maps were scored using a rubric with six criteria: 1) Number of PLLOs 2) Complete course list 3) Gaps in curriculum 4) Action verbs present 5) Action verbs appropriate 6) Clear and succinct. Each map was scored by two reviewers, with a maximum score possible of 12 points per reviewer. If the scores of two reviewers varied by four points or more, a third reviewer was assigned. A third reviewer was assigned to 12 curriculum maps.

After scoring Curriculum Maps, the SLOA Committee sorted programs into one of three cohorts to begin the assessment cycle. Cohort 1 was identified as ready to proceed with the new structure in Fall 2024. Cohorts 2 and 3 were identified as requiring updates to learning outcomes before beginning the assessment cycle. This process ensured each program started the assessment cycle at an appropriate time based on their readiness to collect assessment data. Cohort 2 will start the new assessment process in Fall 2025 and Cohort 3 will begin in Fall 2026. Figure 1 illustrates the size of each cohort, with one map representing one degree program (and any associated certificates) or stand-alone certificate programs.

Figure 1: Assessment Cohorts Determined From the Scoring of Curriculum Maps



Training and Professional Development

Cochise College will begin training and professional development for the revised assessment structure in Fall 2024. One element of the new assessment framework is an annual Assessment Day each fall, which provides faculty with a collaborative environment to focus on assessment-related professional development. In the first year of implementation, the college will hold two Assessment Days, one in Fall 2024 and one in Spring 2025. In the implementation year, these two Assessment Days will focus on

training faculty on the new assessment structure and submission requirements; and providing guidance for effectively navigating various components of the assessment process.

In addition to implementing an annual in-person Assessment Day, professional development will also be available through online modules. This will provide faculty with convenient access to assessment guidance and support. In Spring 2024, the Assessment and Program Review Manager and Instructional Designer began collaborating to create a bank of digital learning modules and resources. A Moodle site will be designed to provide a central repository for uploading and downloading assessment reporting documentation, house professional development materials, and emphasize program-specific deadlines, and instructions. This site is projected to be available to faculty in 2025.

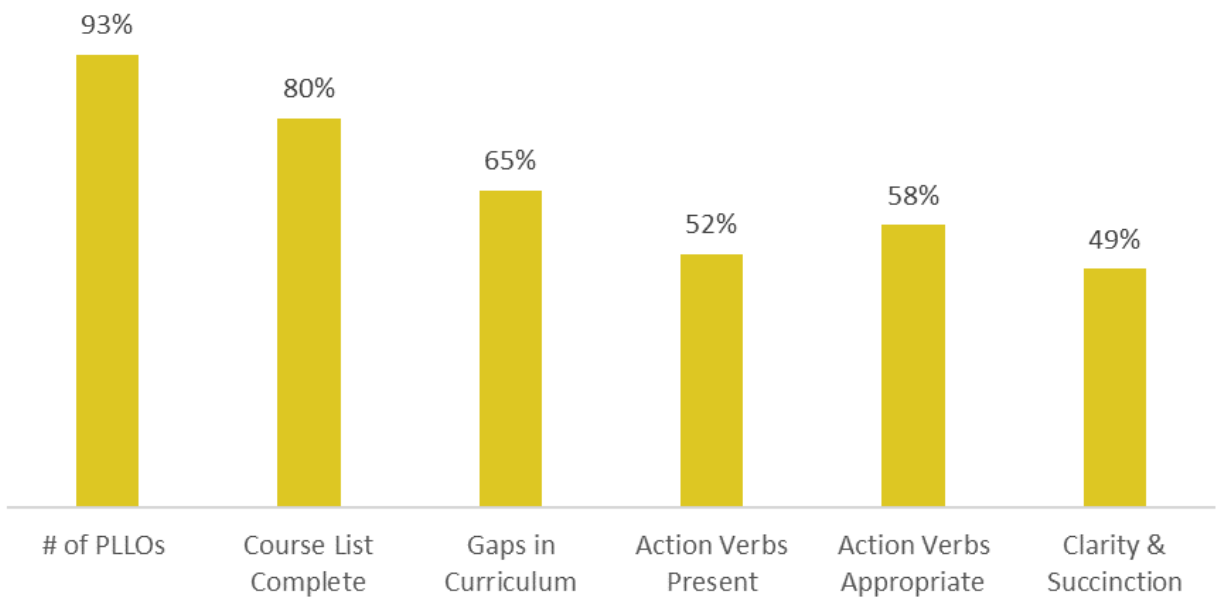
Preliminary Insights and Recommendations for Further Development

Reflecting on the implementation process, the college has identified early successes and opportunities for improvement of the updated assessment structure.

1. One of the institutional goals is to facilitate a culture of assessment within teaching and learning practices at Cochise College. While some gains have been made in securing faculty buy-in, continued efforts are an essential part of the assessment process. To facilitate a culture of assessment and develop a simplified, manageable, and sustainable assessment process, it is recommended that a systematic plan is created to obtain faculty feedback on the new assessment process. While implementing the new assessment process, feedback can be obtained at various points, both formally and informally. Collecting and analyzing these data will allow the college to identify strengths of the assessment framework and areas for improvement moving forward. Gathering faculty feedback and acting on it may also increase faculty buy-in and ownership of the process.
2. The templates created for component submissions have helped programs streamline and organize the assessment planning process. Although Cohorts 2 and 3 do not begin the new assessment cycle until 2025 and 2026, some programs in those cohorts have started organizing, preparing, and asking clarifying questions.
3. Reconvening the SLOA Committee has been successful, with members engaged and eager to learn and contribute.
4. Upon review of the initial Curriculum Maps submitted in Spring 2024, the SLOA Committee determined that 71% would need revisions of learning outcomes. These programs were placed in Cohorts 2 and 3 to allow time for additional planning and support from the Faculty Support Center. Professional development on learning outcomes will be delivered to all cohorts during the Fall 2024 Assessment Day.
5. Following the Curriculum Map review process, the SLOA Committee determined a need for additional committee training and rubric adjustments.
 - a. SLOA Committee members would benefit from further training on Bloom's Taxonomy and program learning outcomes best practices.
 - b. The inter-rater reliability scores of some rubric categories indicated ambiguity in the scoring rubric and a need for a more rigorous norming process. An inter-rater reliability

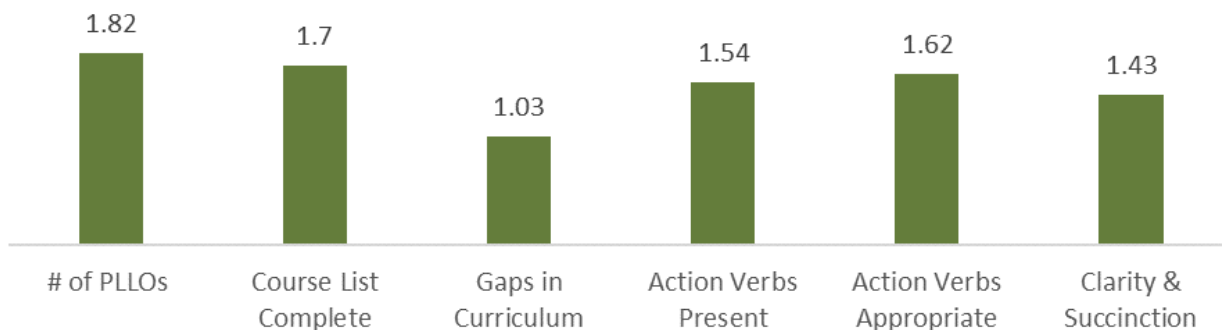
score of ~70% is the goal, and while overall this was almost achieved (69%), the individual criterion “Gaps in Curriculum,” “Action Verbs Present,” “Action Verbs Appropriate,” and “Clarity and Succinction” were well below this standard (refer to Figure 2). The rubric will be reviewed and updated for clarity, and a norming process will be included in training for committee members.

Figure 2: Inter-rater Reliability of Rubric Categories



- c. The average rubric scores of initial Curriculum Maps showed that “Gaps in Curriculum” had the lowest average score (see Figure 3). Including more than one element in a single criterion led to ambiguity, and the “Gaps in Curriculum” criteria will be adjusted moving forward. Additionally, there was some redundancy and overlap in the interpretation of “Action Verbs Appropriate” and “Clarity and Succinction.” More training is required for committee members to understand the appropriateness of action verbs used, particularly in relation to 2-year degrees and certificates needing to incorporate the spectrum of Bloom’s taxonomy. The Curriculum Map scoring rubric will be revised in 2025.

Figure 3: Average Rubric Score



Note: The max score in each category is 2.

6. The initial Curriculum Map submission and review process highlighted the need for a more streamlined submission process. To meet this need, a Moodle site is being developed, providing a centralized and accessible site where each program can download reporting documentation and submit assessment deliverables. Cohort 1 will submit Assessment Plans in December 2024, and it is projected that Moodle submission sites will be live at that time.
7. Currently, the scoring instruments for other deliverables besides the Curriculum Map have yet to be created. To ensure a systematic assessment process, the Assessment & Program Review Manager will begin working on the development of scoring instruments for all future assessment deliverables. This will allow adequate time for committee collaboration and revisions, resulting in increased reliability and validity, and better-quality feedback provided to programs.
8. Regular review and evaluation of the assessment process is essential to maintain effectiveness, relevance, alignment with evolving goals and objectives, and meeting the expectations of HLC documentation. Feedback will be collected from faculty on Assessment Day. Program Assessment reports will be created annually and for major events occurring throughout the assessment cycle, such as Assessment Day. It is recommended all reports within the three-year assessment cycle be outlined and scheduled on a timeline in advance. This will streamline the collection of evidence for reports.

Resource Needs and Support

To support the new assessment process with training and simplified reporting tools, the following additional resources and supports are recommended:

- A curated collection of assessment tools and templates that are readily accessible to all faculty.
- Support creating data collection and analysis tools using available software, such as Excel.
- Consistent communication and one-on-one follow-up meetings with successive cohorts as they prepare to begin their assessment cycles.

Looking Forward: Plans and Goals for the Next Year

In the 2024-2025 academic year, the Faculty Support Center will begin hosting an annual Assessment Day for faculty training and professional development. In the 2024-25 year, there will be two dedicated days, one in the fall semester and one in the spring semester. In this first year, two days were deemed necessary due to the volume of information that needs to be shared and time to familiarize with the required documentation. The goals aim to ensure faculty understand the process and expectations of the assessment cycle while also having time for hands-on practice sessions for all assessment components.

In Fall 2024, Cohort 1 will begin Year 1 in the new assessment cycle. They will utilize their initial Curriculum Maps submitted in Spring 2024 and submit Assessment Plans in December 2024. The SLOA Committee will review program Assessment Plans and return feedback by March 2025. Following the Assessment Plan review, the SLOA Committee will discuss the feedback form and make necessary revisions.

During the 2024-2025 year, Cochise College will address two in-progress components of the revised assessment framework: General Education and Co-Curricular Assessment.

General Education

The General Education Committee was initially reconvened as a subcommittee of the SLOA committee. However, due to recent changes to the Arizona General Education Curriculum (AGEC), the workload ahead of this committee is heavy. It was therefore deemed onerous to be involved in both SLOA and GenEd committee work. In spring 2024, the GenEd committee was established as a stand-alone committee.

1. In the curriculum mapping exercise, programs were asked to indicate any courses (not formally designated as Gen Eds) that were meeting general education learning outcomes (GELOs). These courses may be included in the initial General Education assessment cycle.
2. The GELOs were updated, reviewed by the GenEd and SLOA committees, and approved through the curriculum process. The updated learning outcomes will take effect as programs submit modifications through the curriculum process in 2025-26.
3. Standardized rubrics for GELOs will be developed based on performance indicators and referencing AAC&U VALUE rubrics (Association of American Colleges and Universities, 2009). Drafts of these rubrics will be distributed to faculty for input to ensure the final versions of each rubric meet the needs of all disciplines. New rubrics will be implemented in Spring 2025.

Co-Curricular Assessment

A co-curricular sub-committee was established as part of the SLOA committee.

1. In the curriculum mapping exercise, programs were asked to indicate if they were involved in any co-curricular activities. This exercise determined that more education was needed by faculty to understand the role and purpose of co-curricular activities and that Cochise College needed to establish its own definition and learning outcomes.

2. Work is ongoing in determining a definition of co-curricular activities at Cochise College, developing learning outcomes, and establishing a formal assessment process. The co-curricular sub-committee has created draft versions of a definition of co-curricular and of learning outcomes. These versions are not yet finalized.
 - a. Definition: Co-curricular activities at Cochise College are experiences outside the classroom that complement the academic curriculum, aiming to enhance the collegiate experience, promote community, and support the institution's mission of inclusive and accessible education. These activities encourage students to actively engage in educationally purposeful endeavors that prepare them for success in an evolving world.
 - b. Learning Outcomes:
 - i. Collaboration: Students will broaden their knowledge of and ability to work effectively and respectfully with people from diverse demographic, community, and cultural backgrounds.
 - Performance Indicators: 1) Teamwork 2) Communication 3) Flexibility
 - ii. Social Responsibility: Students will demonstrate personal and social responsibility through active participation in service-learning and civic engagement.
 - Performance Indicators: 1) Civic Engagement/Community Service 2) Environmental Awareness 3) Advocacy 4) Leadership
 - iii. Problem-Solving: Students will enhance critical thinking and innovative problem-solving skills, preparing them for future challenges and opportunities.
 - Performance Indicators: 1) Analytical Thinking 2) Creativity 3) Decision Making
3. Work with student government and student activity leaders is ongoing to establish a co-curricular assessment practice.

Goals for 2024-2025

In the next year, Academic Affairs has the following goals for the new assessment process:

- Enhance faculty training and simplify the submission of deliverables with dedicated Moodle sites.
- Increased communication and follow-up with faculty regarding assessment timelines and expectations.
- Develop and revise SLOA Committee review instruments for deliverables.
- Create a public-facing website for Assessment and Program Review documentation to meet HLC requirements.
- Host two assessment days as professional development opportunities for faculty.
- Figure 4 presents a timeline for the 2024-2025 academic year.

Figure 4: 2024-2025 Timeline



References

Association of American Colleges and Universities. (2009). *Valid Assessment of Learning in Undergraduate Education (VALUE)*. <https://www.aacu.org/initiatives/value>

Appendix A: Curriculum Map Template

Curriculum Map						
Program/Department Name:						
Prepared by:						
Date Prepared:						
Reviewed by Prog./Dept Dean:						
Co-Curricular Activities: Use an 'X' to indicate presence of co-curricular activities.	Courses and Learning Activities: In row 8, enter the course code and title of all core courses in the program. Indicate * for capstone & internship courses. Course Code & Title	Course Code & Title	Course Code & Title	Course Code & Title	Course Code & Title	Course Code & Title
In column 1 below, enter all Program-Level Learning Outcomes (PLOs). For each PLO, indicate the course(s) where concepts are introduced (I), Practiced (P), and Assessed (A). Where assessment is indicated, list each course-level learning outcome (CLO) that aligns with the program outcome.						
PLO #1						
PLO #2						
PLO #3						
PLO #4						
PLO #5						
PLO #6						
PLO #7						
Indirect Measure						
Insert an 'X' in the appropriate cell to indicate the course's Course-level Learning Outcomes (CLOs) and Program Learning Outcomes (PLO) are aligned with the following General Education Competencies (GEC)						
Communication: Apply writing and speaking skills effectively.						
Creativity: Develop analytic insight with unique expression.						
Critical Thinking: Apply logical, analytical, analogical, and reflective reasoning.						
Diverse and Global Perspectives: Recognize the diversity of the human experience.						
Digital Literacy: Use digital tools and resources to gather and evaluate information.						
Only one curriculum map is required when courses and outcomes are shared between a Degree Program and related Certificate program(s). The certificate program outcomes should be the same as (or a subset of) the degree program outcomes. Use an asterisk (*) or some marker on the curriculum map to denote courses and outcomes in the certificate program.						

Appendix B: Curriculum Map Rubric

Criteria	Met Two (2) Points	Almost Met One (1) Point	Not Yet Met Zero (0) Points	Points & Notes
<u>Mapping Process</u> Number of PLLOs	C-Map contains <u>between three and seven</u> Program Level Learning Outcomes (PLLOs).	N/A	C-Map contains <u>two or less</u> OR <u>eight or more</u> Program Level Learning Outcomes (PLLOs).	Points: _____
<u>Mapping Process</u> Course List Complete	C-Map contains a complete list of core courses only.	C-Map contains a complete list of core courses, but includes non-core courses as well.	C-Map does not contain a complete list of core courses.	Points: _____
<u>Mapping Process</u> Gaps in Curriculum	Each PLLO is clearly mapped to one or more core courses AND is: - Introduced (I) near the beginning of core curriculum; - Practiced (P) in multiple courses; and - Assessed (A) once near the completion of the program using a direct assessment method.	Each PLLO is clearly mapped to one or more core courses, BUT <u>LEA</u> labeling is: - Incomplete or unclear; OR - Illogically ordered with regards to introduction, practice and/or assessment points; OR - Unevenly distributed with regards to the relative amount of introduction, practice and/or assessment points; OR - Otherwise of concern (reviewer note here).	Not all PLLOs are mapped to at least one core course.	Points: _____

Criteria	Met Two (2) Points	Almost Met One (1) Point	Not Yet Met Zero (0) Points	Notes
<u>Adequate Outcomes</u> Action Verbs Present	Each PLLO uses preferably one, (but no more than three related) Bloom's Taxonomy verb(s) that clearly point(s) to a quantifiable, observable behavior(s) and/or tangible product(s).	Some PLLOs use preferably one, (but no more than three related) Bloom's Taxonomy verb(s) that clearly point(s) to a quantifiable, observable behavior and/or tangible product whereas others use verbs that do not point to at least one quantifiable, observable behavior and/or tangible product.	All PLLOs use verbs that do not point to at least one quantifiable, observable behavior and/or tangible product. Expected learner behaviors and/or products are vague, not quantifiable and/or not addressed.	Points: _____
<u>Adequate Outcomes</u> Action Verbs Appropriate	All PLLO Bloom's Taxonomy verbs are appropriate for course level (100, 200, 300, 400).	Some PLLO Bloom's Taxonomy verbs are appropriate for course level (100, 200, 300, 400).	No PLLO Bloom's Taxonomy verbs are appropriate for course level (100, 200, 300, 400).	Points: _____
<u>Adequate Outcomes</u> Clarity & Succinctness	All PLLOs are succinct, yet general and measurable.	Some PLLOs are succinct, yet general and measurable.	PLLs are too long and/or not measurable.	Points: _____
Total Score: _____				_____