Highland Community College
Notice Report

February 2019

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Higher Learning Commission

HIGHLAND COMMUNITY COLLEGE

HCC Notice Report- Appendix

A.   Hatfield Highland Program Assessment Presentation, slides 47-51, 60-70, 75-83
B.   Blank Assessment Plan Form
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D.   Sample Syllabi
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  2. Spring 2018 BIOL 211
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E.   Accreditation Committee Members
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  3. Hospitality Management
  4. Industrial Mechanics
  5. Mathematics
  6. Medial Assistant
  7. Natural Science
  8. Sociology
U.   Sample Assessment Forms
  1. Agriculture- Dairy Management
  2. Business Administration
  3. Early Childhood Education

Assessing Program Outcomes

Susan Hatfield

Senior Scholar
Higher Learning Commission

Plan

- Essential Understandings about Assessment

- Developing an Assessment Plan:
  From Outcomes to Implementation Plan
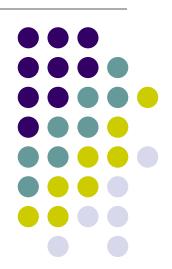
Understanding Assessment

Assessment is about student learning
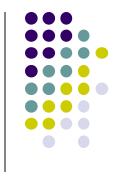
It isn't going away

Faculty assess all the time

Think of a course that you teach: What are you doing differently in that course this semester?

The Assessment Process
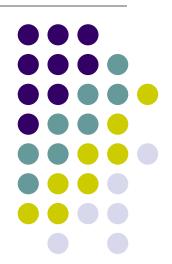
Assessment can become part of business as usual

Evaluation   # Assessment

Quizzes

Tests

Rubrics

Evaluation

Assessment

Quizzes

Count toward
final grade

Tests

Rubrics

Evaluation

Assessment

Quizzes

Count toward
final grade

Used to see if
students
understand

Tests

Rubrics

Evaluation

Assessment

Quizzes

Count toward
final grade

Used to see if
students
understand

Tests

Scored and returned

Rubrics

	Evaluation	Assessment
Quizzes	Count toward final grade	Used to see if students understand
Tests	Scored and returned	Scored, tabulated. returned & discussed; adjustments to syllabus
Rubrics		

	Evaluation	Assessment
Quizzes	Count toward final grade	Used to see if students understand
Tests	Scored and returned	Scored, tabulated. returned & discussed; adjustments to syllabus
Rubrics	Returned to students with grade	

	Developing	Proficient	Exemplary
Verbal Delivery	x		
Nonverbal Delivery		x	
Organization	x		
Evidence		x	
Transitions		x	
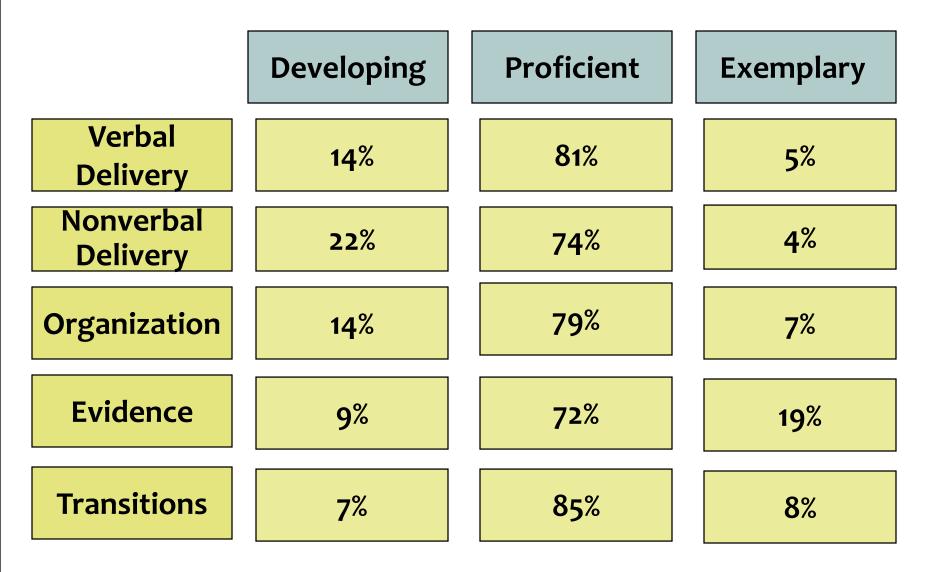
	Evaluation	Assessment
Quizzes	Count toward final grade	Used to see if students understand
Tests	Scored and returned	Scored, tabulated. returned & discussed; adjustments to syllabus
Rubrics	Returned to students with grade	Returned after being aggregated & analyzed; adjustments to syllabus

	Developing	Proficient	Exemplary
Verbal Delivery	14%	81%	5%
Nonverbal Delivery	22%	74%	4%
Organization	14%	79%	7%
Evidence	9%	72%	19%
Transitions	7%	85%	8%
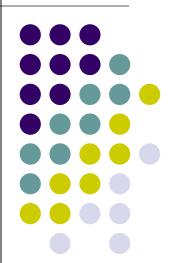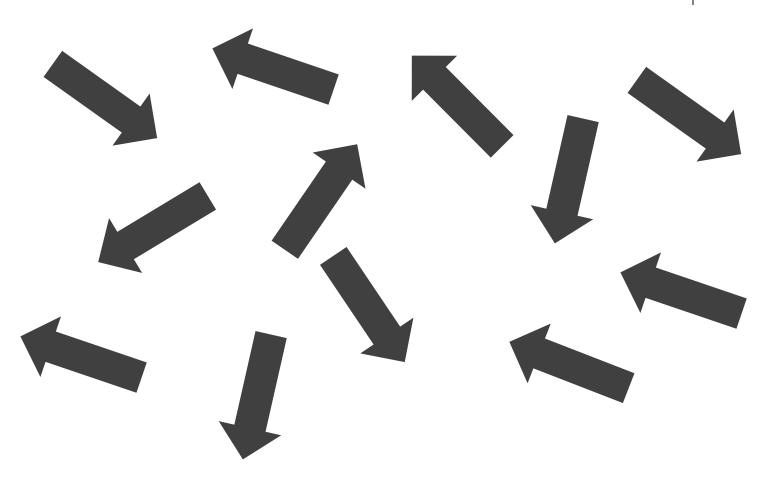
Program Summary

The only good assessment plan is one that you can reasonably implement
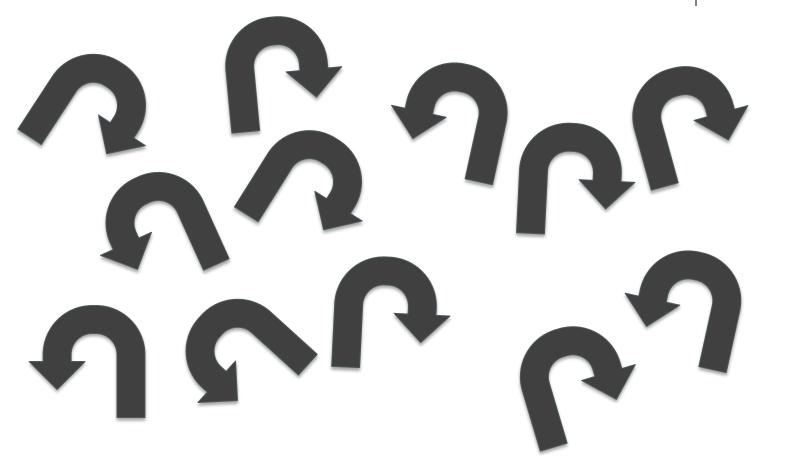
Exertion without Intention
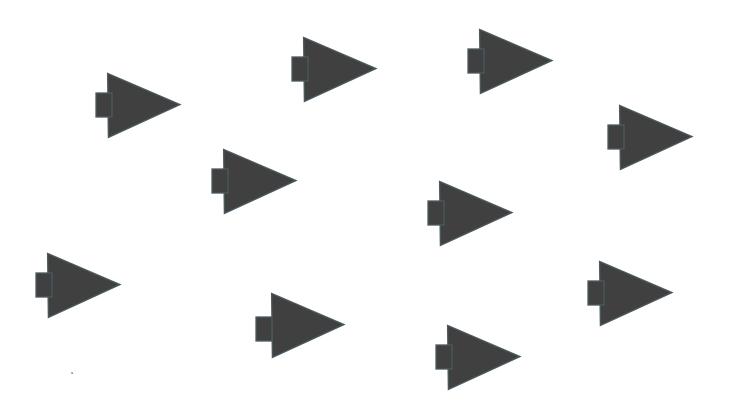
Exhaustion
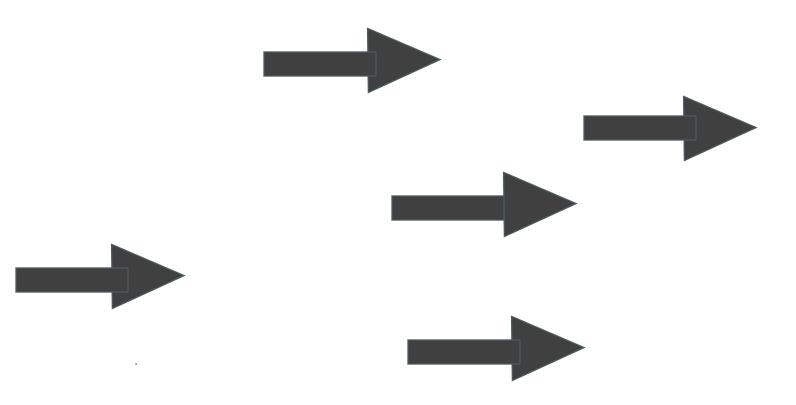
Intention without Exertion

Intention and Exertion

Outcome **Levels**

Levels of Outcomes

Course Outcomes

Program Outcomes

Institutional Outcomes

Types of Program Outcomes
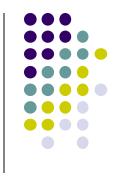
Program Effectiveness Outcomes
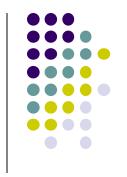
- What the **program** will do or achieve
  - Curriculum
  - Retention
  - Graduation
  - Placement
  - Satisfaction (graduate and employer)

Program Effectiveness Outcomes

- % of students who complete the program
- % of students who pass the licensure exam (first attempt)
- % of students employed within 6 months
- Specific curriculum
- Faculty qualifications

Program Learning Outcomes
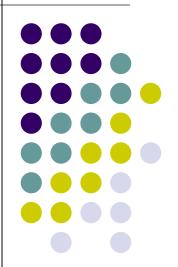
Student Learning:

What students will know or be able to do upon graduation

General Education
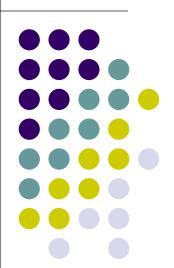
Academic Program
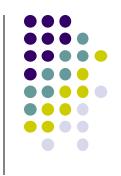
Designing Assessment Plans

1. Review your Program Learning Outcomes

What counts as a program?

AA, AS

General Education

What counts as a program?
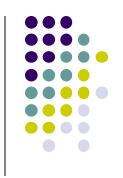
AA, AS	General Education	
AES	General Education	Academic Program

What counts as a program?

AA, AS — General Education

AES — General Education | Academic Program

AAS — G E | Academic Program

What counts as a program?

AA, AS	General Education	

AES	General Education	Academic Program

AAS	G E	Academic Program

What counts as a program?

AA, AS	General Education	
AES	General Education	Academic Program
AAS	G E	Academic Program

Program Learning Outcomes
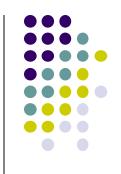
A. Reasonable Number??

Gen Ed
Program Structure

Distribution model / Categories

Communication
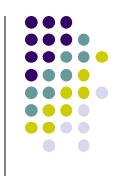
Mathematics

Humanities and Fine Arts

Physical and Life Science

Social and Behavioral Science

Gen Ed Program
Student Learning Outcomes

Learning outcomes address what students will learn by taking ANY of the listed courses.

Category 1

Course 1

Course 2

Course 3

Course 4

Course 5

Category 2

Course 1

Course 2

Course 3

Course 4

Course 5

Course 6

Course 7

Category 3

Course 1

Course 2

Course 3

Course 4

Course 5

Course 6

Course 7

Course 8

Category 4

Course 1

Course 2

Course 3

Course 4

Course 5

Course 6

Course 7

Category 5

Course 1

Course 2

Course 3

Course 4

Course 5

Course 6

Course 7

Course 8

Communication

- Course 1
- Course 2
- Course 3
- Course 4
- Course 5

Math

- Course 1
- Course 2
- Course 3
- Course 4
- Course 5
- Course 6
- Course 7

Physical Science

- Course 1
- Course 2
- Course 3
- Course 4
- Course 5
- Course 6
- Course 7
- Course 8

Arts and Humanities

- Course 1
- Course 2
- Course 3
- Course 4
- Course 5
- Course 6
- Course 7

Social/ Behavioral Science

- Course 1
- Course 2
- Course 3
- Course 4
- Course 5
- Course 6
- Course 7
- Course 8

XX credits
Communication
Course 1
Course 2
Course 3
Course 4
Course 5

XX credits
Math
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

XX credits
Physical /Life Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

XX credits
Arts and Humanities
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

XX credits
Social/ Behavioral Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

XX credits
Communication

Learning Outcome:

Course 5

XX credits
Math

Learning Outcome:

Course 5
Course 6
Course 7

XX credits
Physical /Life Science

Learning Outcome:

Course 5
Course 6
Course 7
Course 8

XX credits
Arts and Humanities

Learning Outcome:

Course 5
Course 6
Course 7

XX credits
Social/ Behavioral

Learning Outcome:

Course 4
Course 5
Course 6
Course 7
Course 8

XX credits
Communication

Learning
Outcomes

1

2

3

XX credits
Math
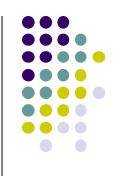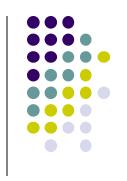
Learning
Outcomes

1

2

3

4

Course 7

XX credits
Physical /Life Science

Learning
Outcomes

1

2

3

Course 7
Course 8

XX credits
Arts and Humanities

Learning
Outcomes

1

2

3

Course 7

XX credits
Social/ Behavioral

Learning
Outcomes

1

2

3

4

Course 6
Course 7
Course 8

Academic Program Student Learning Outcomes

Academic Program Student Learning Outcomes

AA, AS

| General Education | |

AES

| General Education | Academic Program |

AAS

| G E | Academic Program |

Academic Program Student Learning Outcomes

What are the *most important* things you want students to know or do before they graduate?

Academic Program Student Learning Outcomes

What are the *most important* things you want students to know or do before they graduate?

What would be the five reasons you would give an employer or receiving institution about why the should consider hiring/ admitting your students?

Academic Program Student Learning Outcomes

Start with the outcomes that already exist.

Current Outcomes

Accrediting or Licensure Agencies

Professional Organizations

Receiving Institutions

State

Program Learning Outcomes

A. Is there a reasonable number of outcomes?

B. Are the Institution Wide College Outcomes integrated into the program outcomes?

       General Education

       Academic Programs

Program Learning Outcomes

A. Is there a reasonable number of outcomes?

B. Are the Institution Wide College Outcomes integrated into the program outcomes?

       General Education

Gen Ed Outcomes

Institution-wide learning outcomes

Quantitative Literacy
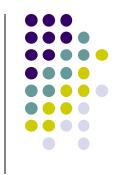
Critical Thinking

Oral Communication

Written Communication

Information Literacy

Gen Ed Outcomes

Integrate Institution-wide learning outcomes with Gen Ed

Decision Point:

Connect to Categories

Connect to Courses

XX credits
Communication
Course 1
Course 2
Course 3
Course 4
Course 5

XX credits
Math
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

XX credits
Physical /Life Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

XX credits
Arts and Humanities
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

XX credits
Social/ Behavioral Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

XX credits
Communication

Institutional
Outcome

XX credits
Math

Institutional
Outcome

Course 7

XX credits
Physical /Life Science

Institutional
Outcome

Course 7
Course 8

XX credits
Arts and Humanities
Course 1

Institutional
Outcome

Course 7

XX credits
Social/ Behavioral
Science

Institutional
Outcome

Course 6
Course 7
Course 8

XX credits
Communication

Written Communication

XX credits
Math

Quantitative Literacy

Course 7

XX credits
Physical /Life Science

Critical Thinking

Course 7
Course 8

XX credits
Arts and Humanities
Course 1

Oral Communication

Course 7

XX credits
Social/ Behavioral Science

Information Literacy

Course 6
Course 7
Course 8

XX credits
Communication
Course 1
Course 2
Course 3
Course 4
Course 5

XX credits
Math
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

XX credits
Physical /Life Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

XX credits
Arts and Humanities
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

XX credits
Social/ Behavioral Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

XX credits
Communication
Course 1
Course 2
Course 3
Course 4
Course 5

XX credits
Math
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

XX credits
Physical /Life Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

XX credits
Arts and Humanities
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

XX credits
Social/ Behavioral Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

Institution Wide Competencies
Quantitative Literacy
Critical Thinking
Oral Comm
Written Comm
Info Literacy

XX credits
Communication
Course 1
Course 2
Course 3
Course 4
Course 5

XX credits
Math
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

XX credits
Physical /Life Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

XX credits
Arts and Humanities
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

XX credits
Social/ Behavioral Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

Institution Wide Competencies
Quantitative Literacy
Critical Thinking
Oral Comm
Written Comm
Info Literacy

Program Learning Outcomes

A. Is there a reasonable number of outcomes?

B. Are the Institution Wide College Outcomes integrated into the program outcomes?

   General Education

   Academic Programs

Academic Program Student Learning Outcomes

Adapt Institution Wide Competencies

What do:

Quantitative Literacy

Critical Thinking

Oral Communication

Written Communication

Information Literacy

……….Look like in the discipline?

Academic Program Student Learning Outcomes

Explain procedure to a client

Adjust technique to non-routine procedures

Troubleshoot mechanical failure

Document process used to achieve a goal

Analyze/ Interpret test results graph

Research user generated solutions to a software problem
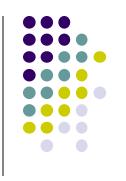
Program Learning Outcomes

A. Is there a reasonable number of outcomes?

B. Are the Institution Wide College Outcomes integrated into the program outcomes?

C. Do the outcomes meet the criteria for good outcomes?

Program Learning Outcomes

Learner Centered

Specific

Measurable

Program Learning Outcomes

Format for learning outcomes:

Students will be able to

<<action verb>> <<something>>

Program Learning Outcomes
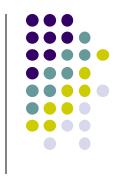
Students will contribute to their community by applying academic information to cultural diversity in order to engage in problem solving and appreciation efforts.

Program Learning Outcomes

Students will recognize, analyze, and interpret human experience in terms of personal, intellectual, and social contexts.

Program Learning Outcomes

Learner Centered

Specific

Measurable

Public

Distinctive
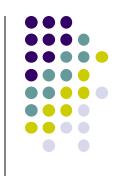
Create a perceptual framework

Outcome
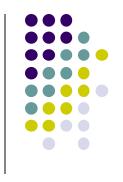
\+ Outcome

\+ Outcome

\+ Outcome
_____
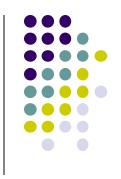
Graduate

Program Learning Outcomes

- Learner Centered

- Specific

- Measurable

- Public

- Distinctive

- Create a perceptual framework

- Cognitively appropriate

Program Learning Outcomes

Students will be able to

<<action verb>> <<something>>

Gen Ed: Need to consider the number of
courses required (varies by degree)

Program Learning Outcomes

Students will be able to

<<action verb>> <<something>>

Gen Ed: Need to consider the number of courses required (varies by degree)

XX credits
Communication

Learning
Outcome:

Course 5

XX credits
Math

Learning
Outcome:

Course 5
Course 6
Course 7

XX credits
Physical /Life Science

Learning
Outcome:

Course 5
Course 6
Course 7
Course 8

XX credits
Arts and Humanities

Learning
Outcome:

Course 5
Course 6
Course 7

XX credits
Social/ Behavioral

Learning
Outcome:

Course 4
Course 5
Course 6
Course 7
Course 8

6 credits
Communication

Learning
Outcome:

Course 5

3 credits
Math

Learning
Outcome:

Course 5
Course 6
Course 7

6 credits
Physical /Life Science

Learning
Outcome:

Course 5
Course 6
Course 7
Course 8

6 credits
Arts and Humanities

Learning
Outcome:

Course 5
Course 6
Course 7

9 credits
Social/ Behavioral Science

Learning
Outcome:

Course 4
Course 5
Course 6
Course 7
Course 8

Program Learning Outcomes

Students will be able to
<<action verb>> <<something>>

KNOWLEDGE

Cite
Count
Define
Draw
Identify
List
Name
Point
Quote
Read
Recite
Record
Repeat
Select
State
Tabulate
Tell
Trace
Underline

COMPREHENSION

Associate
Classify
Compare
Compute
Contrast
Differentiate
Discuss
Distinguish
Estimate
Explain
Express
Extrapolate
Interpolate
Locate
Predict
Report
Restate
Review
Tell
Translate

APPLICATION

Apply
Calculate
Classify
Demonstrate
Determine
Dramatize
Employ
Examine
Illustrate
Interpret
Operate
Order
Practice
Report
Restructure
Schedule
Sketch
Solve
Translate
Use
Write

ANALYSIS

Analyze
Appraise
Calculate
Categorize
Classify
Compare
Debate
Diagram
Differentiate
Distinguish
Examine
Experiment
Inspect
Inventory
Question
Separate
Summarize
Test

SYNTHESIS

Arrange
Assemble
Collect
Compose
Construct
Create
Design
Formulate
Integrate
Manage
Organize
Plan
Prepare
Prescribe
Produce
Propose
Specify
Synthesize
Write

EVALUATION

Appraise
Assess
Choose
Compare
Criticize
Determine
Estimate
Evaluate
Grade
Judge
Measure
Rank
Rate
Recommend
Revise
Score
Select
Standardize
Validate

KNOWLEDGE

Cite
Count
Define
Draw
Identify
List
Name
Point
Quote
Read
Recite
Record
Repeat
Select
State
Tabulate
Tell
Trace
Underline

COMPREHENSION

Associate
Classify
Compare
Contrast
Differentiate
Discuss
Distinguish
Estimate
Explain
Express
Extrapolate
Interpolate
Locate
Predict
Report
Restate
Review
Tell
Translate

APPLICATION

Apply
Calculate
Classify
Demonstrate
Determine
Dramatize
Employ
Examine
Illustrate
Interpret
Operate
Order
Practice
Report
Restructure
Schedule
Sketch
Solve
Translate
Use
Write

ANALYSIS

Analyze
Appraise
Calculate
Categorize
Classify
Compare
Debate
Diagram
Differentiate
Distinguish
Examine
Experiment
Inspect
Inventory
Question
Separate
Summarize
Test

SYNTHESIS

Arrange
Assemble
Collect
Compose
Construct
Create
Design
Formulate
Integrate
Manage
Organize
Plan
Prepare
Prescribe
Produce
Propose
Specify
Synthesize
Write

EVALUATION

Appraise
Assess
Choose
Compare
Criticize
Determine
Estimate
Evaluate
Grade
Judge
Measure
Rank
Rate
Recommend
Revise
Score
Select
Standardize
Validate

1 course

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION

2 Courses

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Associate			Arrange	Appraise
Count				Assemble	Assess
Define		Classify		Collect	Choose
Draw	Contrast	Demonstrate	Categorize	Compose	Compare
Identify	Differentiate	Determine	Classify	Construct	Criticize
List	Discuss	Dramatize	Compare	Create	Determine
Name	Distinguish	Employ	Debate	Design	Estimate
Point	Estimate	Examine	Diagram	Formulate	Evaluate
Quote	Explain	Illustrate	Differentiate	Integrate	Grade
Read	Express	Interpret	Distinguish	Manage	Judge
Recite	Extrapolate	Operate	Examine	Organize	Measure
Record	Interpolate	Order	Experiment	Plan	Rank
Repeat	Locate	Practice	Inspect	Prepare	Rate
Select	Predict	Report	Inventory	Prescribe	Recommend
State	Report	Restructure	Question	Produce	Revise
Tabulate	Restate	Schedule	Separate	Propose	Score
Tell	Review	Sketch	Summarize	Specify	Select
Trace	Tell	Solve	Test	Synthesize	Standardize
Underline	Translate	Translate		Write	Validate
		Use			
		Write			

3 Courses

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Associate	Classify	Categorize	Construct	Appraise
Count	Classify	Demonstrate	Classify	Create	Assess
Define	Compare	Determine	Compare	Design	Choose
Draw	Compute	Dramatize	Debate	Formulate	Compare
Identify	Contrast	Employ	Diagram	Integrate	Criticize
List	Differentiate	Examine	Differentiate	Manage	Determine
Name	Discuss	Illustrate	Distinguish	Organize	Estimate
Point	Distinguish	Interpret	Examine	Plan	Evaluate
Quote	Estimate	Operate	Experiment	Prepare	Grade
Read	Explain	Order	Inspect	Prescribe	Judge
Recite	Express	Practice	Inventory	Produce	Measure
Record	Extrapolate	Report	Question	Propose	Rank
Repeat	Interpolate	Restructure	Separate	Specify	Rate
Select	Locate	Schedule	Summarize	Synthesize	Recommend
State	Predict	Sketch	Test	Write	Revise
Tabulate	Report	Solve			Score
Tell	Restate	Translate			Select
Trace	Review	Use			Standardize
Underline	Tell	Write			Validate
	Translate				

Program Learning Outcomes

Students will be able to

<<action verb>> <<something>>

Academic Program: Need to consider the skills and knowledge a graduate will need to enter the workforce / transfer

COMPREHENSION

ANALYSIS

EVALUATION

KNOWLEDGE

APPLICATION

SYNTHESIS

Academic Program

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Associate	Apply	Categorize	Construct	Compare
Count	Classify	Calculate	Classify	Create	Criticize
Define	Compare	Classify	Compare	Design	Determine
Draw	Compute	Demonstrate	Debate	Formulate	Estimate
Identify	Contrast	Determine	Diagram	Integrate	Evaluate
List	Differentiate	Dramatize	Differentiate	Manage	Grade
Name	Discuss	Employ	Distinguish	Organize	Judge
Point	Distinguish	Examine	Examine	Plan	Measure
Quote	Estimate	Illustrate	Experiment	Prepare	Rank
Read	Explain	Interpret	Inspect	Prescribe	Rate
Recite	Express	Operate	Inventory	Produce	Recommend
Record	Extrapolate	Order	Question	Propose	Revise
Repeat	Interpolate	Practice	Separate	Specify	Score
Select	Locate	Report	Summarize	Synthesize	Select
State	Predict	Restructure	Test	Write	Standardize
Tabulate	Report	Schedule			Validate
Tell	Restate	Sketch			
Trace	Review	Solve			
Underline	Tell	Translate			
	Translate	Use			
		Write			

Program Learning Outcomes

A. Is there a reasonable number of outcomes?

B. Are the Institution Wide College Outcomes integrated into the program outcomes?

C. Do the outcomes meet the criteria for good outcomes?

D. Is there a shared definition of the outcomes?
    (performance indicators)
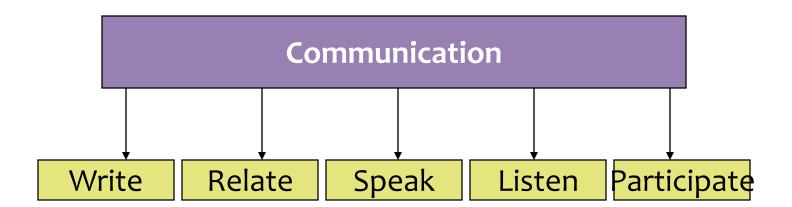
Performance Indicators
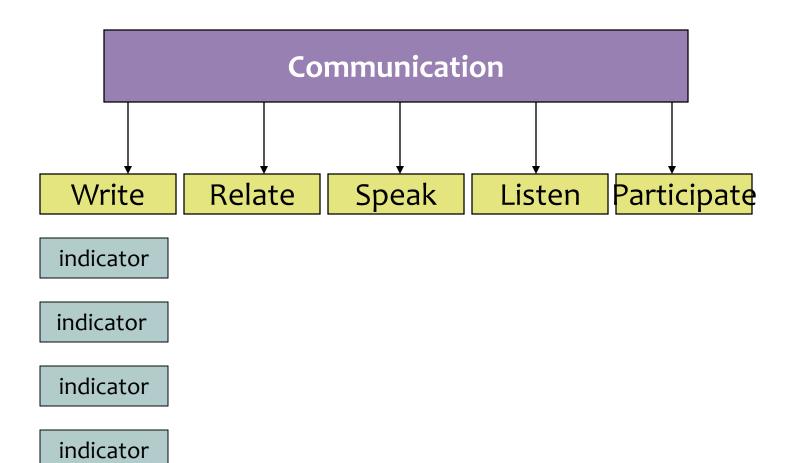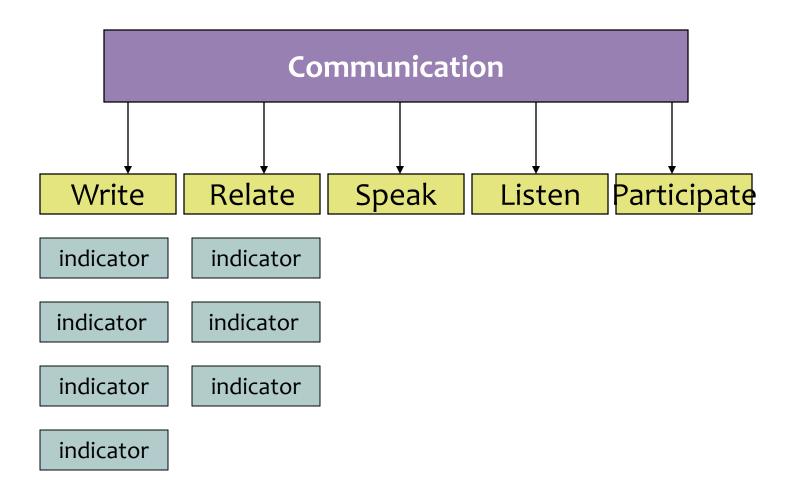
- Define student learning outcomes
- Provide a common language for describing student learning
- Must be shared across faculty
- Number of indicators will vary by outcome

Competency

Communication

Write | Relate | Speak | Listen | Participate

Communication

- **Write**
- Relate
- Speak
- Listen
- Participate

Under **Write**:
- indicator
- indicator
- indicator
- indicator

```
                          ┌─────────────────────────────────────────────┐
                          │             Communication                   │
                          └─────────────────────────────────────────────┘
                               │        │        │        │        │
                               ▼        ▼        ▼        ▼        ▼
                          ┌────────┐┌────────┐┌────────┐┌────────┐┌────────────┐
                          │ Write  ││ Relate ││ Speak  ││ Listen ││ Participate │
                          └────────┘└────────┘└────────┘└────────┘└────────────┘

                          ┌─────────┐┌─────────┐┌─────────┐
                          │indicator││indicator││indicator│
                          └─────────┘└─────────┘└─────────┘

                          ┌─────────┐┌─────────┐┌─────────┐
                          │indicator││indicator││indicator│
                          └─────────┘└─────────┘└─────────┘

                          ┌─────────┐┌─────────┐
                          │indicator││indicator│
                          └─────────┘└─────────┘

                          ┌─────────┐
                          │indicator│
                          └─────────┘
```

Communication

Write	Relate	Speak	Listen	Participate
indicator	indicator	indicator	indicator	indicator
indicator	indicator	indicator	indicator	indicator
indicator	indicator		indicator	indicator
indicator				

Performance Indicators

Performance Indicators

Performance Indicators

Performance Indicators

Communication

Write   Relate   **Speak**   Listen   Participate

Oral Report

delivery

content

organization

Performance Indicators

Performance Indicators

Performance Indicators

The Reality of Assessing Student Learning Outcomes
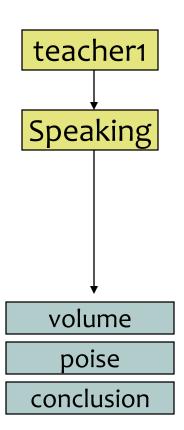
Why you need common indicators
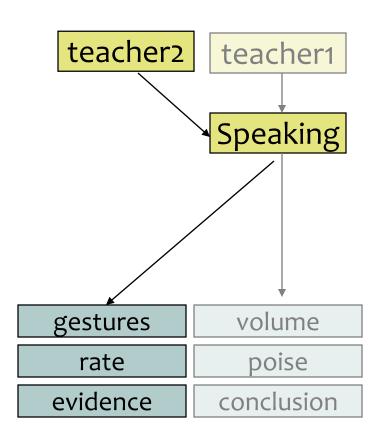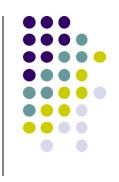
Speaking
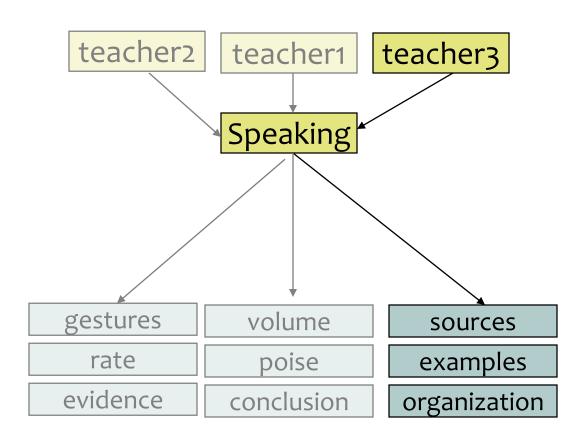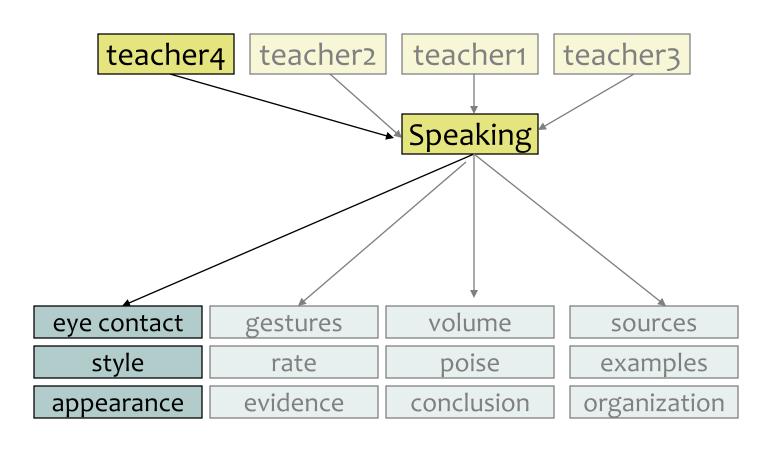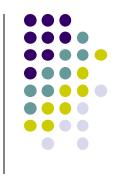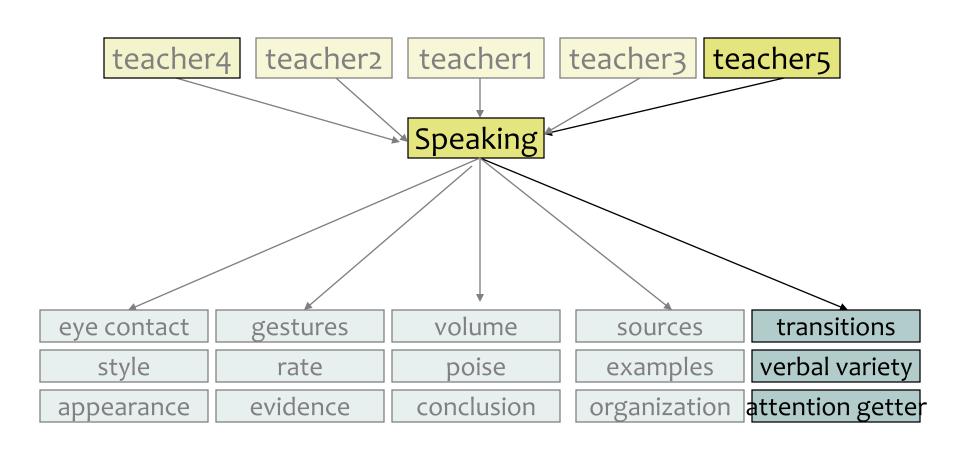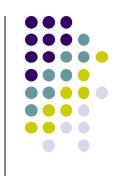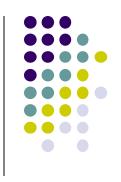
Can our students deliver an effective Public Speech?

eye contact	gestures	volume	sources	transitions
style	rate	poise	examples	verbal variety
appearance	evidence	conclusion	organization	attention getter
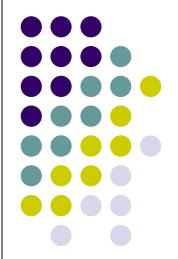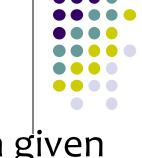
Bad Outcomes = Worthless Assessment

A Quiz

Outcome #1

Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected

Outcome #1

Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected

Students will be able to apply factual information to a problem

Outcome #1

Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected

Students will be able to apply factual information to a problem

Performance Indicators
   Relevance
   Clarity
   Comprehensiveness
   Aware of Bias

Outcome #2

Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which   can give alternative meanings or solutions to given situations or problems

Outcome #2

Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which   can give alternative meanings or solutions to given situations or problems

Students will be able to provide alternative solutions   to situations or problems

Outcome #2

Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which   can give alternative meanings or solutions to given situations or problems

Students will be able to provide alternative solutions   to situations or problems

Performance Indicators:

Variety of assumptions, perspectives, interpretations

Analysis of comparative advantage

Outcome #3

Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines (one of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty)

Outcome #3

Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines (one of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty)

Students will be able to test hypotheses

Outcome #3

Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines (one of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty)

Students will be able to test hypotheses

Performance Indicators

Data collection

Statistical Analysis
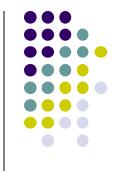
Graphical Analysis

Identification of sources of error

2. Review Assessment Methods

Assessment Methods

What students do to show us they have learned

Locally developed exams
Licensure Exam
Oral Exam
Performance / Recital
Clinical / Practicum
Presentation
Portfolios
Simulations
Assignment
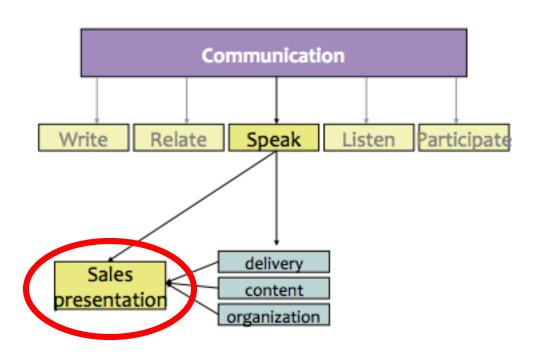
Assessment Methods

Options

Standard Exam / Assignment / Experience

A few standard questions

Select from a list of questions / assignments / experiences
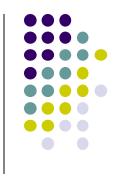
Create own questions / assignments / experiences that meet specific criteria

Assessment Methods

Does the method allow students to demonstrate their achievement of the outcome?

Locally developed exams

Assignment

Licensure Exam

Oral Exam

Performance / Recital

Clinical / Practicum

Presentation
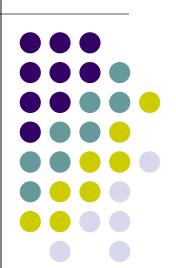
Portfolios

Simulations

3. Reconsider your Assessment Measures

Assessment Measures

How will we be able to tell if our student's learning has met our expectations?

Measures = Scoring System

Assessment Measures

Tests

Checklists

Scales / ratings

Scoring rubrics

Assessment Measures

A. Do the measures provide direction for improvement?

Critical Thinking Competency Assessment

Critical Thinking Skills
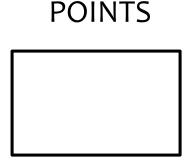
Yes

No

Critical Thinking Competency Assessment

Critical
Thinking
Skills

POINTS

1 2 3 4 5 6 7 8 9 10

Critical Thinking Competency Assessment

I would assess my ability to think critically as
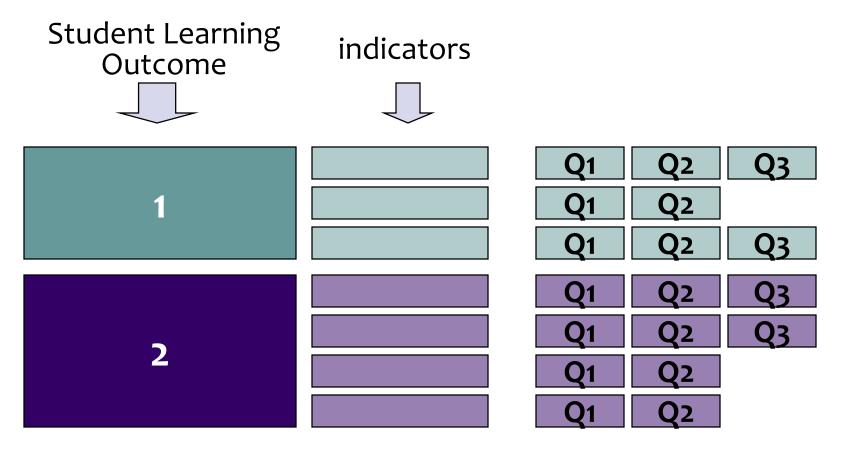
- a. Excellent
- b. Very Good
- c. Average
- d. Below Average
- e. I'm not sure

Assessment Measures

B. Are the measures assessing the performance indicators?

Tests
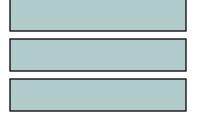
Student Learning Outcome

indicators

1		Q1	Q2	Q3
		Q1	Q2	
		Q1	Q2	Q3

2		Q1	Q2	Q3
		Q1	Q2	Q3
		Q1	Q2	
		Q1	Q2	

Checklist

Student Learning Outcome

indicators

1		YES	NO
		YES	NO
		YES	NO

2		YES	NO
		YES	NO
		YES	NO

Scale

Student Learning Outcome

indicators

1

1 2 3 4
ineffective 1 2 3 4 **effective**
1 2 3 4

2
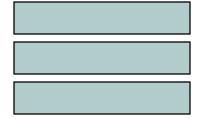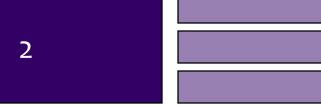
1 2 3 4
ineffective 1 2 3 4 **effective**
1 2 3 4

Rubrics
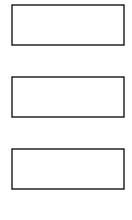
Analytical

Assess Performance Indicators individually

Analytical Rubric

Outcome:

Performance Indicators

Analytical Rubric

Outcome:

Performance Indicators

Performance Characteristics

Descriptions of Student Performance

Rubrics

Analytical

Performance Indicators assessed individually

Summative:

Expected Level of Performance

Analytical Rubric
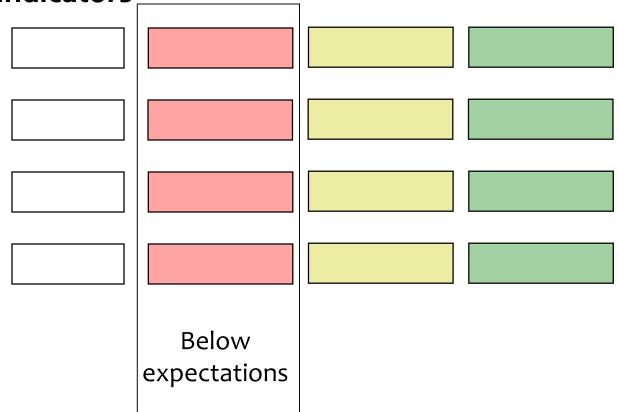
Outcome:

Performance Indicators

Performance Characteristics

Analytical Rubric

Outcome:

Performance Indicators

Performance Characteristics

Analytical Rubric

Outcome:

Performance Indicators

Performance Characteristics

Below expectations

Analytical Rubric

Outcome:

Performance Indicators
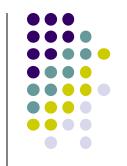
Performance Characteristics

Meet expectations

Analytical Rubric

Outcome:

Performance Indicators

Performance Characteristics

Exceeds expectations

Analytical Rubric

Outcome:

Performance Indicators

Performance Characteristics

	Unacceptable	Satisfactory	Outstanding

Analytical Rubric

Outcome:

Performance Indicators

Performance Characteristics

	Not Evidenced	Some Evidence	Ample Evidence

Rubrics

Analytical Rubrics

Performance Indicators assessed individually

Summative
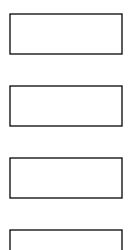
Expected Level of Performance

Developmental

Documents student progress over time

Developmental Rubric

Outcome:

Performance Indicators

Developmental Rubric

Outcome:

Performance Indicators   **Performance Characteristics**

Developmental Rubric

Outcome:

Performance Indicators

Performance Characteristics

Developmental Rubric

Outcome:

Performance Indicators

Performance Characteristics

cognitive level

Developmental Rubric

Outcome:

Performance Indicators

Performance Characteristics

	First course	Second course	Third course

Developmental Rubric

Outcome:

Performance Indicators

Performance Characteristics

	Introductory	Midpoint	Capstone

Developmental Rubric

Outcome:

Performance Indicators

Performance Characteristics

	Developing	Proficient	Mastery

KNOWLEDGE

Developing

Associate
Cite
Count
Define
Draw
Identify
List
Name
Point
Quote
Read
Recite
Record
Repeat
Select
State
Tabulate
Tell
Trace
Underline

COMPREHENSION

Associate
Classify
Compare
Compute
Contrast
Differentiate
Discuss
Distinguish
Estimate
Explain
Express
Extrapolate
Interpolate
Locate
Predict
Report
Restate
Review
Tell
Translate

APPLICATION

Proficient

Apply
Calculate
Classify
Demonstrate
Determine
Dramatize
Employ
Examine
Illustrate
Interpret
Operate
Order
Practice
Report
Restructure
Schedule
Sketch
Solve
Translate
Use
Write

ANALYSIS

Analyze
Appraise
Calculate
Categorize
Classify
Compare
Debate
Diagram
Differentiate
Distinguish
Examine
Experiment
Inspect
Inventory
Question
Separate
Summarize
Test

SYNTHESIS

Construct
Create
Design
Formulate
Integrate
Manage
Organize
Plan
Prepare
Prescribe
Produce
Propose
Specify
Synthesize
Write

EVALUATION

Mastery

Compare
Criticize
Determine
Estimate
Evaluate
Grade
Judge
Measure
Rank
Rate
Recommend
Revise
Score
Select
Standardize
Validate

Rubrics

Analytical

Summative

Developmental

Holistic

global assessment of the performance indicators

Holistic Rubric

Outcome:

Performance Indicators

1   2   3   4   5

Holistic Rubric

Outcome:
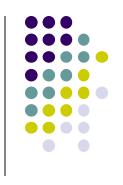
Performance Indicators F D C B A
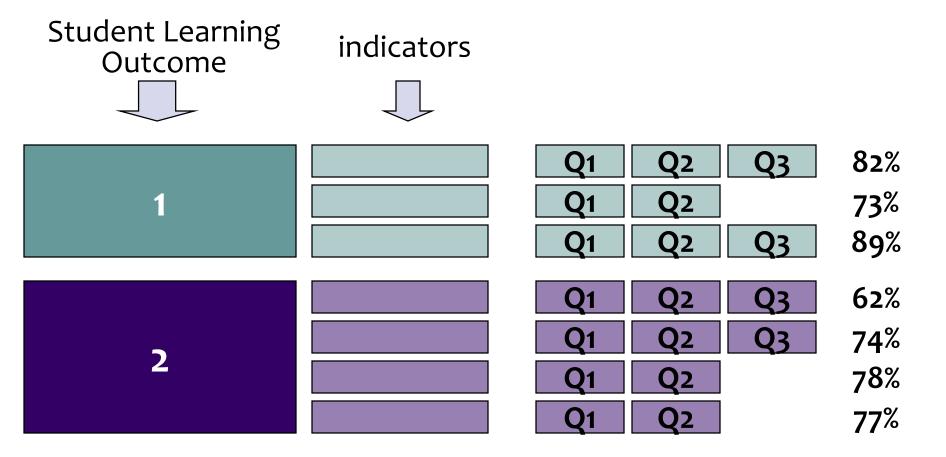
Assessment Measures
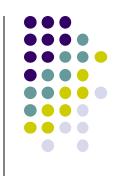
C. Do the measures distinguish between levels of achievement?
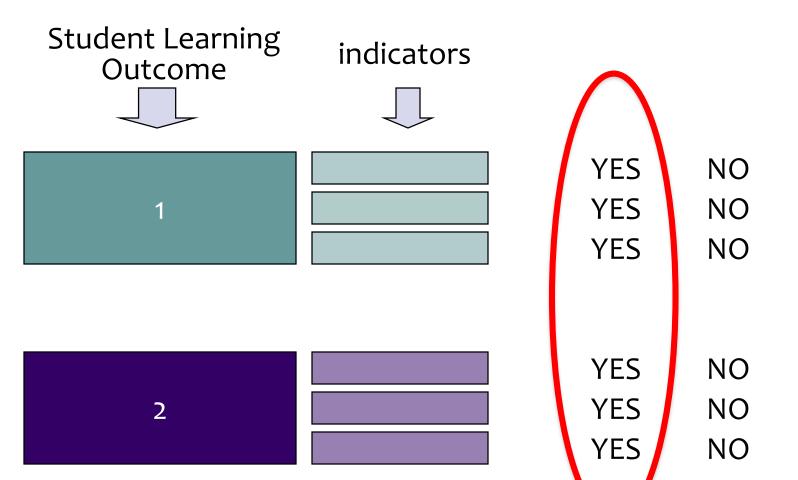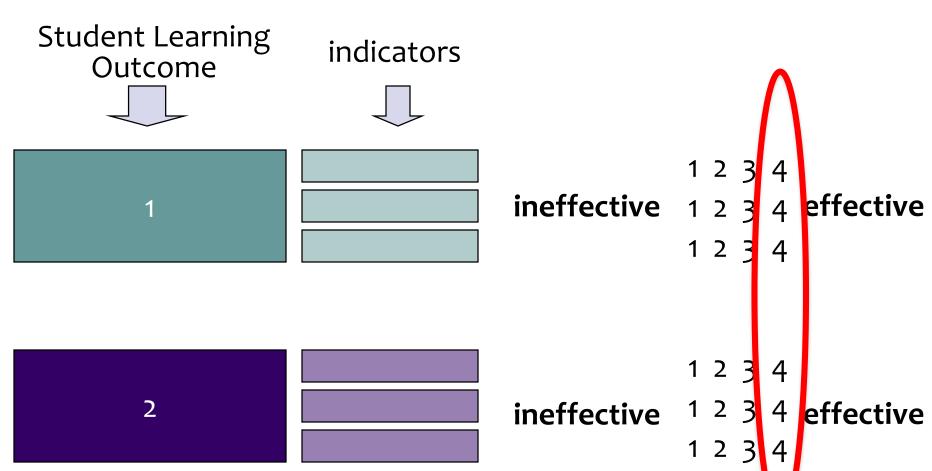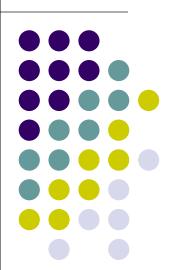
Checklist

Student Learning Outcome

indicators

1	

YES   NO
YES   NO
YES   NO

2	

YES   NO
YES   NO
YES   NO

Scale

Student Learning Outcome

indicators

1		ineffective 1 2 3 4 effective
		1 2 3 4
		1 2 3 4

2		ineffective 1 2 3 4 effective
		1 2 3 4
		1 2 3 4

Outcome:
Students will be able to deliver an oral presentation

	Does not meet	Meets	Exceeds
Verbal Delivery			
Nonverbal Delivery			
Organization			
Evidence			
Transitions			

Outcome:
Students will be able to deliver an oral presentation

	Does not meet	Meets	Exceeds
Verbal Delivery	1%	9%	90%
Nonverbal Delivery	3%	5%	92%
Organization	5%	4%	91%
Evidence	1%	6%	93%
Transitions	2%	3%	95%

4. Identify in which courses you are going to collect data

Strategic Data Collection

Not….

Every outcome

Every class

Every student

Every semester

Every Faculty   member

8 credits
Communication
Course 1
Course 2
Course 3
Course 4
Course 5

4 credits
Math
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

10 credits
Physical/Life Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

8 credits
Arts and Humanities
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

12 credits
Social/ Behavioral Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

Institution Wide Competencies
• Quantitative Literacy
• Critical Thinking
• Oral Comm
• Written Comm
• Info Literacy
-

General Education Assessment

Specific Courses:

High percentage of 3rd or 4th semester students.

High percentage of students taking their second or third course

8 credits
Communication
Course 1
Course 2
Course 3
Course 4
Course 5

4 credits
Math
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

10 credits
Physical /Life Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8

8 credits
Arts and Humanities
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7

12 credits
Social/ Behavioral Science
Course 1
Course 2
Course 3
Course 4
Course 5
Course 6
Course 7
Course 8
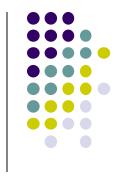
Institution Wide Competencies
- Quantitative Literacy
- Critical Thinking
- Oral Comm
- Written Comm
- Info Literacy
-
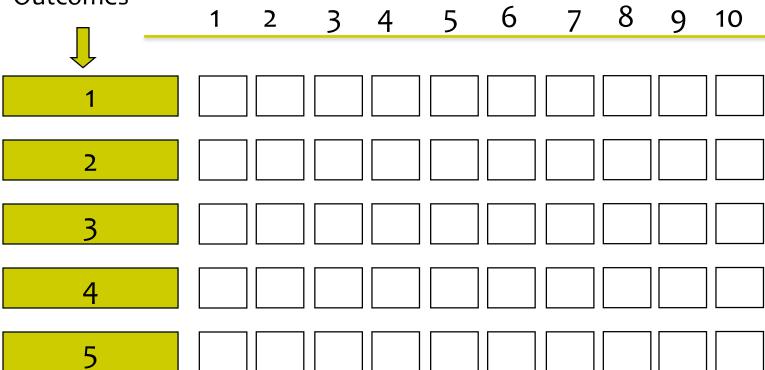
Academic Program Assessment

Formative assessment

      learning in progress

            takes place in specific courses

Summative assessment

      learning at or near graduation

            course, capstone, internship

Program Level Student Learning Outcomes

Program Curriculum

	1	2	3	4	5	6	7	8	9	10
1	X		X		X			X	X	X
2		X	X	X			X		X	
3	X		X		X	X		X	X	
4		X			X			X	X	
5	X		X			X	X	X		X

Program Level Student Learning Outcomes

Program Curriculum

	1	2	3	4	5	6	7	8	9	10
1	X		X		X			X	X	X
2		X	X	X			X		X	
3	X		X		X	X		X	X	
4		X			X			X	X	
5	X		X			X	X	X		X

Program Level Student Learning Outcomes

Program Curriculum
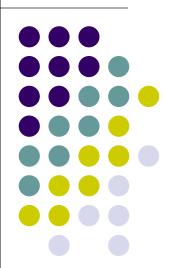
	1	2	3	4	5	6	7	8	9	10
1	X		X		X			X	X	X
2		X	X	X			X		X	
3	X		X		X	X		X	X	
4		X			X			X	X	
5	X		X			X	X	X		X

5. Develop your assessment cycle

The Assessment Cycle

Stages of Implementation

Design

Pilot

Revise

Train
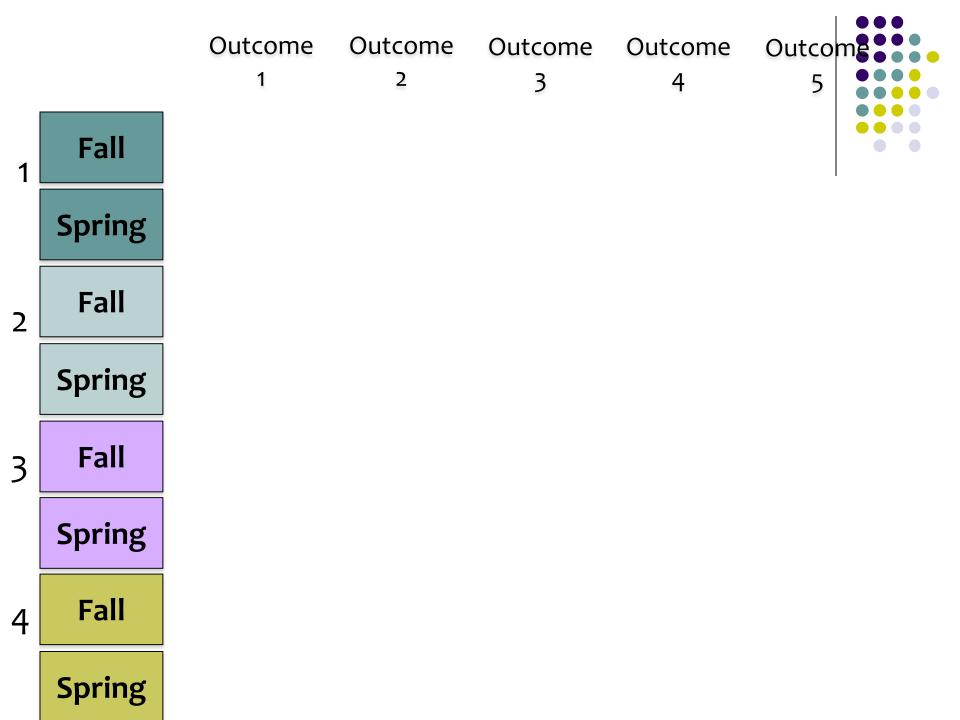
Assess
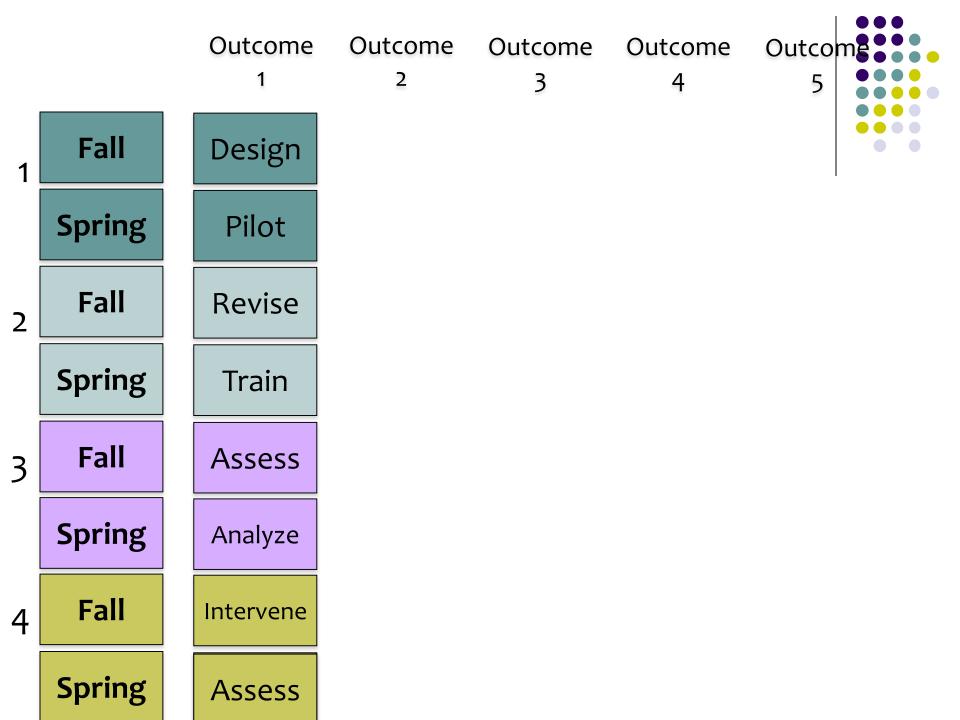
Analyze
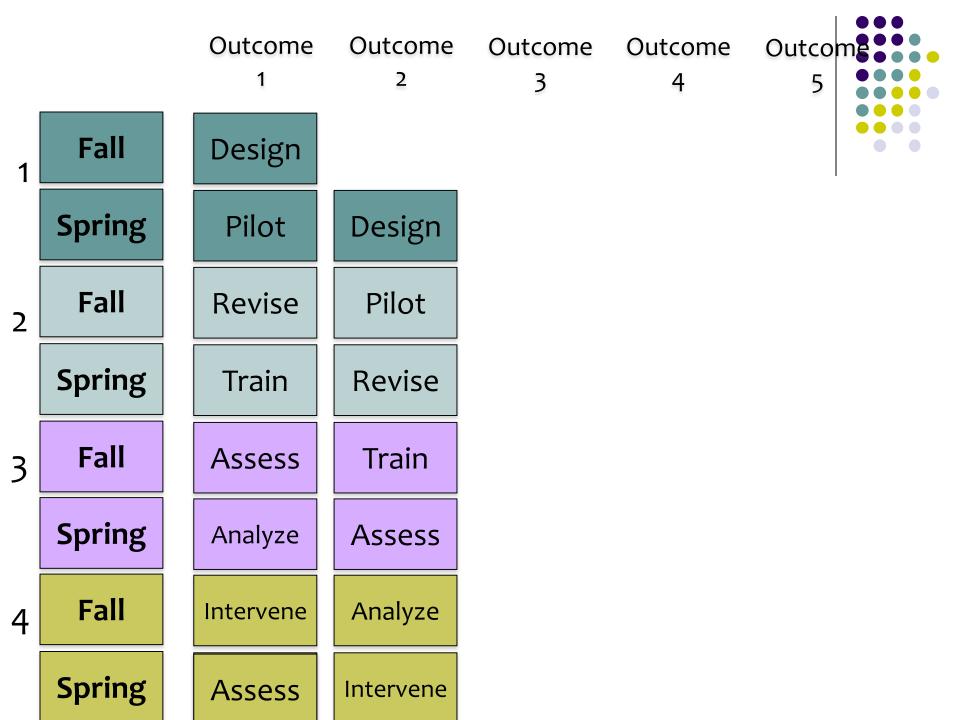
Intervene

Re-Assess

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
1 Fall					
Spring					
2 Fall					
Spring					
3 Fall					
Spring					
4 Fall					
Spring					

		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
1	**Fall**	Design				
	Spring	Pilot				
2	**Fall**	Revise				
	Spring	Train				
3	**Fall**	Assess				
	Spring	Analyze				
4	**Fall**	Intervene				
	Spring	Assess				

		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
1	Fall	Design				
	Spring	Pilot	Design			
2	Fall	Revise	Pilot	Design		
	Spring	Train	Revise	Pilot		
3	Fall	Assess	Train	Revise		
	Spring	Analyze	Assess	Train		
4	Fall	Intervene	Analyze	Assess		
	Spring	Assess	Intervene	Analyze		

		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
1	**Fall**	Design				
	Spring	Pilot	Design			
2	**Fall**	Revise	Pilot	Design		
	Spring	Train	Revise	Pilot	Design	
3	**Fall**	Assess	Train	Revise	Pilot	
	Spring	Analyze	Assess	Train	Revise	
4	**Fall**	Intervene	Analyze	Assess	Train	
	Spring	Assess	Intervene	Analyze	Assess	

		Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
1	Fall	Design				
	Spring	Pilot	Design			
2	Fall	Revise	Pilot	Design		
	Spring	Train	Revise	Pilot	Design	
3	Fall	Assess	Train	Revise	Pilot	Design
	Spring	Analyze	Assess	Train	Revise	Pilot
4	Fall	Intervene	Analyze	Assess	Train	Revise
	Spring	Assess	Intervene	Analyze	Assess	Train

Assessing Program Outcomes

Susan Hatfield

Senior Scholar
Higher Learning Commission

ASSESSMENT OF STUDENT LEARNING REPORT FORM

Contact Person:		Reporting Semester:	
Division:		Discipline/Program:	

Assessment Plan:
Identify Program Outcomes to be assessed:

1.

2.

3.

4.

5.

6.

Identify type of assessment:

☐ Course/Discipline (assessment within one course or all sections of the same course)

☒ Degree/Program (for core competencies across courses that make up a degree)

☐ Institutional (core competencies across all degrees)

Identify the class(es) that will participate in this assessment activity:

1.

2.

3.

4.

5.

6.

Identify the mode of delivery for participating classes: Check all that apply.
☐ Face to Face
☐ Hybrid
☐ Online

Benchmark:
Indicate the expected outcomes of these assessment activities and the criteria for success. (Example: 80% of the students will score 75% or better on the oral presentation using the oral communication rubric.)

1.

2.

3.

4.

5.

6.

Assessment Method:

Describe the student learning assessment activity:

1.

2.

3.

4.

5.

6.

Explain how student learning was evaluated. Provide the following:
- Evaluation tool or instrument used to assess student work (Attach)
- Data Collected (Attach or provide summary):

Summary of Assessment Results
Identify the number of students who achieved each level for each learning outcome used in your assessment. Additional charts and graphs may be attached if desired.

Learning Outcome	Exceeds	Meets	Developing	Non-Existent

How did the results compare to the Benchmark?
If applicable, describe any differences in student learning outcomes depending on mode of delivery.

1.

2.

3.

4.

5.

6.

Reflection and Recommendations:
1. Based upon the results, what did you learn about student performance?

2. How can the results be used to improve planning, teaching, and learning?

3. What changes, if any, will be made in the course/program based upon these results?

Describe these changes, the timeline for implementing these changes, and the method for assessing the impact of the change(s).

Closing the Loop:
Describe how the changes indicated above impacted student learning.

Assessment Workshop
Opening Days August 10, 2017

I. Welcome/Overview- Chris (5 min.)
II. Assessment in Action (10 min.)
III. Review of Data Collected Spring 2017- work individually or w/area faculty (20 min.)
   a. Complete Assessment Method section
   b. Complete Summary of Assessment Results
   c. Complete Reflection and Recommendation section
IV. Stretch/Pair/Share- Share your results w/ someone outside of your division (25 min.)
   a. In one or two sentences, state the course/program that was assessed, your assessment tool, and how it was implemented
   b. Summarize the data findings
   c. Summarize your analysis of the results- What does it tell you about student learning? What can be done to improve planning, teaching, and learning? What changes will be made to improve the results?
   d. Paired faculty member- What do the results tell you about student learning? Based on the information presented, provide at least 2 suggestions regarding changes that could be made to improve student learning.
   e. Switch roles
V. Program Outcomes (25 min.)
   a. Review of information presented by Dr. Susan Hatfield, Fall 2016
   b. Begin drafting/developing program outcomes
   c. Fall Faculty Work Sessions
VI. On your Own- Fall 2017- Complete Assessment Plan, Benchmark, and Assessment Method for Fall 2017 course (20 min.)
VII. Wrap-up (15 min)
   a. Assessment Forms
      i. Complete assessment form from Spring 2017
         1. Include assessment tool
         2. Include data collected
      ii. Complete new form (up to and including Assessment Method) for Fall 2017
      iii. Forms should be submitted electronically to Dean by **Friday, September 1, 2017**.
   b. Program Outcomes
      i. Develop 5-7 Program Outcomes
      ii. Attend Fall Faculty Work Sessions
      iii. Submit Program Outcomes to Dean by **Friday, September 29, 2017.**

*Learning Outcomes- For those who have opted to revise the Learning Outcomes for this round of assessment, you will be fine tuning those, making sure they are measurable, and seeking feedback during the Stretch/Pair/Share portions of the workshop. You will also be identifying an assessment project for Fall 2017.

Course Syllabus

1. Effective Date: <u>2018 Spring</u>
2. Course Identification:
   1. *Prefix and Number* <u>AUTM 240</u>
   2. *Course Title* <u>AUTOMATIC TRANSMISSIONS</u>
   3. *Contact Hours*
      1. <u>5</u> *Credit Hours*
      2. <u>2</u> *Lecture/Demonstration*
      3. <u>7</u> *Lab/Studio*
      4. _ *Contact Hours/Week*
      5. *Repeatability* <u>NO</u>
      6. *How Many Times:*
      7. *Rationale for repeatability:*

3. Catalog Description:
   o Studies automatic transmissions of automobiles and light trucks. Includes a study of the design, operation, servicing, maintenance, repair and testing of automatic transmissions.
   o *IAI Code (if applicable):*

4. Prerequisites: AUTM 235 and AUTM 231

   Consent of Instructor: or

   Other: and Each student is required to attend the Chicago Auto Show in mid-February at a cost TBD. The cost varies each year due to variances in transportation and show entrance costs. Ex.: In 2010, the cost was $30 per student.

5. Topical Outline:

6. Student Learning Outcomes for the course:

   Students will:

   1. **STUDENTS WILL be able to explain the general operating theories of automatic transmissions, CVT and transaxles.**

Competencies:

- 1) Explain the operation & purpose of torque converters.
  2) Explain power flow through the transmission assigned to group.
  3) Explain the operating factors that determine when an automatic transmission will shift (Hydraulic and electronic controlled transmissions).
  4) Understand operation of electronic controlled shifted transmissions.

Assessment:

- 1) Student will perform mechanical and electrical diagnostics for transmission shifting concerns. 2) Student will use an appropriate scan tool to command shifting and interpret transmission data for further diagnostics. 3)

Students will:

2. **STUDENTS WILL be able to perform in vehicle and off vehicle maintenance, adjustments and repairs using electronic and mechanical testing equipment.**

   Competencies:
   i. 1) Interpret and verify driver's complaints and determine needed repairs.
      2) Remove and re-install transmissions/transaxles & torque converter assemblies.
      3) Disassemble, clean, inspect, repair & re-assemble transmission/transaxles as per manufacturer procedures.

   Assessment:
   ii. Instructor supervision of transmission repair

Students will:

b. **Automotive Service Program Outcomes**

   Competencies:
   i. The following outcomes meet or exceed NATEF requirements and satisfy industry entry-level skill sets.

      At the end of the first year, students will have the following skill sets:
      1. Work safely in the shop environment.
      2. Demonstrate written and verbal communication skills.
      3. Generate and complete repair orders

4. Demonstrate proper telephone etiquette and face-to-face customer interaction

5. Demonstrate professionalism (work ethic, soft skills).

6. Use the correct tool(s) for needed maintenance.

7. Develop and utilize necessary problem solving skills to determine and perform basic vehicle maintenance & inspection.

8. Perform vehicle safety inspection(s).

Students that complete the two year program will gain more advanced service techniques which include the following:

9. Utilize diagnostic equipment to investigate issues with the following systems:

10. Engine oil monitoring system

11. Anti-lock braking system

12. Powertrain control systems

13. Tire pressure monitoring system

14. Understanding vehicle network systems

15. Diagnosing computer/network systems

16. Electrical/electronic circuit repair

17. Interpret specific system data

18. Perform sub-system resets

Assessment:

7. Methods of Evaluation:
   - *Additional Evaluation information (optional).*
     1) Written exams
     2) Accurate & successful completion of related lab projects in a timely manner.
     3) Attendance
     4) Attitude

8. Methods of Instruction:
   - *Typical Methods of Instruction*
     L Lecture
   A. *Additional Instruction information (optional).*
     Lecture, training video, and related lab projects.

9. Books, Supplies, and Supplementary Materials

Textbooks/Reading list

Required

Halderman/Pearson *Automotive Technology* 5th Edition, Pearson, 2016 ISBN: 9780133994612

Optional

0. *Supplementary materials*

   Required

   Required attendance at the Chicago Auto Show during the Spring semester at the students cost.

   Optional

10. Classroom Policies and Procedures
    . *General Information*

    A. *Final Exam Information*

    B. *Attendance Policy*

    C. *Make-up Policy*

    D. *Extra-credit Policy*

    E. *Cheating/Plagiarism Policy*

    F. *College Documentation Styles*

    G. *Testing Center*

    H. *Safety of Health issues*

    I. *Other*

Highland Community College
Freeport, Illinois

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Course Syllabus

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1. Effective Date: Spring 2018
2. Course Identification
      Biology 211
      General Microbiology
      4 credit hours
      Lecture/Lab
      6 contact hours/week
      Repeatability: YES
3. Catalog Description
      Familiarizes students with the classification, morphology, and physiology of bacteria, viruses, and other microbes. This course provides students with a foundation for entering the various health and biological professions. 3 hours lecture, 3 hours lab per week, 4 credits.
4. Requisites
      Four hours of college biology or chemistry with a grade of "C" or better
5. Topical Outline
      The Microbial World and You (5%)
      Chemical Principles (5%)
      Microscopy (5%)
      Functional Anatomy of Prokaryotes/Eukaryotes (10%)
      Microbial Metabolism (5%)
      Microbial Growth (10%)
      Genetics (15%)
      Classification of Microorganisms (5%)
      The Eukaryotes: Fungi, Algae, Protozoa and Helminths (5%)
      Viruses, Viroids and Prions (5%)
      Prokaryotes (5%)
      Principles of Disease and Epidemiology (5%)
      Immunity (5%)
      Diseases (15%)
6. Student Learning Outcomes
Demonstrate an understanding of the scientific method as it is applied to microbiology.
Competencies:
1. List and explain the sequence of steps in the scientific method.
2. Design a simple, controlled experiment to answer a question on microorganisms.
3. Recognize and use the terminology specific to microbiology.
Assessment: This outcome will be assessed by the use of discussion in the classroom, critical thinking homework assignments, discussion question(s) requiring short essay responses, written exam(s) including multiple choice, short answer, matching, fill in the blank and essay questions and graded laboratory activity questions.

Demonstrate knowledge of the microorganisms, their characteristics, life cycles, and diversity.
Competencies:
1. Identify and describe the major groups of microorganisms.
2. Identify and explain distinguishing features of microbial taxa.
3. Describe a typical life cycle for an organism from each taxon of microbes.
4. Discuss the classification systems used to describe microorganisms and explain the goals of taxonomy.
5. Discuss the evidence for an evolutionary relationship within and between the taxonomic kingdoms.
6. Define natural selection and discuss the evidence that it occurs in microbes.
Assessment: This outcome will be assessed by the use of discussion in the classroom, critical thinking homework assignments, discussion question(s) requiring short essay responses, written exam(s) including multiple choice, short answer, matching, fill in the blank and essay questions and graded laboratory activity questions.

Demonstrate knowledge of bacterial anatomy, metabolism, and genetics.
Competencies:
1. List and explain the differences between bacteria (prokaryotes) and eukaryotic cells.
2. List and describe the major catabolic and anabolic pathways found in bacteria.
3. Describe the genetic material of bacteria, its chemical form, its replication, and its role in protein synthesis.
4. Demonstrate an understanding of bacterial genetics, when describing antibiotic resistance, plasmids, and recombinant DNA (genetic engineering).
Assessment: This outcome will be assessed by the use of discussion in the classroom, critical thinking homework assignments, discussion question(s) requiring short essay responses, written exam(s) including multiple choice, short answer, matching, fill in the blank and essay questions and graded laboratory activity questions.

Demonstrate knowledge of viruses, their structure, and replication.
Competencies:
1. Describe the structure, including the chemical composition, of typical bacterial viruses and animal viruses.
2. Describe and discuss the replication of lytic and lysogenic viruses.
3. Describe and discuss the genetic systems of viruses.
4. Discuss the link between some viruses and cancer.
Assessment: This outcome will be assessed by the use of discussion in the classroom, critical thinking homework assignments, discussion question(s) requiring short essay responses, written exam(s) including multiple choice, short answer, matching, fill in the blank and essay questions and graded laboratory activity questions.

Demonstrate knowledge of the growth and control of microorganisms.
Competencies:
1. Describe the physical and chemical requirements for the growth microorganisms.
2. Describe and explain methods for the cultivation of microorganisms.
3. Use graphs and numerical formulas to represent the growth (and phases in the growth) of bacterial populations.
4. Describe and explain methods for the physical control of microorganisms.
5. List and explain methods for the chemical control of microorganisms.
6. Explain the theory and use of chemotherapeutic agents.
7. List and explain the mode of action for antibiotics.
8. Discuss antibiotic resistance.
Assessment: This outcome will be assessed by the use of discussion in the classroom, critical thinking homework assignments, discussion question(s) requiring short essay responses, written exam(s) including multiple choice, short answer, matching, fill in the blank and essay questions and graded laboratory activity questions.

Demonstrate knowledge of the interactions between microorganisms and their hosts.
Competencies:
1. Describe the normal flora of microorganisms that inhabit the human body.
2. List and discuss the criterion for demonstrating a microbe causes a specific disease (Koch's postulates).
3. Describe how disease-causing microbes are transmitted to hosts and enter the tissues of the host.
4. Explain how microbes are able to produce disease (pathogenesis).
5. Explain the specific and nonspecific mechanisms of the human body that fight disease-causing microbes.
6. Describe and discuss the procedures that are used to diagnose microbial infections with special reference to those that depend on immunology.
Assessment: This outcome will be assessed by the use of discussion in the classroom, critical thinking homework assignments, discussion question(s) requiring short essay responses, written exam(s) including multiple choice, short answer, matching, fill in the blank and essay questions and graded laboratory activity questions.

Demonstrate knowledge of diseases caused by microorganisms.
Competencies:
1. Describe and discuss examples of microbial agents that cause diseases of historical, social, economic, or scientific importance. The examples include influenza, smallpox, malaria, AIDS, staphylococcal infections, streptococcal infections, tuberculosis, and cholera.
2. Describe and discuss the epidemiology and pathology of selected diseases caused by microorganisms.
3. Describe and discuss the treatment and control of selected diseases caused by microorganisms.

Assessment: This outcome is assessed using graded laboratory activity questions, written assignment or exam(s).

Demonstrate knowledge of environmental and applied microbiology.
Competencies:
1. Describe and discuss the role of microbes in the formation of and maintenance of healthy soils.
2. Describe and discuss the role of microbes in biogeochemical cycles.
3. Describe and discuss the role of microbes in water quality and waste disposal.
4. Describe and discuss the role of microbes in food production, food preservation, food spoilage, and food-borne illnesses.
5. Describe and discuss the role of microbes in industrial processes.
6. Describe and discuss the recombinant DNA technology and its application to medicine, agriculture, and industry.
Assessment: This outcome is assessed using graded laboratory activity questions, written assignment or exam(s).

Demonstrate knowledge and behaviors needed to successfully investigate and culture microorganisms in a laboratory setting.
Competencies:
1. Describe and follow procedures that will protect and individual from accidental contamination including hand washing, wearing safety glasses, correct operation of a Bunsen burner and safe disposal of contaminated material.
2. Describe and use the metric system to specify volumes, distances and masses.
3. Use the appropriate tools (electronic balance, graduated cylinder, pipette, micropipettes, micrometers, etc.) to accurately measure quantities in the lab.
4. Focus any objective lens on the compound microscope and adjust the illumination to obtain an image with the highest possible resolution.
5. Describe and follow aseptic techniques to transfer microbes and maintain pure broth and agar cultures. (Includes the following techniques: loop and stab inoculations, streak plating, pour plating, spread plating and serial dilutions).
6. Make accurate, quantitative estimates of the number of microorganisms present in any fluid culture by serial dilution and plating, the MPN procedure, and optical density measurements with a spectrophotometer.
7. Prepare and fix a smear from any microbial culture and use the Gram Stain procedure to identify the shape of the cells, their arrangement and their reaction to the Gram Stain.
8. Recognize and describe indicators of microbial growth (broth cultures, turbidity, light absorption, sediment, pellicle, pH changes; agar cultures – colony shape, size, and color.
9. Use dichotomous keys, multitest system and growth on selective and differential media to identify microorganisms.
10. Use quantitative measures to evaluate the effectiveness of methods used to control microbial growth (antiseptics, disinfectants, antibiotics, UV light, temperature, etc.)
11. Describe and carry out the procedure to transfer a plasmid (DNA) to new bacteria.
Assessment: This outcome is assessed using graded laboratory activity questions, written assignment or exam(s).

7. Program Outcomes
- General Education - Students should properly conduct scientific experiments.
- General Education - Students should understand the fundamental uncertainties in experimental measurements inherent in different laboratory techniques and instruments.
- General Education - Students should communicate information in a clear and organized manner with data sets, visual presentations, properly cited written reports, and appropriate technology.
- General Education - Students should solve problems in a diverse group, in a variety of group roles.
- General Education - Students should conduct themselves responsibly in the context of contemporary societal and global issues in the physical/life sciences.
- Major - Students should utilize peer-reviewed scientific literature effectively.
- Major - Students should practice proper lab procedures in compliance with relevant standards.

8. Methods of Evaluation
    4 Unit Exams (40%)
    Unit Assignments (5%)
    Comprehensive Final Exam (15%)

2 Laboratory Practical Exams (10%)
Online Quizzes (10%)
Lab Reports (7%)
Weekly Quizzes in Lab (10%)
Disease Presentation (3%)

9. Methods of Instruction

Lecture/Discussion, assignments, laboratory exercises, demonstration of laboratory skills, disease presentation, bacterial unknown paper

10. Books, Supplies, and Supplementary Materials

Tortora, Gerard J., Funke, B.R., and Case, Christine L. 2013. <u>Microbiology: An Introduction</u>. Benjamin Cummings, 11th edition.

Leboffe, Michael and Pierce, Burton. 2015. <u>Microbiology: Laboratory Theory and Application</u>. Morton Publishing, 4th edition.

Lab coat, Gloves, Lab Marker (Sharpie), Calculator

11. Classroom Policies and Procedures
A. General Information

Lecture: There will be 4 lecture exams and 1 final exam. Each exam will focus on material presented from previous lectures and readings except the final exam which will be comprehensive. If you must miss class, it is your responsibility to make up what you have missed. Lecture exams also must be taken as scheduled; otherwise a 10% deduction will be taken. If a make-up exam is necessary due to <u>extenuating circumstances,</u> you must see me in advance or as soon after as possible. I suggest putting my <u>office</u> phone number in your contacts! Documentation will be required. This option may only be used one time! There will also be online quizzes and in-class quizzes as well.

Lab: Approximately each week there will be either a written lab report and/or a quiz on the material from the previous week. Quizzes may be written or may include active demonstration of your work. There will be 2 lab practicals during the semester. Lab attendance is mandatory. There is no way to make up labs and any quizzes that pertain to the labs will be affected. Lab quizzes will start on time so make sure you are there on time. The expectation is that you use the whole lab time; therefore, you must be in lab the whole period to receive credit for the quiz. Lab quizzes cannot be made up. In case of illness or any other possible absence I will drop one lab quiz, either one you missed or your lowest score if necessary.

Grades: Grades will be based on points earned during the semester. You should keep track of all points received. Grades will be posted on Moodle. You should check this often.

Lecture		Lab	
Lecture exams (4 x 100 points)	400	Lab quizzes (10 x 15 points)	150
Unit Assignments (4 X 10 points)	40	Gram Stain (2 x 10 points)	20
Chapter quizzes	~100	Streak plate (2 X 10 points)	20
Disease presentation/assignment	40	Unknown project & report	50
Final exam	150	Lab exams (2 x 50 points)	100
	~730		**~340**
Total Points = ~1070 (approximate)			

Grading Scale: A   =   90% and ↑
                   B   =   80% to 89%
                   C   =   70% to 79%
                   D   =   60% to 69%
                   F   =   ↓ 60%

Grades will be based on points earned during the semester. You should keep track of all points received. These will be posted on Moodle. Point totals are subject to change!

In-class expectations:
Students are expected to arrive on time for class so as not to disrupt others. Please silence or turn cell phones off during class. Using cell phones to text or view social media during class or lab will not be tolerated.

Honors Program:
Any student that wishes to do a project as part of the Honors Program should contact Honors Program Director Juliet Moderow at 815-599-3578/Office: N109 to discuss the requirements. I accept a limited number of students on a first come/first served basis.

Important Dates:
February 12th-Lincoln's Birthday Holiday ~ No classes
March 19th-23rd-Spring Break ~ No classes
January 29th-Last day to drop for 16 week classes
April 26th-Last day to withdraw "W"

B. Final Exam Information
The final exam will be a standard comprehensive exam worth 150 points.

C. Attendance Policy
Attendance is very important!! If you must miss class, please contact me as soon as possible. Students who miss often do not do well in the class. You are expected to be present and to participate. Students are also expected to check their Highland email frequently so as not to miss important announcements.

D. Make-up Policy
Late assignments will be accepted with permission of the instructor but will be subject to a point deduction as indicated in each assignment. It is best to communicate with the instructor if extenuating circumstances arise. If a student fails to take an exam on time, they will be allowed **one** make-up subject to a 10% deduction. Any other instance will result in a zero.

E. Extra-credit Policy
There may be a few extra credit points but not many. Any extra credit will be available to all students.

F. Cheating/Plagiarism Policy
Academic Integrity and Academic Misconduct
"Academic Integrity" rests on two principles: first, that academic work is represented truthfully as to its source and its accuracy; second, that academic results are obtained by fair and authorized means. "Academic Misconduct" occurs when either of these guiding principles is knowingly violated.

Examples of these violations include:
> A. Cheating: Giving, using, or attempting to use unauthorized materials, information, notes, study aides, or other devices in any academic exercise, including unauthorized communication of information.
> B. Fabrication and Falsification: Unauthorized alteration or invention of any information or citation in an academic exercise.
> C. Plagiarism: Using another's ideas, words or work and misrepresenting or presenting them as your own original work without properly citing or acknowledging the source.
> D. Facilitating Academic Misconduct: Giving or attempting to help another commit an act of academic misconduct.
> E. Tampering with Materials, Grades, or Records: Interfering with, altering, or attempting to alter records, grades, or other documents without authorization from an appropriate College official for the purpose of changing, falsifying, or removing the original information found in such records.

Sanctions for Academic Misconduct:
> Tier 1: Sanctions imposed at the discretion of the instructor:
> > A. An oral reprimand;
> > B. A written reprimand to the student;
> > C. An assignment to repeat the work or an alternate assignment;
> > D. A reduction in grade on the assignment;

E. A failing grade in the course.

Tier 2: Sanctions imposed by the Dean/Supervisor and/or Executive Vice President when the student has been found responsible for two or more previous academic misconduct offenses or when the conduct is deemed egregious.

    A. Academic Probation;

    B. Removal from the course;

    C. Suspension from the college;

    D. Dismissal from the college.

Note: Except for Tier 2D, when these Tier 2 sanctions are imposed an "XF" designation is entered into the transcript, indicating that academic dishonesty has occurred. Student privileges are revoked until the sanction is lifted or the student completes remediation.

G. College Documentation Styles

MLA or APA

H. Testing Center

Highland Community College's Testing Center, located in the Success Center (M-113), is dedicated to enhancing student learning and community offerings by providing comprehensive, accessible testing, and assessment services.

The center is committed to maintaining the highest compliance with nationally-recognized testing standards and practices, safeguarding confidentiality of student records, and creating an optimal testing environment.

The Highland Community College Testing Center provides comprehensive testing services for Highland students and community members in a distraction free environment.

Visit http://highland.edu/students/testingcenter.asp for Testing Center hours.

I. Safety of Health Issues/ADA Services

Diversity and Disability Statement: Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects regarding the design of this course that result in barriers to your inclusion, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Disability Service Coordinator (M-104, 815-599-3605) to discuss a range of options to removing barriers, if any, which may include accommodations. Tutoring services (M-147, 815-599-3428) are also available to all students.

Non-Discrimination Statement: Highland Community College admits students, awards financial aid, and extends employment to qualified individuals without regard to race, creed, religion, gender, political philosophy, color, physical or mental disability unrelated to ability, national origin or ancestry, age, marital status or other factors prohibited by applicable laws and Executive Orders. Applications from qualified females, minorities, veterans, persons with disabilities, and other protected groups will be accorded equal consideration for employment, admission, and awards based on academic and/or other merits as compared with all other applications.

It is the policy of Highland Community College with respect to employment, student admission, and financial aid practices to fully comply with all applicable existing federal, state, and local governmental regulations requiring non-discrimination so far as including, but not limited to, Executive Order 11246 – Equal Employment Opportunity, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act.

Inquiries concerning compliance with any of the foregoing may be directed to the Human Resources Office, Highland Community College, 2998 West Pearl City Road, Freeport, IL, 61032, Telephone: 815-599-3402.Inquiries regarding Title IX may be directed to the Title IX Coordinator, Highland Community College, 2998 West Pearl City Road, Freeport, IL, 61032, Telephone: 815-599-3531 or to the Disability Rights Section, Civil Rights Division, U.S. Department of Justice, P.O. Box 66738, Washington, DC 20035-6738.

Behavioral Intervention Team Statement: Highland Community College (HCC) is committed to and cares about all students. If you or someone you know is feeling overwhelmed, hopeless, depressed, and/or experiencing life stressors that are interfering with academic or personal success, supportive services are available. HCC offers cost-

free counseling and confidential mental health services to help students manage personal challenges that impact emotional or academic well-being. You can learn more   at: http://www.highland.edu/students/counselingservices.asp, by calling 815-599-3654, or by emailing at: counseling@highland.edu. If you have an immediate concern about the behavior or safety of a student at HCC, help by making a referral to the Behavior Intervention Team (BIT). BIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate is in need of help, please submit a concern at   www.highland.edu/students/referral.asp or call 815-599-3654. In case of emergency please call 911.

Sexual and Other Harassment Complaints: Harassment of any kind is not acceptable at Highland Community College whether it is sexual harassment or on the basis of age, color, disability, ethnic or national origin, gender, race, religion or sexual orientation, or any other legally protected classification. An individual who believes he has been harassed must file a written and signed complaint with the   College's Affirmative Action Officer (AAO) within 45 days of the date of the alleged event or incident. The AAO will process the complaint according to the process identified in the College's Sexual and Other Harassment policy.

J. Other
Student's Responsibility: It is the responsibility of the student to be aware of the information in the HCC catalog. The student is also responsible for keeping informed as additions and corrections are announced via the various school media.

Withdrawal From a Course: A student may withdraw from a course or courses by completing the following procedures in accordance with deadline dates published in this catalog or in other College publications. Unique courses and those with abnormal time frames may have alternate dates and procedures established by the Director of Enrollment and Records.

Student withdrawal from one or more courses after the "No Record" drop date and prior to the last 10 academic days (for 16 week classes) before the first day of final exams (as published in the official College calendar) will be recorded as a "W." This grade is non-punitive (i.e., no grade points or semester hours will be included in the computation of the student's grade point average.) However, there are financial aid implications due to withdrawals. Proportional adjustments will be made for short-term classes. Students must fill out a withdrawal form from the Admissions and Records office and see their instructor for their signature for their last date of attendance. Upon receiving the signature, students will then turn in the withdrawal form to Admissions and Records. Payment for courses must still be made. An instructor may initiate the withdrawal of a student from a course if the student fails to attend classes (login and complete tasks in the online setting) and/or perform in a manner that the instructor deems necessary for successful completion of the course.

Changes in enrollment will likely affect the amount of your financial aid award.

Financial Responsibility Statement: By registering for classes at Highland Community College, the student accepts full financial responsibility for payment of the term tuition, fees, as well as associated costs related to registration and or/other Highland Community College services, by the applicable deadlines. Highland Community College may use any and all means necessary to collect this debt in accordance with state and federal laws.

12. Graded assignments and policies
Textbook readings should be completed prior to class. I am expecting you to read the chapters in great detail. Look at the "Learning Objectives" before you read each section. As you are reading, take short breaks and check yourself to make sure you understand the material. If you do not understand it, re-read the section carefully. Make notes if that will be helpful to you. Write down any questions you have as you go. Knowing what you don't know can be helpful as well. See if lecture clears it up for you or please ask me for help. It is my recommendation that you also complete the study questions at the end of the chapter to check your knowledge. Answers are found at the back of the book. Other assignments will be given during the semester and should be completed on time and in a neat manner. (Typed or neatly handwritten)

HCC Mission Statement
Highland Community College is committed to shaping the future of our communities by providing quality education and learning opportunities through programs and services that encourage the personal and professional growth of the people of northwestern Illinois.
Core Values
Highland Community College is actively committed to the core values of Integrity, Compassion and Respect.
Vision
Highland Community College partners with learners in successfully shaping their futures.

Changes in course syllabus:
The following schedule is a guide and may change. Test dates are approximate but any necessary changes will be announced in class. It is your responsibility to note those changes. Any changes in points will not affect the grading scale as your grade is determined by points earned divided by total points possible.

| *Date* | *Lecture Topic* | *Lab Topics* |

Date	Lecture Topic	Lab Topics
January 16	Chapter 1 The Microbial World and You	Intro-Lab Safety and Laboratory Guidelines Ex. 1-3 Common Aseptic Transfers/Inoculation Methods Ex. 2-1 Ubiquity of Microorganisms
January 18	Chapter 2 Chemical Principles	Ex. 1-4 Streak Plate Methods of Isolation Ex. 1-5 Spread Plate Method of Isolation (Read only) Ex. 2-2 Colony Morphology (Read only) Ex. 2-3 Growth Patterns on Slants (Read only) Ex. 2-4 Growth Patterns in Broth (Read only)
January 23	Chapter 3 Microscopy	Ex. 2-6 Agar Deep Stabs Ex. 2-7 Fluid Thioglycollate Medium Ex. 6-1 Standard Plate Count
January 25	Chapter 4 Prokaryotes and Eukaryotes	Ex. 3-1 Introduction to the Light Microscope
January 30	Chapter 4 Prokaryotes and Eukaryotes	Bacterial Structure and Simple Stains (Read) Ex. 3-5 Bacterial Smear/Simple Stains
February 1	Chapter 5 Microbial Metabolism	Ex. 2-9 Effect of Temperature on Microbial Growth Ex. 2-10 Effect of pH on Microbial Growth Ex. 2-13 Effect of UV Radiation on Microbial Growth
February 6	Wrap up and Review	Ex. 3-2 Calibration of the Ocular Micrometer
February 8	**Exam 1**	Ex. 3-7 Gram Stain
February 13	Chapter 6 Microbial Growth	(H/O) Ex. 2-14 Chemical Germicides:Disinfectants/Antiseptics Ex. 5-3 Phenol Red Broth Ex. 5-4 Methyl Red and Voges-Proskauer Tests
February 15	Chapter 7 Control of Microbial Growth	Ex. 3-10 Endospore Stain
February 20	Chapter 8 Microbial Genetics	Ex. 5-9 Citrate Test Ex. 5-18 Urea Hydrolysis Ex. 5-20 SIM Medium (H/O) Ex. 7-2 Lysozyme Assay
February 22	Chapter 8 Microbial Genetics	Ex. 5-13 Starch Hydrolysis Ex. 5-14 DNA Hydrolysis Ex. 5-17 Gelatin Hydrolysis
February 27	Chapter 9 Biotechnology	**Selective and Differential Media for G+ Organisms** (Read pp. 235-6 & 285-7.) Ex. 7-8 Identification of G+ Cocci/Gram Stain Ex. 4-4 Mannitol Salt Agar (MSA) Ex. 5-25 Blood Agar
March 1	Wrap up and Review	Ex. 5-6 Catalase Test Ex. 5-27 Coagulase Test
Date	*Lecture Topic*	*Lab Topics*

Date	Lecture Topic	Lab Topics
March 6	**Exam 2**	(H/O)Ex. 10-2 Restriction Digest/Gel Electrophoresis (H/O)
March 8	Chapter 10 Classification of Microorganisms	Ex. 10-2 Cont.. Restriction Digest/Gel Electrophoresis
March 13	Chapter 11 Prokaryotes (overview)	Ex. 7-9 Identification of G+ Rods
March 15	Chapter 12 The Eukaryotes	Results and Mixed cultured streak (graded) Review for lab exam
March 27	Chapter 12 The Eukaryotes	**Lab Exam #1**
March 29	Chapter 13 Viruses and Prions	Video -"Influenza 1918"
April 3	Wrap up and Review	Ex. 3-3 Microscopic Examination of Eukaryotes Ex. 3-4 Microscopic Examination of Fresh Water Ex. 12-3 Examination of Simple Eukaryotic Pathogens Ex. 12-1 Fungi of Medical and Economic Importance Ex. 12-4 Parasitic Helminths
April 5	**Exam 3**	**Selective and Differential Media for G- Organisms** Ex. 7-7 Identification of Enterobacteriaceae Ex. 4-5 MacConkey Agar Ex. 4-6 Eosin Methylene Blue Agar
April 10	Chapter 14 Principles of Disease & Epidemiology	Ex. 5-21Triple Sugar Iron Agar Ex. 5-2 Oxidation-Fermentation Ex. 5-30 Entero-Pluri Test
April 12	Chapter 15 Mechanisms of Pathogenicity	Begin Unknown (Streak Plate and Gram Stain graded)
April 17	Chapter 16 Innate Immunity	Ex. 8-13 Multiple Tube Fermentation Method for Determining Water Quality Continue Unknown
April 19	Chapter 17 Adaptive Immunity	Ex. 8-13 Multiple Tube Fermentation Method for Determining Water Quality Continue Unknown
April 24	Chapter 18 Vaccinations Wrap up and Review	(H/O)Ex. 10-3 Bacterial Transformation Continue Unknown
April 26	**Exam 4**	Wrap Up Transformation (H/O)Ex. 7-3 Antimicrobial Susceptibility Test (Kirby-Bauer Method) Continue Unknown

Date	*Lecture Topic*	*Lab Topics*

May 1	Chapters 21 &22 Diseases Skin, Nervous, Lymphatic & Cardiovascular	Unknown II Report Due Review for Lab Exam
May 3	Chapters 23 & 24 Diseases Cardiovascular and Respiratory	**Lab Exam #2**
May 8	Chapters 25 & 26 Diseases Digestive, Urinary & Reproductive	Final Exam Review
May 15 (Tu)	**Final Exam**	**8:00-9:50**

Beginning Access, INFT 145, Course #6434/6435
Course Outline
Spring 2018
(1/16-3/9)

INSTRUCTOR:	Jeremy Monigold
E-MAIL ADDRESS:	jeremy.monigold@highland.edu
OFFICE HOURS:	Mon/Wed: 9:00am-10:00am Tue/Thu: 9:00am-11:00am Other times by appointment (Check schedule at office)
OFFICE:	Tech. Center, Room 110
PHONE:	Office: 599.3440 Cell: 541.9951
REQUIRED TEXT:	Microsoft Access 2016, Comprehensive, *Shellman / Vodnik* ISBN: 9781305880139, *Cengage Learning*
COURSE DESCRIPTION:	This course will provide an introduction to databases using Access 2016. Topics covered will include creating a database, creating tables and defining relationships between tables, database maintenance, and creating forms, reports, and queries.
GRADING:	Grades are based on completion of assigned work in a timely manner. All course activities are due by the deadlines specified on Moodle. Work will be considered late if it is not handed in by the deadline. Work submitted after the specified deadline will not be accepted for credit.

Student Learning Outcomes

Upon completion of the course, the student will demonstrate:	
Outcome	**Assessment**
• A fundamental knowledge of and ability to use a relational database.	Module activity and case completion.
• An ability to design and output forms and reports using a database.	Module activity and case completion.
• An ability to design and execute queries.	Module activity and case completion.

Program Learning Outcomes

Upon successful completion of an INFT area of study at HCC, the student will be able to:
• Apply computing knowledge appropriate to the emphasis/discipline. • Solve problems in an information technology environment. • Demonstrate professional behavior and ethical conduct. • Demonstrate appropriate social and communication skills. • Analyze the local and global impact of computing on society. • Utilize data to help in the decision making process.

Required Assignments (Estimated Timeline):

Week	Chapter	Reading	Computer Assignments to Hand In	Date Due
1	Module 1	AC 1-50	Tutorial and Case Problems 1 & 2, pgs. AC 46-48	1/29
2				
3	Module 2	AC 51-114	Tutorial and Case Problems 1 & 2, pgs. AC 106-110	2/5
4				
5	Module 3	AC 115-178	Tutorial and Case Problems 1 & 2, pgs. AC 172-175	2/19
6				
7	Module 4	AC 179-232	Tutorial and Case Problems 1 & 2, pgs. AC 225-228	3/5
8				

ADDITIONAL INFORMATION - Some tips for successful completion of this course:

1. **Be prepared to ask for help.** You may or may not be familiar with Access. But keep in mind that you have access to an instructor to ask questions about anything you're not sure about.

2. **Read the assigned pages**. You should read the tutorials *before* attempting to do the homework. I will be happy to help you with questions from the homework, but only if you have read the chapters *first*.

3. **Do your own work**. Do not, under any circumstances, share electronic files with another student or copy another student's files. This is cheating, and doing so will result in an automatic F for the course.

4. **Check Class Moodle site for updates**. All updates will be posted to the Moodle site.

5. **Allow time for homework**. You will need to set aside about 4-6 hours a week in order to complete the homework assignments. This is an average--you may need more or less time, depending on your abilities.

6. Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects regarding the design of this course that result in barriers to your inclusion, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Disability Service Coordinator (M-104, 815-599-3605) to discuss a range of options to removing barriers, if any, which may include accommodations. Tutoring services (M-147, 815-599-3428) are also available to all students.

Highland Community College
Freeport, Illinois

Course Syllabus

1. **Effective Date:** 01/16/2018
2. **Course Identification**
   I. *Prefix and Number:* **Math 167-A**
   II. *Course Title:* **Plane Trigonometry**
   III. *Contact Hours*
      i. 3 *Credit Hours*
      ii. 3 *Lecture/Demonstration*
      iii. *0 Lab/Studio*
      iv. *Repeatability: No*
3. **Catalog Description**
   Plane Trigonometry includes the study of trigonometric functions, right triangle applications, functions of multiple angles, trigonometric equations and identities, radian measure, inverse functions, the oblique triangle, and graphs.
4. **Requisites**
   Prerequisite: Math 166 with a C or better

5. **Topical Outline**

Week 1	Angles Angle Relationships Similar Triangles
Week 2	Trigonometric Function Definitions Trigonometric Functions of Angles
Week 3	Right Triangle Trigonometric Function Definitions Solve Right Triangles
Week 4	Applications of Solving Right Triangles Radian Measure
Week 5	Applications of Radian Measure The Unit Circle
Week 6	Circular Functions Graphs of the Circular Functions
Week 7	Graphs of the Circular Functions
Week 8	Fundamental Trigonometric Identities Verifying Identities
Week 9	Sum and Difference Identities
Week 10	Double and Half Angle Identities
Week 11	Inverse Circular Functions
Week 12	Solving Trigonometric Equations
Week 13	Solving Trigonometric Equations
Week 14	Law of Sines

Week 15	Law of Cosines
	Trigonometric Form of Complex Numbers
Week 16	De Moivre's Theorem
	Polar Equations and Graphs

6. **Student Learning Outcomes**

I.   *Students will develop an understanding of trigonometric functions defined in the coordinate plane.*
   Competencies:
   1.   Know the different kinds of angles from geometry.
   2.   Know the characteristics of right triangles.
   3.   Know the definition of the coordinate plane.
   4.   Know the definition of an angle in standard position.
   5.   Define and find the trigonometric ratios of an angle in standard position.
   6.   Derive and use some of the elementary trigonometric identities.
   Assessment: This outcome will be assessed using classroom practice activities and/or graded homework, quizzes, and exams.

II.   *Students will understand the definition of the trigonometric functions using the right triangle.*
   Competencies:
   1.   Find the trigonometric functions using the sides of a right triangle.
   2.   Find the exact values of trigonometric functions of common angles.
   3.   Use a calculator to evaluate trigonometric functions.
   4.   Solve right triangle application problems.
   5.   Understand and apply the concepts of an angle of elevation/depression and bearing.
   Assessment: This outcome will be assessed using classroom practice activities and/or graded homework, quizzes, and exams.

III.   *Students will understand techniques for measuring angles.*
   Competencies:
   1.   Find the trigonometric functions of an angle using its reference angle.
   2.   Measure an angle with radian measure.
   3.   Convert degree measure to radian measure and vice-versa.
   4.   Find the trigonometric functions of an angle by using the unit circle.
   5.   Solve problems using radian measure, arc length, and area of a sector of a circle.
   Assessment: This outcome will be assessed using classroom practice activities and/or graded homework, quizzes, and exams.

IV.   *Students will understand the variation of the trigonometric functions through graphing the functions.*
   Competencies:
   1.   Produce graphs of the six trigonometric functions.

2. Specify the domain, range, and period of each function.
3. Graph transformations of the trigonometric functions: vertical and horizontal translations, stretching and compression, reflections.
4. Use technology to produce the graphs and discuss the variation of the functions.
5. Define and graph the inverse trigonometric functions.
6. Use technology to evaluate inverse trigonometric functions.
Assessment: This outcome will be assessed using classroom practice activities and/or graded homework, quizzes, and exams.

V. *Students will understand and use trigonometric identities.*
   Competencies:
1. Know and use the ratio, reciprocal, and Pythagorean identities.
2. Know and use the sum and difference identities.
3. Know and use the double-angle identities.
4. Know and use the half-angle identities.
5. Use known identities to prove other trigonometric identities.
Assessment: This outcome will be assessed using classroom practice activities and/or graded homework, quizzes, and exams.

VI. *Students will solve trigonometric equations using algebraic techniques.*
   Competencies:
1. Solve linear and quadratic trigonometric equations.
2. Solve trigonometric equations after making substitutions based on known identities.
3. Solve trigonometric equations involving multiple angles.
4. Approximate solutions of trigonometric equations using technology.
5. Solve problems by modeling with trigonometric equations.
Assessment: This outcome will be assessed using classroom practice activities and/or graded homework, quizzes, and exams.

VII. *Students will generalize the relationships that exist between the sides and angles of a triangle.*
   Competencies:
1. Know the law of sines and use to solve a triangle.
2. Know the law of cosines and use to solve a triangle.
3. Use trigonometric formulas to compute the area of a triangle.
4. Solve oblique triangle application problems.
Assessment: This outcome will be assessed using classroom practice activities and/or graded homework, quizzes, and exams.

VIII. *Students will acquire skills relating complex numbers to the trigonometric functions.*
   Competencies:
1. Convert complex numbers from algebraic to trigonometric form and vice-versa.
2. Use DeMoivre's Theorem to find powers and roots of complex numbers.
Assessment: This outcome will be assessed using classroom practice activities and/or graded homework, quizzes, and exams.

7. **Mathematics Program Outcomes**
   I.   Analyze relationships among quantities in order to determine inferences and conclusions.
   II.   Apply problem solving techniques in a variety of situations.
   III. Apply basic arithmetic operations (add, subtract, multiply, divide) to fractions, decimals, and percentages in real applications.
   IV.   Draw inferences from mathematical models such as formulas, tables, and graphs.
   V.   Arrange numerical information into appropriate tables and/or graphs.
   VI.   Use the fundamental concepts of Algebra to calculate solutions to problems/equations both with and without a calculator.
   VII. *Employ a conceptual understanding of limit, continuity, differentiation, and integration as well as a thorough background in techniques and application of Calculus.* (N/A to this course.)

8. **Methods of Evaluation**
   Exams, quizzes, homework, and daily quizzes.

9. **Methods of Instruction**
   Lecture, in-class exercise, small group work, discussions, and calculator demonstrations.

10. **Books, Supplies, & Supplementary Materials**
   I.   *Textbook and MyMathLab:* Trigonometry, 11th ed. By Lial Hornsby, Schneider, Daniels is required for the course. MyMathLab is also required for the course and comes bundled with the textbook. You can choose which format of the textbook you prefer.
        i.   Physical Textbook plus MyMathLab Access:, ISBN: 9780134307008
        ii. Ebook plus MyMathLab Access: ISBN: 9780321199911
   II. *Supplementary Materials:*
        i.   Required: A graphing calculator. Recommended: TI-83 or IT-84. These models of Texas Instruments graphing calculators will be demonstrated in class. No word processing calculators, cell phones, tablets, or computers will be allowed.

11. **Classroom Policies & Procedures**
   I.   **General Information**
        i.   **Instructor:** Jenna Rancingay
             Email: jenna.rancingay@highland.edu
             Phone: 815-599-3499
             Office Hours: MTW 1:00 – 1:50 PM   **Class Time:** MW 11:00 AM – 12:15 PM
                             TR 10:00 – 11:00 AM   **Class Location:** N-121
             Office Location: N-116

ii. **Class Policies:**
   1. Students are expected to be courteous and respectful of the instructor and fellow students.
   2. Only enrolled students should be attending class meetings.
   3. All electronic devices other than the required calculator must be turned off during class.
   4. If a student's cell phone rings during a quiz or exam, a 5% penalty will be applied to that student's grade for the quiz or exam.
   5. If a student has not attended class for more than a week before midterm, the student will be withdrawn by the instructor at midterm. If a student stops attending class after this date, it is the student's responsibility to seek withdrawal from the course by the date listed below.
   6. *Important Dates:*

      Monday January 29:   Last day to drop refund and no record

      Monday February 12:   No School – Lincoln's Birthday

      Friday March 9:   Midterm

      Monday March 19 – Friday March 23:   No School – Spring Break

      Thursday April 26:   Last day to withdraw
   7. *Student Expectations:*

      Students are expected to participate in class by asking and answering questions. Please come to class prepared with your book, pencil, paper, and calculator. I recommend forming study groups early in the semester. Students are expected to read the next section in the book before coming to class and have their homework ready to turn in at the beginning of class.

II. **Final Exam Information**

Wednesday May 16   10:00 – 11:50 AM

The final exam will be comprehensive. *Each student will be allowed one 8.5 x 11 inch sheet of handwritten notes, one side only.* Once the final exam has been started, students are not allowed to leave the classroom unless they are finished with the final exam.

III. **Attendance Policy**

Students are expected to attend class on a daily basis. A daily quiz will be given over previously covered material or over the reading assignment for that day. Please be on time to class and in your seats at the beginning of class. If a student is absent from class, it is his/her responsibility to find out what he/she missed.

IV. **Make-up Policy**

If a student knows he/she will be absent on the day of a quiz or exam (example: athletic conflict, field trip, doctor appointment, court appearance, etc.), the student must

contact the instructor at least 1 day before the quiz/exam to make arrangements to complete the quiz/exam <u>before</u> it is given in class. If a student does not have prior knowledge of an absence, the quiz/exam can be made up at the instructor's discretion only if the instructor is contacted by the student before the next class meeting. Daily Quizzes are not allowed to be made up.

V. **Extra-credit Policy**
N/A

VI. **Cheating/Plagiarism Policy**

Academic Integrity and Academic Misconduct

Academic integrity rests on two principles: first, that academic work is represented truthfully as to its source and its accuracy; second, that academic results are obtained by fair and authorized means. "Academic Misconduct" occurs when either of these guiding principles is knowingly violated.

 Examples of these violations include:
A. Cheating: Giving, using, or attempting to use unauthorized materials, information, notes, study aides, or other devices in any academic exercise, including unauthorized communication of information.
B. Fabrication and Falsification: Unauthorized alteration or invention of any information or citation in an academic exercise.
C. Plagiarism: Using another's ideas, words or work and misrepresenting or presenting them as your own original work without properly citing or acknowledging the source.
D. Facilitating Academic Misconduct: Giving or attempting to help another commit an act of academic misconduct.
E. Tampering with Materials, Grades, or Records: Interfering with, altering, or attempting to alter records, grades, or other documents without authorization from an appropriate College official for the purpose of changing, falsifying, or removing the original information found in such records.

 Sanctions for Academic Misconduct:

Tier 1: Sanctions imposed at the discretion of the instructor:
A. An oral reprimand;
B. A written reprimand to the student;
C. An assignment to repeat the work or an alternate assignment;
D. A reduction in grade on the assignment;
E. A failing grade in the course.

Tier 2: Sanctions imposed by the Dean/Supervisor and/or Executive Vice President when the student has been found responsible for two or more previous academic misconduct offenses or when the conduct is deemed egregious.
A. Academic Probation;

B. Removal from the course;
C. Suspension from the college;
D. Dismissal from the college.

Note: Except for Tier 2D, when these Tier 2 sanctions are imposed an "XF" designation is entered into the transcript, indicating that academic dishonesty has occurred. Student privileges are revoked until the sanction is lifted or the student completes remediation.

VII.   **College Documentation Styles**
N/A

VIII.   **Testing Center**
Highland Community College's Testing Center, located in the Success Center (M-113), is dedicated to enhancing student learning and community offerings by providing comprehensive, accessible testing, and assessment services.

The center is committed to maintaining the highest compliance with nationally-recognized testing standards and practices, safeguarding confidentiality of student records, and creating an optimal testing environment.
The Highland Community College Testing Center provides comprehensive testing services for Highland students and community members in a distraction free environment.

Visit http://highland.edu/students/testingcenter.asp for Testing Center hours.

IX.   **Safety of Health Issues (ADA)**

i.   *Diversity and Disability Statement:* Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects regarding the design of this course that result in barriers to your inclusion, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Disability Service Coordinator (M-104, 815-599-3605) to discuss a range of options to removing barriers, if any, which may include accommodations. Tutoring services (M-147, 815-599-3428) are also available to all students.

ii.   *Non-Discrimination Statement:* Highland Community College admits students, awards financial aid, and extends employment to qualified individuals without regard to race, creed, religion, gender, political philosophy, color, physical or mental disability unrelated to ability, national origin or ancestry, age, marital status or other factors prohibited by applicable laws and Executive Orders. Applications from qualified females, minorities, veterans, persons with disabilities, and other protected groups will be accorded equal consideration for employment, admission, and awards based on academic and/or other merits as compared with all other applications.

It is the policy of Highland Community College with respect to employment, student admission, and financial aid practices to fully comply with all applicable existing federal, state, and local governmental regulations requiring non-discrimination so far as including, but not limited to, Executive Order 11246 – Equal Employment Opportunity, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act.

Inquiries concerning compliance with any of the foregoing may be directed to the Human Resources Office, Highland Community College, 2998 West Pearl City Road, Freeport, IL, 61032, Telephone: 815-599-3402.

Inquiries regarding Title IX may be directed to the Title IX Coordinator, Highland Community College, 2998 West Pearl City Road, Freeport, IL, 61032, Telephone: 815-599-3531 or to the Disability Rights Section, Civil Rights Division, U.S. Department of Justice, P.O. Box 66738, Washington, DC 20035-6738.

iii. *Behavioral Intervention Team Statement:* Highland Community College (HCC) is committed to and cares about all students. If you or someone you know is feeling overwhelmed, hopeless, depressed, and/or experiencing life stressors that are interfering with academic or personal success, supportive services are available. HCC offers cost-free counseling and confidential mental health services to help students manage personal challenges that impact emotional or academic well-being. You can learn more at: http://www.highland.edu/students/counselingservices.asp, by calling 815-599-3654, or by emailing at: counseling@highland.edu. If you have an immediate concern about the behavior or safety of a student at HCC, help by making a referral to the Behavior Intervention Team (BIT). BIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at www.highland.edu/students/referral.asp or call 815-599-3654. In case of emergency please call 911.

iv. *Sexual and Other Harassment Complaints:* Harassment of any kind is not acceptable at Highland Community College whether it is sexual harassment or on the basis of age, color, disability, ethnic or national origin, gender, race, religion or sexual orientation, or any other legally protected classification. An individual who believes he has been harassed must file a written and signed complaint with the College's Affirmative Action Officer (AAO) within 45 days of the date of the alleged event or incident. The AAO will process the complaint according to the process identified in the College's Sexual and Other Harassment policy.

X. **Other**
   i. *Student's Responsibility:* It is the responsibility of the student to be aware of the information in the HCC catalog. The student is also responsible for keeping informed as additions and corrections are announced via the various school media.

ii. *Withdrawal From a Course:* A student may withdraw from a course or courses by completing the following procedures in accordance with deadline dates published in this catalog or in other College publications. Unique courses and those with abnormal time frames may have alternate dates and procedures established by the Director of Enrollment and Records.

Student withdrawal from one or more courses after the "No Record" drop date and prior to the last 10 academic days (for 16 week classes) before the first day of final exams (as published in the official College calendar) will be recorded as a "W." This grade is non-punitive (i.e., no grade points or semester hours will be included in the computation of the student's grade point average.) However, there are financial aid implications due to withdrawals. Proportional adjustments will be made for short-term classes. Students must fill out a withdrawal form from the Admissions and Records office and see their instructor for their signature for their last date of attendance. Upon receiving the signature, students will then turn in the withdrawal form to Admissions and Records. Payment for courses must still be made. An instructor may initiate the withdrawal of a student from a course if the student fails to attend classes and/or perform in a manner that the instructor deems necessary for successful completion of the course.

Changes in enrollment will likely affect the amount of your financial aid award.

iii. *Financial Responsibility Statement:* By registering for classes at Highland Community College, the student accepts full financial responsibility for payment of the term tuition, fees, as well as associated costs related to registration and or/other Highland Community College services, by the applicable deadlines. Highland Community College may use any and all means necessary to collect this debt in accordance with state and federal laws.

12. Graded assignments and policies

Daily Quizzes	10%		Grading Scale:	
Assignments	15%	A	90% – 100%
Quizzes	20%	B	80% – 89%
Exams	40%	C	70% – 79%
Final Exam	15%	D	60% – 69%
Total	100%	F	0% – 59%

a. Daily Quizzes:
These are given during the first five minutes of class. Students may use any materials they bring with them (book, notes, calculator, etc.)to class, except for cell phones, tablets, and/or computers. Daily Quizzes cannot be made up, but the lowest five scores will be dropped.

b. Assignments:
The majority of homework will be assigned using MyMathLab. I strongly encourage you to work on the assignment as soon as possible after each class so you are prepared for the next

class meeting. Assignments on MyMathLab will be due at the beginning of class on the first class meeting of each week. Any unfinished assignments on MyMathLab can be completed after the due date with a 10% penalty per day. Any paper assignments are due at the beginning of class and should always be done in pencil. If a student is absent from class on the day a paper assignment is due, the student can turn in the missed assignment by the <u>next</u> class meeting.

c. *Quizzes:*
There will be a quiz given approximately once a week (over two or three sections usually). These will be during the last half of the class period. Books or notes are not allowed on quizzes. <u>Once a quiz has been started, students are not allowed to leave the room unless they are finished with the quiz.</u>

d. *Exams:*
Each exam will cover approximately two chapters. These will take the entire class period. Books or notes are not allowed on exams. <u>Once an exam has been started, students are not allowed to leave the room unless they are finished with the exam.</u> If a student arrives late to class on an exam day, he/she may be penalized at the instructor's discretion by receiving a lower grade or by not being allowed to take the exam.

Highland Community College
Freeport, Illinois

Course Syllabus

1. Effective Date: <u>2018 Spring</u>

2. Course Identification:
    1. *Prefix and Number* <u>NURS 296</u>
    2. *Course Title* <u>PHYSICAL ASSESSMENT FOR NURSES</u>
    3. *Contact Hours*
        1. <u>2</u> *Credit Hours*
        2. <u>1</u> *Lecture/Demonstration*
        3. <u>2</u> *Lab/Studio*
        4. <u> </u> *Contact Hours/Week*
        5. *Repeatability* <u>YES</u>
        6. *How Many Times:* <u>1</u>
        7. *Rationale for repeatability:*

3. Catalog Description:
    o   Provides registered nurses the opportunity to study and develop initial skills in physical assessment; to relate fundamental elements of anatomy & physiology necessary for physical assessment; to develop basic skills of inspection, palpation, auscultation, percussion, and to coordinate the above skills into the clinical techniques of physical assessment consistent with the expanded role of the nurse. Accurate recording of observations will also be emphasized. Delivery of course content is through 32 hours of lecture, and 32 hours of laboratory.
    o   *IAI Code (if applicable):*

4. Prerequisites:
    0. Other: PREREQUISITES: Graduate RN or have applied for licensure

5. Topical Outline:

    ## Unit I. Foundations for Health Assessment

    Chapter 1. Introduction to Health Assessment

Unit II. Health Assessment of the Adult

Unit IV. Synthesis and Application of Health Assessment

6. Student Learning Outcomes for the course:

   Students will:

   0. **1. Identify the essential components of a health history and processes used by nurses to elicit health history of an individual.**

      Competencies:
      -

Assessment:

- This objective will be assessed by a written assignment of a comprehensive client history and by examination.

Students will:

1. **2. Define the role of health assessment within the context of nursing process.**

   Competencies:
   -

   Assessment:

   - This objective will be assessed by weekly class discussion and laboratory demonstrations

Students will:

2. **3. Use inspection, palpation, percussion and ausculation to perform physical assessment for the major body systems.**

   Competencies:
   -

   Assessment:

   - This objective will be assessed during weekly lab practice and laboratory examination.

Students will:

3. **4. Identify processes used by nurses in documenting, interpreting, and communicating health assessment findings.**

   Competencies:
   -

   Assessment:

- This objective will be assessed by weekly documentation of lab findings, student identification of nursing diagnoses related to comprehensive history, and by examination.

Nursing Program Outcomes

Upon completion of the Associate Degree in Nursing Program at Highland Community College, the graduate will be able to:

1.Provide safe, cost-effective, client-centered care in a variety of settings across the lifespan through evidence-based practice.

a. Respect the client's rights, personal values and beliefs

b. Incorporate the client's cultural practice and beliefs in the provision of care

c. Safely and competently perform nursing interventions

d. Assess the client's status by completing a comprehensive health history and performing a physical, cognitive, psychosocial, spiritual, and functional assessment, taking into consideration the client's values and preferences

e. Assess levels of physical and emotional comfort

f. Respond appropriately to assessment findings

g. Develop and implement individualized client teaching plans

h. Utilize concepts of growth and development to appropriately care for clients across the lifespan

i. Apply principles of infection control and prevention

j. Initiate effective interventions to relieve pain and suffering with consideration of the client's values, preferences, and expressed needs

k. Utilize available resources in a cost-effective manner

l. Identify and discuss principles of evidence-based care

2. Demonstrate personal and professional accountability and responsibility for nursing judgments and actions within an ethical and legal framework.

a. Accepts responsibility for own behavior

b. Communicate with assistive personnel relevant instructions and provide supervision to support achievement of client goals

c. Delegate safe, efficient care to assistive personnel

d. Advocate for clients' rights and needs

e. Recognize the probability in which mistakes or omissions can occur in health care and discuss personal behaviors and system processes to address this issue

f. Practice within the ethical, legal, and regulatory framework of nursing professional standard of practice

g. Seek out and utilize resources to improve theoretical knowledge and nursing skills

h. Report and respond appropriately to unexpected occurrences or adverse outcomes

i. Maintain confidentiality

j. Demonstrate caring, respectful behavior

3. Collaborate with others in healthcare and educational communities, demonstrating open communication and mutual respect, with an evolving ability to participate in decision making, resulting in optimization of client health outcomes.

a. Interact respectfully with members of other disciplines in the health care setting

b. Participate in creating a documented plan of care focused on outcomes and decisions related to care and delivery of services

c. Review plan of care to ensure continuity across disciplines

d. Participate in quality improvement process

e. Experience diverse nursing roles in a variety of clinical and community settings

4. Communicate effectively to deliver relevant, accurate, and complete information to clients, families, and the health care team, utilizing verbal and nonverbal language and informatics

a. Utilize appropriate communication in the hand off of care

b. Document clearly and concisely in the written and electronic health record

c. Apply principles of teaching/learning in the promotion, restoration, and maintenance of health

d. Identify and utilize therapeutic communication methods according to client preference and need to assist in achieving client understanding

e. Demonstrate adaptability in communication style

f. Discuss basic principles of consensus building and conflict resolution

5. Use knowledge, judgment, and clinical reasoning to ensure safe clinical decisions throughout the nursing process.

a. Prioritize client care

b. Question rationale for routine approaches to care that result in less than desired outcomes or adverse events

c. Seek, find, evaluate, and use information in the provision of client care to optimize outcomes

d. Anticipate, recognize and respond to changes in the client's condition

e. Make care management decision based on sound clinical judgment with recognition of the impact of economic, political, social, and demographic forces on the delivery of health care

f. Recognize the uncertainties and dilemmas in nursing practice

7. Methods of Evaluation:
    . *Typical Methods of Evaluation*
    Projects
    Group participation
    Studio/Lab performance

Comprehensive final exam
Significant writing component

A. *Additional Evaluation information (optional).*
Final grade will be determined based on the student's total possible points achieved according to the following:

Grading Scale:
A = 93-100%
B = 86-92%
C = 80-85%
D = 70-79%
F = Below 69%

An 80% is required to pass. Final grade will be rounded up at 0.5% or higher. For example, 79.5% would be rounded to 80%, 85.4 would not be rounded to 86%.

Obtain at least an 80% average on all exams in each course. Additional assignment grades will be factored into the final grade only if the 80% is met.

Pass the laboratory/clinical segment with a satisfactory faculty evaluation in order to successfully pass the course, regardless of the non-clinical performance.

8. Methods of Instruction:
   . *Typical Methods of Instruction*
   L Lecture
   D Discussion/Lecture
   X Lab/Lab Discussion

   A. *Additional Instruction information (optional).*
   Lecture with group discussion, visual aids, simulation, and demonstration/lab practice.

9. Books, Supplies, and Supplementary Materials
   0. *Textbooks/Reading list*

      Required

      0. Susan F. Wilson, Jean Foret Giddens *Health Assessment for Nursing Practice* 6th Edition, Elsevier Health Sciences, 2016 ISBN: 9780323377768

1. Susan F. Wilson, Jean Foret Giddens *Student Laboratory Manual for Health Assessment for Nursing Practice* 6th Edition, Elsevier Health Sciences, 2016 ISBN: 9780323377836

   Optional

1. *Supplementary materials*

   Required

   0. Kaplan Nursing & Integrated Testing
      https://www.kaptest.com/login

      EHR Tutor, Simulated Electronic Charting System, Copyright 2013-2016, Noggin LLC https://my.ehrtutor.com

      Optional

10. Classroom Policies and Procedures

   . *General Information* A student who does not withdraw from a course may receive a grade of 'F', depending on course progress or course attendance, which will become a part of the student's permanent record. The withdrawal date is listed in the General Information sheet.

   Each student is responsible for adhering to the Code of Student Conduct as stated in the college catalog.

   A. *Final Exam Information*

   B. *Attendance Policy*

   C. *Make-up Policy*

   D. *Extra-credit Policy*

   E. *Cheating/Plagiarism Policy* See College and Nursing Handbook

   F. *College Documentation Styles* MLA and APA

   G. *Testing Center*

H. *Safety of Health issues*

I. *Other* If you anticipate any kind of barrier to your learning process, due to a disability, please meet with me so that we can discuss ways to ensure your full participation in the course. If you would like to pursue disability-related accommodations, please make an appointment with the Coordinator of ADA Services (M104, Freeport Campus, 815-599-3605) and then notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

11. Graded assignments and policies

Graded Assignments
Graded Assignments An 80% is required to pass. Final grade will be rounded up at 0.5% or higher. For example, 79.5% would be rounded to 80%, 85.4% would not be rounded to 86%. General grading policy including criteria and weighting for final semester grade. 93-100 - A 86-92 - B 80-85 - C 70-79 - D < 69 - F Obtain at least an 80% average on all exams in each course. Additional assignment grades will be factored into the final grade only if the 80% is met. Pass the laboratory/clinical segment with a satisfactory faculty evaluation in order to successfully pass the course, regardless of the non-clinical performance.

Highland Community College
CJS 201– Introduction to Criminology Sections: A & DC (3 Credit Hours)
Fall 2018

Instructor: Jennifer Roser
E-Mail: jennifer.roser@highland.edu
Phone: (815) 599-3558
Office: M-228
Office Hours: Monday & Wednesday 11:00 a.m. -noon
      Tuesday & Thursday: 9:30 a.m. – 11:00 a.m.

COURSE DESCRIPTION:
This course offers the student an opportunity to study and examine criminology. Criminology is the subfield of sociology that focuses upon crime, law, and social control within the context of social organization and culture. While giving legal definitions of wrongful acts their due, the sociological analysis beyond this to the social context which gives rise to law/deviance.
IAI CRJ912.

PREREQUISITE(S) & RATIONALE:
Due to the amount of critical writing in this course, completion of English 121: Rhetoric and Composition or concurrent placement into English 121 is recommended but not required as a prerequisite.

RATIONALE FOR REPEATABILITY: NONE

TEXT AND SUPPLEMENTAL MATERIAL:
Required: Schram, P. & Tibbetts, S. G. (2017). *Introduction to Criminology* (2nd Ed.) Thousand Oaks, CA: Sage.

Companion website: (click "Login" to access the Moodle site)

PROGRAM INTEGRATION:
This course is based upon the fundamental perspective covered in introduction to sociology and introduction to criminal justice and augments the basic applications of the study of the social sciences. Course language and means of study are common to social science disciplines and strengthened within this course. The study of criminology is a standard area of analysis to gain a comprehensive understanding of sociology and criminal justice.

GENERAL EDUCATION OUTCOMES:
The specific course outcomes for this class fulfill the expectations that students develop proficiencies in writing and speaking as traditionally defined in higher education. During the course, students must compose a significant research paper in addition to weekly group written assignments. In total, writing will amount to 5 to 10 pages. Ample opportunity exists for students to engage in dialogue with the instructor or fellow students during class or office hours. The medium of social science is the written word, and this course adheres to that tradition.

- WRITTEN COMMUNICATION - Students will develop and express their ideas in writing.

- QUANTITATIVE LITERACY - Students will demonstrate the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

- INFORMATION LITERACY - Students will demonstrate the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

- CRITICAL THINKING - Students will possess a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events, before accepting or formulating an opinion or conclusion.

CRIMINAL JUSTICE PROGRAM OBJECTIVES:

- Students will be able to describe various historical and modern day challenges confronted in dealing with deviant behavior in society and associate these with proactive evidence-based reforms and solutions.

- Students will be able to examine historical origins and current social issues from a variety of philosophical and theoretical perspectives on how human behavior has shaped culture and society.

- Students will be able to outline the various elements of the criminal law, Amendment provisions and protections, and how these connect to the duties of working in each realm the criminal justice system.

- Students will be able to describe the history and application of punishment, sentencing, rehabilitation, community corrections, and programming for deviant behavior in the criminal justice system.

- Students will be able to compare the various strengths and weaknesses of a variety of treatment programs available for offenders and special populations within the correctional realm.

- Students will be able to distinguish effective law enforcement strategies and responses relating to homeland security and security threats.

- Students will be able to justify the vital ethical practices for those working in the criminal justice field.

- Student will demonstrate effective oral and written communication pertaining to the social sciences involving quantitative research, theory, and practice.

- Students will develop critical thinking skills encompassing the daily operations of each component of the criminal justice systems' function within society.

STUDENT OUTCOMES FOR THIS COURSE:
1. Describe the fundamental concepts of social context: Social organization and culture. Recognition of this context is the setting within which theory and policy are formed.

Competencies: The successful student will be able to:
1. Define a norm.
2. Match a norm with a sanction (positive and negative).
3. Defend norms and sanctions as necessary for group living.
4. Link norms to socialization (rewards and discipline).
   Assessment: Discussions, Written Assignments, & Exams

2. Distinguish law as a special type of norm.

Competencies: The successful student will be able to:
1. Define norms and laws.
2. Clearly distinguish one from the other.
3. Provide an example of each.
4. Detail the conditions under which norms are converted into laws.
5. Detail the emergence of specialized knowledge, roles, and government in connection with law creation.
   Assessment: Discussions, Written Assignments, & Exams

3. Summarize and explain the dominant theories of crime/deviance historically.

Competencies: With each theory covered in the course, the successful student will be able to:
1. Clearly articulate the theory.
2. Show how the particular theory creates a particular set of practices/policies (i.e., actions directed toward those who violate norms).
3. Name the dominant theoretical schools by author or category.
4. Outline at least one central characteristics of each.
5. Match the origin of the theory with the appropriate historical period.
   a. Spiritual/Classical/Positivist/ Theories
   b. The Chicago School
   c. Anomie/Strain Theory
   d. Social Control theory
   e. Labeling Theory
   f. Conflict Theory
   g. Critical Theory
   h. Feminist Theory
   i. White-Collar/Professional Crime
   j. Routine Activity Theory
   k. Life-Course Theories
   Assessment: Discussions, Written Assignments, & Exams

4. Describe the social and cultural context of hate crimes and terrorism.

      Competencies: The successful student will be able to:
1. Identify bias motivations associated with hate crime.
2. Articulate some of the key anti-hate crime legislation.
3. Distinguish terrorist activities from more conventional forms of criminal activities.
4. Identify the motivations for engaging in terrorist activities.
5. Articulate Homeland Security mission and objective.
6. Understand some of the bureaucratic problems associated with the Department of Homeland Security.
7. Identify some of the controversial issues related to civil liberties and the efforts to counter terrorism.
    Assessment: Discussions, Written Assignments, & Exams

5. Recognize and explain the social and cultural context that serves to identify certain forms of human behavior as deviant to the point of social intervention.

      Competencies: The successful student will be able to:
1. Note the central cultural/ideological elements of illegal substance abuse in the U.S.
2. Distinguish between the different types of illegal substances.
3. Identify trends pertaining to alcohol use in the U.S.
4. Describe the key factors associated with the various trends of substance use in the U.S.
5. Articulate the difference between eradication and interdiction strategies.
6. Identify the main features of harm-reduction programs.
7. Articulate the key aspects and differences of drug courts from criminal courts.
8. Identify the pros and cons to maintenance and decriminalization policies.
    Assessment: Discussions, Written Assignments, & Exams

FORMAT:
The course will draw from central writings in the field, current issues, and classroom lectures supplemented with discussion. Students will be provided with a list of readings for classroom preparation; lectures and classroom activities will place the readings in context and clarify their meaning and applications. Though the course will be heavily weighted toward the evaluation of competence through writing, classroom assignments, and discussions will allow ample opportunity for the verbal formulation and expression of ideas.

OUTLINE:
This criminal justice course will be offered at Highland Community College with the expressed purpose of educating students in the tradition of criminology. Upon completion of the course, students will be able to demonstrate competency in understanding historical development of social rules, theories regarding those who break those rules and responses to rule violation. The student will be able to illustrate the relationship between society and social theory and how these combine to form policy and practice.

METHOD OF EVALUATION:
(1.)   Four exams
(2.)   Fourteen Weekly Group Assignments
(3.)   Research Paper
(4.)   In class participation/attendance

METHOD OF INSTRUCTION:
(1.)   Assignment of readings
(2.)   Lecture
(3.)   Discussion and analysis
(4.)   In-class activities

ASSESSMENT
There will be four exams, one research paper, and weekly group assignments in this course. In addition, students will be expected to participate in class discussion.

MAJOR ASSIGNMENTS

Research Paper
Each student will be required to write a research paper about a topic within the area relevant to criminology, deviant behavior, and crime. The goal is to select a criminological theory from any of the theories that you have learned about this semester and analyze the relevance to criminal behavior. The student should select the theory he or she believes is the most valid explanation of criminal behavior. Please answer the following questions in your paper. You should use the questions as subheadings in your paper.

1. Which theory do you think does the best job of explaining criminal behavior?

2. Explain in detail why you think this theory does the best job of explaining criminal behavior. Please provide examples.

3. Discuss the history of the development of the theory.

4. Has the theory been empirically supported? In other words, cite 1-3 studies that have tested the theory and be sure to report the findings of these studies.

5. What policies could be implemented if the theory were to be adopted by the criminal justice system?

The paper should have a title page, it should be typed, 5-7 pages in length, 12 point font, and double spaced. Be sure to include a reference page citing all of your sources using the American Psychological Association 6th edition. This paper is a culmination of your learning for this semester. Be sure that the paper reflects a breadth and depth of knowledge equal to a college level evaluation of the theory. A grading rubric will be provided to the students which will detail the grades students will receive based on the quality of the paper. The paper should contain an introduction with thesis statement, in-depth and logically consistent analysis on the topic, and a conclusion. Any violations of **plagiarism**, will result in disciplinary actions, as listed under the

Academic Integrity Academic Misconduct and Sanctions for Academic Misconduct section of the *Highland Community College Catalog*. This includes the sharing of any work between students.

The paper is to be exclusively written only for this course and not from others courses that have been previously taken. A minimum of <u>four reliable sources</u> should be cited within the paper to support the research being presented. In-text citations will include the author, page number, and year of the source. The sources should be from credible sources, such as journals, books, magazines, and online sources are allowed. <u>Wikipedia is not an acceptable source for purposes of this assignment.</u> A reference page should accompany the paper and does not count toward the minimum pages required. Please contact the instructor if you have any questions regarding the paper or need assistance in choosing a topic or locating sources.

The paper may be submitted to the instructor at any time throughout the semester but no later than **November 4, 2018**. Google Docs submissions are not accepted into the Moodle system. Please save document on a pdf document and submit into Moodle if you are utilizing Google Docs. Papers submitted after this date will not be eligible for grading. The paper will be graded based upon:
     1) Content and analysis of the subject
     2) Structure and style
     3) Proper grammar and mechanics of the paper, including punctuation and spelling
     4) Following instructions and meeting criteria of the assignment.

Weekly Group Assignments
Group assignments will be administered throughout the semester on various topics, such as criminological theories, crime control policies, deviance, and law enforcement's role. Students will be provided with the topic and complete these hands-on activities through role playing, debate, or critical thinking exercises. These points can only be achieved with attendance on the day of the activity and participation in the activity. Assignment points are achieved through completion, presentation, and drafting a reflection of the each activity. There are 14 assignments, and these are worth 8 points each.

Exams
Four exams will be given during the semester. Each exam is worth 50 points for a possible total of 200 points towards the final grade. Exams will contain multiple choice, short answer, critical thinking essay, and standard essay questions.

Attendance and Participation
Attendance and participation in the course is expected and necessary. Attendance and participation account for 28 points towards the final grade. Students should notify me of their need to be absent through e-mail and they are responsible for keeping up with course material. Each unexcused absence will result in a deduction of points from the final grade. Students violating the electronics policy in class will result in a loss of daily attendance/participation points.

Grading Breakdown: **Grading Scale**

4 Exams (50 points each)	=	200 points (40%)	A = 90-100%
Research Paper	=	160 points (32%)	B = 80-89%
14 Weekly Group Assignments (8 points each)	=	112 points (22%)	C = 70-79%
Attendance and participation	=	28 points (6%)	D = 60-69%
TOTAL	**=**	**500 points**	F = 59% and below

*Please note: Final grades for the course may or may not be accurately reflected in Moodle gradebook, as this tool is optional for instructors. For current grades, please contact instructors directly.

*CareerTEC students only: Students will be given their grades from both courses prior to date the college has declared as the last day for instructors to withdraw students from courses.

- **If dual credit students fail the combined 1st semester grade from CJS 201, PHYD 121, & PHYD 212, he/she cannot go forward with the following semester in the program.**

GENERAL EXPECTATIONS:
- This course will be taught in a sophisticated fashion. The language used, and concepts addressed will require you to concentrate. The goal is to move you forward as a student in general, as well as gaining a foundation in criminal justice.

- Students are encouraged read chapters for the week in advance and to think about the lecture material and respond. It is unnecessary for people to raise their hands. When commenting, do so at a pause in my speaking or that of another student. In your note taking it is advisable to write down quickly a question or issue so that during a pause it can be easily referenced

- Classroom Behavior:
    - Students are expected to arrive for class promptly and not begin to depart (shuffling books, papers, etc.) until I have finished.
    - If you have to arrive late or depart early, simply position yourself in the classroom near the entrance/exit so as to minimize the disruption.
    - Students will be required to treat others with respect, we cover a great deal of highly opinionated topics, we can "all agree to disagree" professionally. Anyone publicly disrespecting fellow students and instructor will be publicly warned and may result in removal from class. If a student is removed from the classroom, he or she will not be allowed back into following classroom sessions until he or she has spoken with the instructor and the Dean of Humanities.
    - There are times during class designated for group work. Everyone will be required to complete some group work during class with fellow students therefore working by oneself during these times will not be tolerated.
    - At times there will be discussions on sensitive topics. Sharing your thoughts and opinions on items will be done at designated "discussion" times throughout the lecture. Please allow fellow students to contribute to this discussion and take turns participating. Please refrain from divulging personal information during these discussions and stay focused on the topic in class.

- NO sleeping in class will be tolerated, student will be asked to leave class.

- I do take attendance. Attendance and participation in the course is expected and necessary. This assists the instructor in linking names with faces and gives me an overall idea of the student's interest in the course. Please notify me of your need to be absent through e-mail and you are responsible for keeping up with course material. If you miss 5 days of class (consecutive or spread out throughout the semester) without notification or communication with the instructor, you will be withdrawn from the course.
  - **CareerTEC students will follow the CareerTEC attendance policy. Please review the policy.**

- Although attendance is important it is only important if the student is attentive and nondisruptive. If you do not feel up to this do not come to class. It is advisable to choose a seat that minimizes distractions. Your attention is to be directed at the day's lecture/discussion. Please do not read other materials or engage in tasks other than those we are immediately dealing with.

- **CareerTEC students not following through with behavior or course work requirements will be granted one goal plan in effort to improve stated issue. If student does not comply with the set goal plan, then the student may be removed from the course.**

- **Electronic Devices**: Any and all electronic devices **(text messaging, cell phones, etc.)** are to be placed on silent mode during class periods throughout the semester. This is a condition for participation in the course. The utilization for laptops for note taking is prohibited, unless an announcement is made regarding the use of electronic devices for an upcoming in class assignment.

- Late work is generally not accepted and only granted to extraordinary circumstances. Permission must be first granted by instructor before completing late work.

- Extra credit opportunities will be offered during the semester for all students.

- **Plagiarism and any academic misconduct:** Please consult the Academic Integrity Academic Misconduct and Sanctions for Academic Misconduct in the *Highland Community College Catalog* on pages 30-31, for explanations and definitions of academic misconduct and plagiarism. Violations in any form may result in an F for the course. This includes the sharing of any work between students.

HIGHLAND'S AMERICANS WITH DISABILITIES SERVICES (ADA)

I/We are concerned and open to those in need of resources related to a disability. This openness extends to those uncertain about a potential disability. I would encourage anyone that has any need or uncertainty to inquire with me ASAP so that I can assist in any way possible. Evaluations and services are each student's right as an American and student at this institution. Furthermore, I have an interest in each student's well-being. Let me help!

Please feel free to contact me by whatever means are most comfortable (after class, stop by my office, phone, e-mail, etc.).

Diversity and Disability Statement

Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects regarding the design of this course that result in barriers to your inclusion, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Disability Service Coordinator (M-104, 815-599-3605) to discuss a range of options to removing barriers, if any, which may include accommodations. Tutoring services (M-147, 815-599-3428) are also available to all students.

HCC Student Services Statement

Highland Community College (HCC) is committed to and cares about all students. If you or someone you know is feeling overwhelmed, hopeless, depressed, and/or experiencing life stressors that are interfering with academic or personal success, supportive services are available.
HCC offers cost-free counseling and confidential mental health services to help students manage personal challenges that impact emotional or academic well-being. You can learn more at: http://www.highland.edu/students/counselingservices.asp, by calling 815-599-3654, or by emailing at: counseling@highland.edu.

If you have an immediate concern about the behavior or safety of a student at HCC, help by making a referral to the Behavior Intervention Team (BIT). BIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at www.highland.edu/students/referral.asp or call 815-599-3654. In case of emergency please call 911.

TOPICAL OUTLINE

WEEK 1: August 20 - 26
Introduction to the Class
Chapter 1: Introduction to Criminology
> *Topics: Defining what is a crime, a case study, applying theory to motor vehicle theft, and analysis of Jerry Sandusky and Rachel Staudte.*
> *Case Study: Burke and Hare*

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WEEK 2: August 27 – September 2
Chapter 2: Measuring Crime
> *Topics: Data collection, dark figure of crime, UCR, NCVS, NIBRS, self-report studies, National Youth Gang Survey, law enforcement officers killed and assaulted statistics, and analysis of hate crime.*
> *Case Study: September 11, 2001 Victims*

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WEEK 3: September 3 – 9; No Class on Labor Day! (Sept. 3)
Chapter 3: Classical School of Criminological Thought
> *Topics: Pre-classical and classical theories, Cesare Beccaria, case study, applying theory to simple assault, policy implications, a case study, and analysis of Harpe Brothers.*

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WEEK 4: September 10 - 16
Chapter 4: Contemporary Classical and Deterrence Research
> *Deterrence theory, rational choice theory, case study, applying theory to DUIs, policy implications, and analysis of The Green River Killer.*

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WEEK 5: September 17 - 23
Chapter 5: Early Positivism
> *Topics: Early Biological Theories of Behavior, Lombroso's Theory: Atavism, crime, and stigmata, a case study, policy implications, Sheldon's Model of Somatotyping, and applying theory to burglary and Dr. Harold Shipman*

- **Exam # 1**
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WEEK 6: September 24 - 30
Chapter 6: Modern Biosocial Perspectives of Criminal Behavior
> *Topics: Nature versus nurture, studies on family and cytogenetics, hormones and neurotransmitters, central nervous system, diet and nutrition, toxins, a case study, applying theory to aggravated assault, Charles Whitman, and policy implications.*
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WEEK 7: October 1 - 7
Chapter 7: Psychological/Trait Theories of Crime
> *Topics: Early and modern psychological theories, Freud, Kohlberg, Bowlby, IQ testing, mental health and the criminal justice system, insanity defense, a case study, and applying theory to rape.*
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WEEK 8: October 8 – 14; No Class on Columbus Day (Oct. 8)
Chapter 8: Social Structure Theories of Crime I
> *Topics: Early theories of social structure, Comte, Durkheim, Strain Theories, Merton, Differential Opportunity theory, a case study, applying theory to bank robbery, and policy implications.*
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WEEK 9: October 15 - 21
Chapter 9: Social Structure Theories of Crime II
> *Topics: Ecological School, Chicago School, city growth, Shaw and McKay's theory of Social Disorganization, a case study, applying theory to stalking, and policy implications.*

- *Exam # 2*
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WEEK 10: October 22 - 28
Chapter 10: Social Process and Control Theories of Crime
> *Topics: Differential Association, classical conditioning, Glaser's Concept of Differential Identification, Differential Reinforcement Theory, operant conditioning, Neutralization Theory, Control Theories, Modern Social Theories, Integrated Social Control Theories, Theory of Low Self-Control, a case study, and applying theory to the crime of murder.*
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WEEK 11: October 29 – November 4
Chapter 11: Labeling Theory and Conflict/Marxist/Radical Theories of Crime
> *Topics: Labeling Theory, Conflict Perspectives, Radical Conflict Perspectives, Integrated Structural-Marxist Theory, a case study, applying theory to larceny-theft, and policy implications.*

- **Research Paper Due November 4th**
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WEEK 12: November 5 - 11
Chapter 12: Feminist Theories of Crime
> *Topics: Feminist perspectives on gender, tradition female crime, Liberation Thesis, Power-Control Theory, a case study, applying theory to crime of human trafficking, and policy implications.*

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WEEK 13: November 12 - 18

Chapter 13: Developmental/Life-Course Perspectives of Criminality

  Topics: Anti-developmental Theory, Life-Course Perspectives, Sampson and Laub's Developmental Theory, Thornberry, Moffit, a case study, applying theory to arson, and policy implications.

- **Exam # 3**
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WEEK 14: November 19 - 25

Chapter14: White-Collar Crime, Organized Crime, and Cybercrime

  Topics: Defining white-collar crime, history of white collar crime, incidence and impact on society, crimes against the environment, defining organized crime, organized criminal groups, defining Cybercrime, theoretical explanations of Cybercrime, and a case studies on Martha Stewart and Michael Milken.

- **Thanksgiving Break, November 22-23**
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WEEK 15: November 26 – December 2

Chapter 15: Hate Crimes, Terrorism, and Homeland Security

  Topics: Hate crimes, legislation on hate crimes, theoretical explanations of hate crime, terrorism, applying theory to terrorism, a case study on Timothy McVeigh, influence of the media, and the torture debate.
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WEEK 16: December 3 - 9

Chapter 16: Drugs and Crime

  Topics: Commonly abused drugs, categories of drugs, "Reefer Madness," "War on Drugs," current trends, case study, applying theory to drug use and selling, and policy implications.
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WEEK 17: December 10 - 14

- **Finals Week/EXAM #4 TBA**

Course Syllabus

ENGL 121: Rhetoric & Composition I
➢   Section HB, #3362: MW(F) 11:00 - 11:50 am in M-214

INSTRUCTOR:	Sam Fiorenza	***TERM:***	**FALL 2018**
OFFICE:	M-208	***COURSE:***	ENGL 121
PHONE:	(815) 599-3477	***TITLE:***	Rhetoric & Composition I
E-MAIL:	**sam.fiorenza@highland.edu**	***SEMESTER. HRS:***	3
OFFICE HOURS:	MW: 9:25 – 9:55 a.m. (DAK HS)	***LECTURE HRS:***	3 (No lab hrs.)
	M: 1:00 – 3:00 p.m.		
	TR: 12:30 – 1:30 p.m.		
	(or by appointment)		

PREREQUISITES:

Satisfactory achievement level on the writing sample portion of the placement test or a grade of B or better in COMM 090 or equivalent. This course is not repeatable.

TEXT AND SUPPLEMENT MATERIALS:

(The following texts are required for this course)

1. McGraw-Hill: *The iDeal Reader*. Publisher: MCG, Edition 2. ISBN: 978-1-121-61363-8

2. Hacker, Diana. *The Writer's Reference*. 9th edition, 2018. Publisher: Bedford/St. Martin's. ISBN: 978-1-319-05744-2

3. Zinsser, William. *On Writing Well: 30th Anniversary Edition.*   REV 06. Publisher: HARP PUB.
       ISBN: 978-0-060-89154-1

CATALOG DESCRIPTION:

This course is designed to help students to write effectively. Instruction is offered in the basic elements of rhetoric; much practice is given in composing themes (essays).

METHOD OF INSTRUCTION:

➢   LECTURE/DISCUSSION: All grammatical and compositional concepts will be presented, discussed and exemplified so students clearly understand the basic aspects of all topics covered.
➢   PRACTICE/EXERCISE: Students will practice using all grammatical concepts by observing examples of correct usage and by completing exercises designed to increase competency in these skill areas.
➢   COMPOSITION: Students will compose various types of assignments designed to develop those skills needed to meet the course objective in the areas of both grammatical and rhetorical correctness.

CLASSROOM POLICIES

I expect that you will respect both your fellow classmates and me by observing a few guidelines in the classroom:
1. *IF YOU ARE GIVEN AN IN-CLASS ACTIVITY, PLEASE WORK ON THIS ASSIGNMENT, AND ONLY THIS ASSIGNMENT, DURING CLASS TIME.*
2. *REFRAIN FROM TEXTING, PLAYING ON THE INTERNET, PLAYING GAMES OR SENDING E-MAIL TO FRIENDS OR OTHER CLASSMATES DURING CLASS TIME.*

3. *Understand that the instructor reserves the right to give a failing grade for the current assignment or withdraw you from class, if you are found not to be working diligently on ENGL 121 work during class time.*

Institutional (General Education) Outcomes:

Outcome #1: WRITTEN COMMUNICATION - Students will develop and express their ideas in writing.

Outcome #2: ORAL COMMUNICATION - Students will make prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Outcome #3: QUANTITATIVE LITERACY - Students will have the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

Outcome #4: INFORMATION LITERACY - Students will demonstrate the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Outcome #5: CRITICAL THINKING - Students will possess a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events, before accepting or formulating an opinion or conclusion.

Course Outcomes (Revised Fall 2016/Spring 2017):

Outcome #1: Students will develop essays that display insight and critical thinking through meaningful, relevant, and appropriate content.

Competencies: A successful student will consistently

1. Devise original topics with thoughtful angles.
2. Narrow and focus each topic.
3. Show idea development beyond the superficial.
4. Establish a clear purpose and audience.
5. Fulfill the assignment guidelines and requirements.

Assessment: Students will be required to produce essays that display insight and critical thinking.

Outcome #2: Students will engage in a multi-step writing process for each composition.

Competencies: A successful student will consistently

1. Pre-write and plan the composition before drafting.
2. Draft each composition
3. Revise to address the content needs of the composition.
4. Proofread carefully to polish the composition.

Assessment: Students will be required to produce essays that have been developed through the multi-step writing process.

Outcome #3: Students will write final drafts that include an effective introduction and conclusion.

Competencies: A successful student will consistently

1. Introduce an essay using appropriate rhetorical strategies to interest the reader.
2. Write a thesis that is focused and precise.
3. Place the thesis in an effective position.
4. Conclude a piece of writing in a meaningful, effective way that goes beyond summary and provides closure.

Assessment: Students will be required to produce essays with effective introductory and concluding paragraphs.

Outcome #4: Students will write well-organized body paragraphs that advance the purpose of the essay.

Competencies: A successful student will consistently

1. Include transitions for clarity and flow.
2. Provide clear main ideas for all body paragraphs.
3. Develop paragraphs with relevant and sufficient support.
4. Place body paragraphs in a logical sequence that develops the thesis of the essay.

Assessment: Students will be required to compose essays that use well-organized body paragraphs.

Outcome #5: Students will write final drafts using mature and effective style.

Competencies: A successful student will consistently

1. Engage audiences using purposeful word choices, vocabulary, and sentence structures.
2. Write clearly and concisely.

Assessment: Students will submit paragraphs and essays that demonstrate effective use of college-level vocabulary that is precise and audience-appropriate.

OUTCOME #6: Students will proofread to improve correctness.

Competencies: A successful student will consistently

1. Write sentences that conform to conventional sentence boundaries and structures.
2. Use appropriate punctuation
3. Use correct verb forms and tenses.
4. Demonstrate an understanding of standard pronoun use.
5. Eliminate errors in spelling and homonym use, and typographical errors.

Assessment: Students will be required to write paragraphs and essays for evaluation.

METHOD OF EVALUATION:

Grading Scale:		
91 – 100 = A	Class Attendance and Participation	**10% (100 pts)**
81 – 90 = B	Impromptu Writing Assignments	**10% (100 pts)**
71 – 80 = C	Midterm Examination	**25% (250 pts)**
61 – 70 = D	Compositions	**30% (300 pts)**
60 – lower = F	Final Composition	**25% (250 pts)**

ATTENDANCE:

Because of the nature of this course, regular attendance is critical to your success in completing ENGL 121. I expect and encourage regular attendance and active classroom participation. My individual policy requires that all students provide a valid excuse for an absence, including written documentation if appropriate. If you miss a class for any reason, please contact me as soon as possible, either by telephone or by email. I expect that you contact me before the absence if you know ahead of time that you will not be able to attend class, or as soon as possible after the fact. Please also understand that whether or not you have a valid excuse for missing classes, you will not receive any attendance credits for classes missed. Have a contact person in your class, so that if you have to be absent, you can find out what we covered in class and what is expected for the next class. **If you miss six (6) classes** (this number represents two or three full weeks of class, depending on our meeting schedule), I will have to discuss the possibility of a failing grade for you in this course. Please keep in mind that tardiness is considered an absence: you will not receive credit for any day that you are late for class.

WRITING ASSIGNMENTS (ESSAYS):

You will be required to write three short papers in this course; each paper should be between 4-5 pages in length (at least 1000 words). You will also be required to submit a longer final paper, and this final paper should be between 5-7 pages in length (at least 1500 words). Finally, you will submit approximately ten short impromptu writing assignments on a nearly weekly basis; these impromptus (each at least 300 words or longer) will total nearly 3000 words.

I have a few guidelines that I'd like you to follow when submitting a writing assignment or essay. These guidelines are intended to make my task of reading and grading your papers easier and more efficient. Hopefully, these suggestions will facilitate more detailed comments for you to improve your writing and for me to improve my teaching.

1. **Please type your papers on a word processor**. I assume that many, if not most of you, are familiar enough with PCs and word processors so that my preference is not a hardship. If you do not have access to your own PC or word processor at home, you can always use any of the computer classrooms/labs located on campus. **Your papers should be double-spaced.**

2. Provide responses to the End Sheet Assignment for each of the four formal paper you submit (Please see page five of this syllabus). The End Sheet will address areas that I wish you to explore in order to discover more about your writing processes.

3. Keep all of the writing that you submit to me, including your revisions and your corrected work.

4. **ABSOLUTELY NO LATE WORK WILL BE ACCEPTED. *NO EXCEPTIONS!!*** This applies for ALL work submitted in this course, especially regarding your papers and other required assignments. If you will not be able to submit the assignment on time, you MUST make arrangements no later than ONE WEEK prior to the assignment's due date. FAILURE TO DO SO WILL RESULT IN THE INSTRUCTOR NOT ACCEPTING YOUR ASSIGNMENT; Consequently, YOU WILL NOT RECEIVE ANY CREDIT FOR THE ASSIGNMENT.

CELL PHONES:

Please turn off your cellular phone BEFORE class begins. Class disruptions from ringing mobile devices will not be tolerated. Please respect your fellow classmates . . . thank you.

CLASSROOM POLICIES & PROCEDURES:

A. General Information
All assignments, unless otherwise noted, should be submitted electronically through either Moodle or Turnitin. Students are responsible to ensure they have the technological knowledge and skills, and computer and Internet access, to complete and submit such assignments by the posted deadlines.

B. Final Exam Information
Final Exams will be administered in the college's Testing Center during Finals Week at times to be determined by the instructor and in consultation with the Testing Center.

C. Make-up Policy
In general, late work will not be accepted (see above). In the event that extenuating circumstances arise, the instructor, at his discretion, may make arrangements to allow assignments, quizzes, papers, or exams to be made up only in extreme circumstances. Students must contact the instructor as soon as a situation arises that may prevent work from being completed and submitted on time, and the instructor <u>may</u> or <u>may not</u> (at his discretion) choose to allow an extension.

D. Extra-credit Policy
Pop quizzes given in class are considered extra credit, but cannot be made up. Other extra credit opportunities may be given throughout the semester, but these will be made available to all students. No individual extra credit assignments will be allowed.

E. Cheating/Plagiarism Policy
Students should adhere to the college's policy regarding academic honesty. Cheating and plagiarism will not be tolerated. Students caught cheating or plagiarizing will, at a minimum, receive a zero for the assignment or paper in question, and will be subject to college policies and procedures if found to be in violation. Depending on the severity of the infraction, students may receive a failing grade for the entire course.

F. College Documentation Styles
Students should use MLA style for both formatting and citing sources in academic papers, using the suggestions found in the *HCC Student Writing and Style Guide* (found on the Highland Library's website linked through the college's website).

G. Testing Center
Exams given throughout the semester may be administered through the Highland Testing Center.

H. Safety & Health issues (ADA)
Students who feel they may qualify for special accommodations should contact the college's ADA office; if they qualify, the instructor will work with students in concert with the ADA Services Coordinator to assist students so they may perform to their fullest potential with appropriate accommodations.

END SHEET RESPONSES:

Your End Sheet Responses should be written as a short report about the formal composition (the Narrative, the Process Analysis, the Compare/Contrast and the Final Paper only—not required for the Impromptu Writing Assignments) after it has been finished, and it should be included at the end of your paper. **Answer all seven of the questions**. Assume that you are writing to me directly in the role of a teacher concerned with your development as a writer.

I. Rhetorical Situation

Please answer the following questions. Writing is situated. We do not write in a vacuum; we do not simply send our words out into the void. Probably the single best tip I have for people who want to write successfully is to make sure they understand the situation to which their writing is a response

1. **What was your central idea or message?**
2. **Who was your audience?**
3. **What was your goal in writing this paper?**

II. The Writing Process/Feedback for your Instructor

Please answer the following questions. Because this class is not simply about writing a few papers, but building lasting skills in writing and thinking, it is useful to think about the projects you have completed, to examine your own writing processes, to evaluate your own work not only as you write it but after you have finished it, and to consider what you have learned about the topic and about writing through the process of exploring it and then communicating your findings. Finally, I want your constructive criticism about this assignment, my teaching, etc., so I can make this and future classes more useful and more interesting.

4. **What did you change between first and final draft*? (Be specific, thorough and thoughtful in all of these responses, please!!)***
5. **What did you learn by writing this paper?**
6. **What do you feel are the strongest and weakest aspects of the document?**
7. **What feedback (comments, suggestions, questions, etc.) do you have for me?**

SAMPLE END SHEET RESPONSE:

<u>The Problems of Competitive Athletics: A Student Perspective</u>

1. ***What was your central idea or message?***
   My central idea was that according to Smith's essay, competitive athletics unintentionally creates an atmosphere and an environment that is actually unhealthy both physically and emotionally for its participants.

2. ***Who was your audience?***
   My audience was a group of parents from Freeport who are considering whether or not to enroll their children this spring in competitive sports sponsored by the Freeport Park District. My audience could also be a group of coaches, assistant coaches, and athletes who may be unaware of the problems posed by competition.

3. ***What was your goal in writing this paper?***
   My goal in this paper was to inform parents, coaches and athletes about the negative effects that may follow from competitive athletics. Because I participated as a student athlete while in high school, I think this topic is important for everyone involved.

4. ***What did you change between first and final draft?***
   I made many changes to this short essay. First, I composed three majors drafts of this paper: in the first, I set down my ideas in a loosely-constructed framework that lacked focus and direction; in the second, I changed my second and fourth main points to better reflect the thesis of my essay; and in the last draft, I added transitions between paragraphs in addition to replacing misspellings of "then" with "than" and correcting faulty parallelism problems that I discovered in proofreading.

5. ***What did you learn by writing this paper?***
   I learned that many parents are misguided in their attempts to push their children to excel in athletics.

6. ***What do you feel are the strongest and weakest aspects of the document?***
   The strongest aspect of this paper is my enthusiasm and passion for this topic: I feel very strongly about the problems posed by competitive athletics. The weakest aspect of this document is that I didn't bother to pay attention in class when you lectured about pronoun reference and pronoun agreement problems, and consequently, I know I have many pronoun problems and errors in this final version.

7. ***What feedback (comments, suggestions, questions, etc.) do you have for me?***
   You are the greatest instructor I have ever had at Highland, Mr. Fiorenza, and I hope that my thinly veiled attempts at flattery have a positive effect on my overall grade in this course. I do have one criticism for you though, and I hope that you will take this the right way: your lectures, while rather informative and educational, lack artistic vision. Perhaps you could come to class dressed as a famous author, periodically doing impersonations and spastically thrashing about the room to break up the monotony of the whole traditional classroom "thing." Also, bringing sugar-loaded goodies for all to munch on would help keep us awake for more than fifteen minutes of class. Just a suggestion.

COURSE CONTENT:

The weekly reading assignments and activities for this course will be posted each week on Moodle. Please have the readings for each week and each class (if specified) completed BEFORE the class meets. Course activities and assignments may include any of the following: impromptu writings (assigned each week), grammar assignments from the Hacker textbook, quizzes, compositions (formal papers), and examinations. Please check Moodle and your Highland email routinely each week for updates to our course schedule and meetings days. I will also ask you to sign up for and use the Remind App, for those of you using a smartphone, to better facilitate open and regular communication throughout this course.

This hybrid course will generally meet twice each week, mainly on Mondays and Wednesdays, with Fridays set aside for impromptu writings and compositions that you will complete outside of class time. Please be advised that we will meet on selected Fridays throughout the semester, with as much advance notice as possible. If you have any questions about these assignments and class meetings, please contact me immediately to clarify course expectations and deadlines.

	MONDAYS	WEDNESDAYS	FRIDAYS	
Week 1	8-20	8-22	8-24	Review course syllabus
Week 2	8-27	8-29	8-31	Discuss Narration & the Writing Process
Week 3	9-3 Labor Day	9-5	9-7	Readings from *The iDeal Reader*; Punctuation discussion from *A Writer's Reference* (P1-P6)
Week 4	9-10	9-12	9-14	Begin *On Writing Well*, Chapters 1-10 *Narrative Paper due*
Week 5	9-17	9-19	9-21	Discuss Process Analysis
Week 6	9-24	9-26	9-28	Readings from *The iDeal Reader* ("What Writers Do" and "Freewriting")
Week 7	10-1	10-3	10-5	Run-Ons & Fragments Subordination & Coordination *Process Analysis Paper due*
Week 8	10-8 Columbus Day	10-10	10-12	Review & Midterm Exam
Week 9	10-15	10-17	10-19	Discuss Compare & Contrast
Week 10	10-22	10-24	10-26	Mark Twain's "The Lowest Animal"
Week 11	10-29	10-31	11-2	Pronoun Agreement *Compare & Contrast Paper due*
Week 12	11-5	11-7	11-9	Leads & Endings; sentence structure and sentence clarity
Week 13	11-12	11-14	11-16	Discuss Cause/Effect Read "Why People Don't Help in a Crisis" (*The iDeal Reader*)
Week 14	11-19	11-21 Thanksgiving	11-23 Thanksgiving	*On Writing Well*, Chapters 19-21
Week 15	11-26	11-28	11-30	*On Writing Well*, Chapters 22-25
Week 16	12-3	12-5	12-7	Finish last minute material and review for finals
Finals Week	12-10 through 12-14		*Final Paper due*	

Highland Community College
Freeport Illinois

Course Syllabus

1. **Effective date: Fall 2018**
2. **HUM 104 Introduction to Humanities**
   Contact Hours 3 credit hours
   Lecture/Demonstartion 3 hours a week
   This course is not repeatable.
   This course is an introductory survey course.

Instructor: **Laura Early, Theatre Instructor**
Email: laura.early@highland.edu
Office Hours: Tuesdays and Thursdays 10:00 a.m. to 11 a.m. and Mondays,
Wednesdays and Fridays 9:30 a.m. to 10 a.m., Mondays and Wednesdays 11:00 a.m.
to 11:30 a.m., virtual office hour Tuesdays 2 p.m. to 3 p.m. and by appointment.
Please email me and we will set up a time to meet.
Office Location: F056
Office phone: 599-3492
Online

3. **Course Description from the Catalog:**
This course will provide a thematic, interdisciplinary study of selected works of art,
music, literature and philosophy
   4. *There is no prerequisite for this course.*

From the Illinois Transfer requirements
Thematic- or genre-based interdisciplinary study of selected works of art, music,
literature and philosophy.
Required Textbook: *The Humanities through the Arts* (9th Edition) – F. David Martin
and Lee A. Jacobus
ISBN: 978-0-07-352398-9

Highland Community College General Education Learning Outcomes included
in this course are:

OUTCOME #2: ORAL COMMUNICATION - Students will make prepared, purposeful presentations
designed to increase knowledge, to foster understanding, or to promote change in
the listeners' attitudes, values, beliefs, or behaviors.

OUTCOME #5: CRITICAL THINKING - Students will possess a habit of mind characterized by the
comprehensive exploration of issues, ideas, artifacts, and events, before accepting
or formulating an opinion or conclusion.

Learning Outcomes for this course
Course Outcome 1: Student evidences an understanding of a work of art.
Competency: A successful student will be able to:

1. Identify artwork conceptually and perceptually.

2. Define terminology related to identifying a work of art including; artistic form, participation and subject matter.

Course Outcome 2: Student demonstrates critical thinking.
Competency: A successful student will be able to:

1. Demonstrate the ability to critique a work of art utilizing descriptive criticism.
2. Demonstrate the ability to critique a work of art utilizing interpretive criticism.
3. Demonstrate the ability to critique a work of art utilizing evaluative criticism.

Course Outcome 3: Student evidences an understanding of art as a means of expressing culture.
Competency: A successful student will be able to:

1. Demonstrate an understanding of the relationship between historical time periods, geographic locations and culture and specific genres and movements in art.
2. Demonstrate an understanding of the relationship of culture and specific artists and their work.

Course Outcome 4: Student evidences effective oral communication.
1. Demonstrate effective communication in class presentations.

In furtherance of these learning outcomes, assessment strategies will be implemented. Students will:
- Lead and participate in class discussions
- Take quizzes, a midterm and a final exam.
- Participate in two Field trip/co-curricular ativity attendance and write critical papers on the events
- Participate and complete creative projects

General Course Requirements

In this course, you are required to:

1. Read the text as assigned;

2. Complete individual and team creative projects;

3. Attend field trips/co-curricular activities and write two critical papers;
   If you live in the Freeport area: you are required to attend a performance of Highland Community College Theatre Arts Department's production of *Newsies* October 25, 26, 27 at 7:30 p.m. and October 28 at 2 p.m. in the Ferguson Fine Arts Center

4. Take quizzes on readings;

5. Take a midterm and final;

6. Participate in all discussions, exercises and assignments.

1) Creative Projects
You will be given instructions regarding the creative projects in advance of their due date. The purpose of the creative projects is to help you appreciate and understand that imagination and creativity exists in all of us.

2) Critical Papers

Your critical papers on co-curricular activities must each be a minimum of two typed double spaced pages (approximately 500 words.) I will post detailed instructions for each paper. These papers will give you the opportunity to utilize important abilities: making independent qualitative judgments, supporting those judgments with specific examples, and expressing your ideas clearly and succinctly. Late papers will not be accepted. Performance attendance may require additional documentation. You are required to see the spring theatre produciton at Highland Community College.

3) Class Participation

Class participation will be worth 100 points. Your class participation grade will be based upon the following criteria: relevant contribution to class discussions, participation and timely completion of assignments. In class discussions, simply stating that you agree with the previous entry will not suffice as full participation. It is fine to agree, but then explain your opinion more fully.
Grades:
Your final grade will be calculated as follows:

1)   Creative projects. You will be responsible for individual and group creative projects for a total of 300 points.
2)   Critical papers. You will be required to write two papers based on your attendance for field trip/co-curricular activities. Each paper and attendance will be worth up to a possible 100 points.
3)   Midterm and final worth a total of 200 points.
4)   Class participation. You will earn up to 150 points for class participation
5)   Quizzes on the readings 150 points (13 x 10)

A=1000-900
B=899-800
C=799-70010
D=699-600
F=600-0

A-Student demonstrates mastery of the material combined with a significant ability to transcend what is covered in class qualitatively and creatively. "A" students contribute significantly to teaching other students—and the teacher.

B-Student understands all of the material covered and demonstrates this, and offers some insights and independent thinking.

C-Student demonstrates compete understanding of what is covered in class. Student is able to parrot what has been said and discussed without substantively adding to it.

D-Student demonstrates comprehension of the material that is not as deep as covered in the class.

F-Student fails to meet minimum thresholds such as: completing required class work on time, comprehending the material, or being able to demonstrate this comprehension.

Policies and Procedures
Students with Disabilities
If you need disability-related accommodations, please make an appointment with Carolyn Petsche, Coordinator, ADA Services (M149, Freeport Campus, 815-599-3577) and then notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Plagiarism
Plagiarism will not be tolerated in any form. The ideas you present in your writing must be your own, or they must be properly cited. Plagiarism in your work will result in automatic failure (zero points) of the essay or assignment that was plagiarized. Plagiarism includes copying and pasting without citations, summarizing or paraphrasing without citations, using others' ideas without citations, cheating on quizzes, coauthoring assignments, etc. Plagiarism may result in failure of the course.

Attendance Policy:
Students are allowed to miss this course two times for unexcused absences. After the second unexcused absence, a student's grade will be lowered one letter grade for every other absence.

Make-up Policy
In order to make up assigned work that is missed, students must discuss the matter of the missed work with the Instructor. The burden to make up missed assignments is on the student. If given permission, student and insructor will find a time convienent to the instructor to make up work.
Testing Center Usage
If granted permission, the testing center may be used to make up missed tests.

Extra-credit Policy
There are no opportunities for extra credit in this course.

This course does not require APA or MLA for papers or other assignments.

Topical Outline
AUGUST
Monday 8/20	Welcome and Introduction to the Course
Wednesday 8/22	Preface and Chapter 1 The Humanities: An Introduction
Friday 8/24	Chapter 1 The Humanities: An Introduction

Monday 8/27	Quiz on Chapter 1	
	Chapter 2 What is a work of Art?	
Wednesday 8/29	What is a work of Art?	
Friday 8/31	Chapter 2	Last day to drop course with no record and refund

SEPTEMBER

Monday 9/3	Labor Day no class
Wednesday 9/5	Quiz on Chater 2
	Chapter 3 Being a Critic of the Arts
Friday 9/7	Chapter 3
Monday 9/10	Quiz on Chapter 3
Wednesday 9/12	Chapter 4 Painting
Friday 9/14	Painting
Monday 9/17	Quiz on Chapter 4
	Chapter 5 Sulpture
Wednesday 9/19	Sculpture
Friday 9/21	Chapter 5
Monday 9/24	Quiz on Chapter 5
	Chapter 11 Photography
Wednesday 9/26	Photography
Friday 9/28	Chapter 11

OCTOBER

Monday 10/1	Quiz on Chapter 11
	Chapter 8 Theatre
Wednesday 10/3	Theatre
Friday 10/5	Chapter 8
Monday 10/8	Quiz on Chapter 8
	Midterm review
Wednesday 10/10	Midterm
Friday 10/12	Music Chapter 9
Monday 10/15	Music
Wednesday 10/17	Music
Friday 10/19	Music
Monday 10/22	Quiz on Chapter 9
	Cinema Chapter 12
Wednesday 10/24	Cinema

Required performance attendance for first critical paper is attending one of the performances of Highland Community College's production of *Newsies* October 25, 26, 27 at 7:30 p.m. and October 28 at 2 p.m.

Friday 10/26	Cinema
Monday 10/29	Quiz on Chapter 12

| | Chapter 13 Television and Video Art | |
| Wednesday 10/31 | Television and Video Art | |

Friday 11/2	Chapter 13	
Monday 11/5	Quiz on Chapter 13	
	Chapter 7 Literature	
Wednesday 11/7	Literature	
Friday 11/9	Literature	First Critical Paper due
Monday 11/12	Quiz on Chapter 7	
	Chapter 6 Architecture	
Wednesday 11/14	Architecture	
Friday 11/16	Chapter 6	
Monday 11/19	Quiz on Chapter 6	
	Chapter 10 Dance	
Wednesday 11/21	Dance	
Friday 11/23	Thanksgiving no class	
Monday 11/26	Quiz on Dance	Last day to withdraw with a "w"
Wednesday 11/28	Interrelationship of the Arts	Second Critical paper due
Friday 11/30	Interrelationship of the Arts	

DECEMBER
Monday 12/3	Quiz on Interrelationship of the Arts
Wednesday 12/5	Interrelationship of the Humanities
Friday 12/7	Final review

Final exam
No one is exempt from the final exam.

This syllabus and schedule of assignments is subject to change.

PSY 161: Introduction to Psychology
Highland Community College, Fall 2018
Instructor: Dr. Chelsea Martinez

Welcome! This course provides an introduction to the concepts and theories of psychology. We will discuss many topics, including the biological, theoretical, & practical aspects involved in the study of human behavior, the mind, and the brain. Participating in this course and completing the course readings, assignments, & class activities will prepare you to advance as a learner and scholar.

INSTRUCTOR INFORMATION:
Dr. Chelsea Martinez
Office: M230; Office Hours MW 11am-12pm; TR 1pm-2pm, Friday 10-11am (virtual)
Phone: 815-599-3429
E-mail: chelsea.martinez@highland.edu
Mailbox: Humanities/Social Sciences #22

TEXT AND SUPPLEMENTAL MATERIALS USED:
Required Textbook (available for purchase or rental at HCC Bookstore):

Gazzaniga, M., Heatherton, T., & Halpern, D. (2016). *Psychological science* (5th ed.). New York: W.W. Norton & Co.

Course Syllabus and other materials are also available on the companion Moodle website at:
    http://moodle.highland.edu/

COURSE FORMAT:
Each course meeting includes lecture style presentations using PowerPoint slides and may include group activities, discussions, and/or short in-class writing assignments. This course requires that you spend a significant amount of time each week *reading* the text and *studying* your notes outside of the classroom. The most successful PSY 161 students are those who come to class prepared—they've completed the assigned reading, are prepared to take any notes they need, and aren't hesitant to ask for clarification!

GRADING SCALE:

	Percentage	Grade
Final grades will be calculated as the percentage of earned points out of the total points available in the course:	90% - 100%	A
	80% - 89%	B
	70% - 79%	C
	60% - 69%	D
	0% - 59%	F

TENTATIVE SCHEDULE OF TOPICS – PSY 161A, MW 1-2:15pm

Week	Date	Topic	Reading	Assignments
Week 1	Aug 20	Intro to Course	Syllabus	
	Aug 22	Intro to Psychology	Chapter 1	
Week 2	Aug 27, 29	Research Methods	Chapter 2	**Syllabus Quiz due Aug 26, 11:59pm**
Week 3	Sept 3	*Labor Day (campus closed*)	--	
	Sept 5	Biology & Behavior	Chapter 3	
Week 4	Sept 10	Biology & Behavior	Chapter 3	**Article Review due Sept 9, 11:59pm**
	Sept 12	**Proposal Workshop**	--	
Week 5	Sept 17	Sensation & Perception	Chapter 5	
	Sept 19	**Exam 1 (Chapters 1-3, 5)**	--	
Week 6	Sept 24, 26	Consciousness	Chapter 4	**APA assignment due IN CLASS Sept 26**
Week 7	Oct 1, 3	Learning	Chapter 6	
Week 8	Oct 8	*Columbus Day (campus closed)*	--	
	Oct 10	Memory	Chapter 7	
Week 9	Oct 15	Memory	Chapter 7	**Study Design due Oct 14, 11:59pm**
	Oct 17	**Exam 2 (Chapters 4, 6, & 7)**	--	
Week 10	Oct 22, 24	Human Development	Chapter 9	
Week 11	Oct 29, 31	Thinking & Intelligence	Chapter 8	
Week 12	Nov 5	Emotion & Motivation	Chapter 10, pp. 423-446 only	
	Nov 7	**Proposal Workshop**	--	
Week 13	**Nov 12**	**Exam 3 (Chapters 8-10)**	--	
	Nov 14	Personality	Chapter 13	
Week 14	Nov 19	Psychological Disorders	Chapter 14	**Final Proposal Due Nov 18, 11:59pm**
	Nov 21	*Class cancelled (instructor absence)*		
Week 15	Nov 26	Psychological Disorders	Chapter 14	
	Nov 28	Treatment of Psych Disorders	Chapter 15	
Week 16	Dec 3	Treatment of Psych Disorders	Chapter 15	
	Dec 5	**Exam 4 (Chapters 13-15)**	--	
Finals	Date TBD	**Optional Final Exam**	**All Chapters**	

In the event of a "snow day" or other class cancellation or campus closure, I will contact students by email to provide schedule updates. It is your responsibility to check your email on those days and be aware of any schedule changes!

TENTATIVE SCHEDULE OF TOPICS – PSY 161B TR 12:30-1:45

Week	Date	Topic	Reading	Assignments
Week 1	Aug 21	Intro to Course	Syllabus	
	Aug 23	Intro to Psychology	Chapter 1	
Week 2	Aug 28, 30	Research Methods	Chapter 2	**Syllabus Quiz due Aug 26, 11:59pm**
Week 3	Sept 4, 6	Biology & Behavior	Chapter 3	
Week 4	Sept 11	**Proposal Workshop**	--	**Article Review due Sept 9, 11:59pm**
	Sept 13	Sensation & Perception	Chapter 5	
Week 5	**Sept 18**	**Exam 1 (Chapters 1-3, 5)**	--	
	Sept 20	Consciousness	Chapter 4	
Week 6	Sept 25	Consciousness	Chapter 4	**APA assignment due IN CLASS Sept 27**
	Sept 27	Learning	Chapter 6	
Week 7	Oct 2	Learning	Chapter 6	
	Oct 4	Memory	Chapter 7	
Week 8	Oct 9	Memory	Chapter 7	
	Oct 11	**Exam 2 (Chapters 4, 6, & 7)**	--	
Week 9	Oct 16, 18	Human Development	Chapter 9	**Study Design due Oct 14, 11:59pm**
Week 10	Oct 23, 25	Thinking & Intelligence	Chapter 8	
Week 11	Oct 30, Nov 1	Emotion & Motivation	Chapter 10, pp. 423-446 only	
Week 12	Nov 6	**Proposal Workshop**	--	
	Nov 8	**Exam 3 (Chapters 8-10)**	--	
Week 13	Nov 13, 15	Personality	Chapter 13	
Week 14	Nov 20	Psychological Disorders	Chapter 14	**Final Proposal Due Nov 18, 11:59pm**
	Nov 22	*Campus closed (Thanksgiving)*	Chapter 14	
Week 15	Nov 27	Psychological Disorders	Chapter 14	
	Nov 29	Treatment of Psych Disorders	Chapter 15	
Week 16	Dec 4	Treatment of Psych Disorders	Chapter 15	
	Dec 6	**Exam 4 (Chapters 13-15)**	--	
Finals week	**Date TBD**	**Optional Final Exam**	**All Chapters**	

In the event of a "snow day" or other class cancellation or campus closure, I will contact students by email to provide schedule updates. It is your responsibility to check your email on those days and be aware of any schedule changes!

COURSE REQUIREMENTS (~450 POINTS):

Syllabus Quiz (10 points): The answers to the questions I am asked most frequently each semester can be found in your syllabus (that's this document!). To ensure that you've read through the syllabus and understand the course requirements, you will complete a syllabus quiz on Moodle during the first weeks of class.

Research Proposal (200 points total): In this assignment, you'll have the chance to design a hypothetical research study to investigate a question you have about a topic in Psychology. This assignment will span the length of the semester but is broken down into parts:

- Article Review (30 points)
- APA tutorial (20 points)
- Study Design (50 points)
- Final Proposal (100 points)

More information about each component can be found on Moodle. We will have 2 in-class workshop days during the semester, where you'll have an in-class assignment designed to help you think through the next steps of the project and talk one-on-one with the instructor about your project. The final written proposal will be written in APA style and should be 1500-2000 words in length.

Exams (200 points/50 points each): 4 exams will be given in class, one after every 3-4 chapters. An optional cumulative final exam will be given during finals week. Exam questions include material from lecture and the assigned readings form the course text.

The first four exams will contain 40 multiple choice and true/false questions worth 1 point each and 2 short-answer questions worth 5 points each. The final will contain 100 multiple choice and true/false questions; each question on the final is worth ½ point for a total of 50 points.

No makeup exams are given. Your lowest exam score will be dropped from final grade calculations. If you miss an exam, you *must* take the cumulative final exam. If you miss two exams, one of your 4 exam grades will be a 0, and this will have a significant negative impact on your final grade in the course!

Attendance & Participation (~30): Each student is expected to attend and participate in each class meeting. Many class meetings will include group activities and discussions, and your participation in and contribution to the class is valued.

You will receive 1 point for every day you attend class and 0 points for every class you miss— there are no exceptions to this policy! Because makeup attendance points are not offered, you do not need to contact me to excuse an absence.

In-Class Work (~10 points): You may occasionally receive a brief in-class writing assignment worth 2-5 points. These assignments may be surveys, quizzes, or written reflections and will be collected before you leave class that day.

Extra Credit opportunities will be presented throughout the semester and may include separate assignments, exam questions, participation in campus activities, etc.

CLASSROOM POLICES

COMMUNICATION: You are expected to check your Highland email account and log in to Moodle to check for announcements and upcoming assignments 4-5 times a week. All written assignments must be submitted via Moodle.

LECTURE NOTES: Lecture notes are available as PDF files on the Moodle site. These lecture notes are *not* a replacement for reading the course text! Exam questions will come from both the lecture notes and the material covered in each chapter.

LATE WORK: All written assignments must be submitted to Moodle by the posted deadline. Late assignments will lose 25% of the total points for each day they are late (including weekends) unless other penalties are stated in the assignment instructions. Late penalties accrue each day immediately after the deadline has passed--this means that if you upload your assignment at 5:01pm when it was due by 5pm, it is late and you receive a 25% penalty!

PLAGIARISM: The credibility of any college relies on the integrity of its faculty and students. Plagiarism is a serious academic offense that involves the misrepresentation of ideas as if they were your own. This includes, but is not limited to, copying word for word or paraphrasing without giving credit, receiving excessive help from others, using another student's project as your own, and copying or purchasing essays on the Internet. When writing a paper, it is not enough to simply copy an entire article and give the author credit. It is assumed that all writing is the students unless otherwise cited. Use your own words and support your ideas with quotes, statistics and paraphrases. Turn in original writing that is created for this semester's course; work that is modified from assignments submitted in current or previous semesters, for this course or other courses, will not receive credit. Plagiarized work will receive a failing grade and the department Dean will be notified. Further disciplinary actions may include receiving a failing grade in the course or expulsion from the college (see student handbook).

WITHDRAWAL FROM THE COURSE: Students who do not attend the first 2 weeks of classes will be withdrawn and I reserve the right to withdraw students for poor attendance or performance at any point during the semester. The last day to drop a course without a record of your withdrawal is **August 31, 2018.** The last day to withdraw with a "W" (without a refund) is **November 26, 2018.** Student-initiated Withdrawal forms must be completed, signed, and processed by 5:00pm on that day.

STUDENT CONDUCT: Class discussion is always encouraged; however, please refrain from talking while the instructor or other students are talking. Disruptive or inappropriate behavior will not be tolerated in the classroom. If your behavior is disruptive or inappropriate, you will receive one verbal warning and if the problem continues, you may be asked to leave the room and the department Dean will be notified. Further disciplinary actions may include lowering your grade or withdrawal from the course.

Students may not leave the classroom during exams.

ELECTRONIC DEVICES: Cell phone use is not permitted in the classroom. Please turn off all cell phones and unapproved electronic devices before entering the classroom. Cell phone use during class is disruptive, disrespectful, and potentially dishonest. Students observed using cell phones during class (this includes talking, texting, playing games, etc.) will not receive attendance credit for that day. Any use of cell phones or other electronic devices during an exam is considered dishonest and will lead to a zero on the exam.

While I encourage the use of laptop computers for note-taking and in-class research during group activities, you will be asked to stop using your laptop if it becomes a distraction for you or your fellow students.

If you have a medical or other situation that makes the use of an electronic device absolutely necessary, please discuss your situation with me *before* class begins.

WRITING COMPONENT: In order to fulfill the minimum writing requirements in the Social Sciences and encourage meaningful learning, students will complete a variety of written assignments in this course. These assignments include 5 written assignments and occasional in-class work.

INCOMPLETES: A final course grade of "Incomplete" will only be given in serious extenuating circumstances such as a death in the immediate family or hospitalization. The student must have a passing grade and meet the attendance requirements of the course. Official documentation is required to verify the validity of the student's need for an incomplete.

HONORS PROGRAM: I enthusiastically welcome student proposals for projects completing for the HCC Honors Program. Any student that wishes to do a project for this course as part of the Honors Program should contact me within the first 2 weeks of class to discuss your options.

TUTOR SERVICES: The Success Center provides academic support, free of charge, to any student enrolled in any of the courses at HCC. Study groups and review sessions may be provided. Check the walk-in schedule on the first floor of the Marvin-Burt Liberal Arts Center or call for an appointment at (815) 599-3446.

DIVERSITY AND DISABILITY: Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects regarding the design of this course that result in barriers to your inclusion, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Disability Service Coordinator (M-104, 815-599-3605) to discuss a range of options to removing barriers, if any, which may include accommodations. Tutoring services (M-147, 815-599-3428) are also available to all students.

Catalog information for PSY 161:

PSY 161 – INTRODUCTION TO PSYCHOLOGY	**DR. CHELSEA MARTINEZ**
COURSE	*INSTRUCTOR*
Fall 2018	**3 (Semester), 3 (Lecture), 0 (Lab)**
SEMESTER/YEAR	*COURSE HOURS*
NO	**0**
REPEATABLE (for additional credit)	*# of times*
RATIONALE FOR REPEATABILITY	**PREREQUISITES:**
NONE	Placement into ENG 121 or equivalent and minimum Compass score of 80 or equivalent, or consent of the instructor.

CATALOG DESCRIPTION:
Scientifically studies and interprets human behavior. It considers such topics as child growth and development, personality, emotions, learning, intelligence, and perception.

DETAILED TOPIC OUTLINE
1. Introduction to Psychology
   a. What is Psychology
   b. Critical Thinking in Psychology
   c. Historical Foundations of Psychology
2. Research Methods in Psychology
   a. Review Scientific Method
   b. Descriptive, Correlational, & Experimental Research Methods
   c. Avoiding Bias
   d. Ethical considerations
3. Biology & Behavior
   a. Structures & Functions of neurons
   b. Brain structures & functions
   c. Central & Peripheral nervous system communication
   d. Endocrine system
   e. Plasticity
4. Sensation & Perception
   a. Introduction of sensation & perception (sensory receptors, transduction, absolute threshold, difference threshold, sensory adaptation)
   b. Discussion of sensation & perception for 5 senses
      i. Anatomy of sensory organs
      ii. Pathway to perception for each sense
   c. Discussion of kinesthesis, vestibular sense
5. Consciousness
   a. Consciousness as paying attention: selective attention, inattentional & change blindness, subliminal perception
   b. Sleep cycle
   c. Why do we sleep & dream?
      i. Discussion of theories of dreams
   d. Understanding states of altered consciousness (hypnosis, meditation, psychoactive substances)
6. Learning
   a. Classical conditioning: vocabulary & examples (UC, UR, CS, CR, acquisition, extinction, generalization, discrimination
      i. Discussion of phobias & counterconditioning
   b. Operant conditioning: vocabulary & examples (positive & negative reinforcement & punishment, reinforcement schedules
   c. Observational Learning (Bandura, mirror neurons)
7. Attention & Memory
   a. Memory: long-term potentiation, consolidation & reconsolidation

        b. Encoding, Storage, & retrieval of memory
- i. Sensory, short-term, long-term memory
- ii. Strategies for organizing LTM (schemas, spacing effect, serial position effect)
- iii. Retrieval: recall, recognition, relearning, retrieval cues, retrieval failures
- iv. Memory distortion/false memories & amnesia

8. Human Development
   a. Prenatal Development
      - i. Germinal, embryonic, fetal stages; teratogens
   b. Infancy & Childhood
      - i. Cognitive, Social, & Physical developmental milestones
        1. Piaget's stages of Cog development
        2. Attachment
        3. Newborn reflexes; pruning & synaptogenesis
   c. Adolescence
      - i. Cognitive, Social, & Physical developmental milestones
        1. Piaget's stages of Cog development
        2. Puberty
        3. Identity
   d. Adulthood
      - i. Cognitive, Social, & Physical developmental milestones
9. Thinking & Intelligence
   a. Thinking
      - i. Types of Thinking: Analogical & Symbolic representations
      - ii. Decision Making: algorithms, heuristics, anchoring, framing
      - iii. Problem solving: restructuring, insight, functional fixedness
   b. Intelligence
      - i. Perspectives on intelligence (Binet, Spearman, Gardner)
      - ii. Assessing Intelligence (standardization, reliability, validity, stereotype threat)
10. Emotion & Motivation
    a. Theories of Emotions (James-Lange, Cannon-Bard, 2-Factor, facial feedback)
    b. Expressing Emotions (display rules)
    c. Perspectives on Motivation
       - i. Drive Reduction
       - ii. Hierarchy of Needs
       - iii. Incentives
       - iv. Self-regulation
       - v. Yerkes-Dodson
    d. What motivates hunger & reproductive behaviors (nature/nurture discussion)
11. Personality
    a. Basics (nature vs nurture; temperament; where does personality come from)
    b. Perspectives on Personality
       - i. Psychodynamic Theory & Freud
       - ii. Humanistic Theories (Rogers, Maslow)
       - iii. Cognitive Theories
       - iv. Trait Theories
    c. Stability of Personality
       - i. Situationism, interactionism
    d. Assessment of Personality: projective vs objective measures
12. Psychological Disorders
    a. Basic Concepts (DSM, comorbidity)

b. Affective Disorders (Mood Disorders, Anxiety disorders)
c. Dissociative Disorders (DID)
d. Psychotic Disorders (Schizophrenia)
e. Personality Disorders (Borderline disorder, ASPD)
f. Childhood Disorders (autism, ADHD)
13. Treatment of Psychological Disorders
   a. Psychological Therapies (review of psychoanalysis; humanistic approaches, cognitive, behavioral, & cognitive-behavioral approaches, group/family)
   b. Biological Therapies (anti-depressants, anti-anxiety medication, anti-psychotics, mood stabilizers, psychosurgeries, TMS)
   c. Evaluating Therapies (randomized clinical trials & placebo effect)

INSTITUTIONAL (GENERAL EDUCATION) OUTCOMES:

OUTCOME #1: WRITTEN COMMUNICATION - Students will develop and express their ideas in writing.

OUTCOME #2: ORAL COMMUNICATION - Students will make prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

OUTCOME #3: QUANTITATIVE LITERACY - Students will demonstrate the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

OUTCOME #4: INFORMATION LITERACY - Students will demonstrate the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

OUTCOME #5: CRITICAL THINKING - Students will possess a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events, before accepting or formulating an opinion or conclusion.

SOCIAL AND BEHAVIORAL SCIENCES PROGRAM OUTCOMES

Successful students will demonstrate the following outcomes using written and oral communication and other course assessments:

- ✓ Students will be able to critically evaluate the quality of information used to understand human behavior.
- ✓ Students will understand how society and culture are related to behavior.
- ✓ Students will be able to examine societal, cultural, historical, and behavioral issues from multiple perspectives.
- ✓ Students will be able to recognize and utilize appropriate evidence to support an argument.
- ✓ Students will apply knowledge and an understanding of the social sciences to themselves and contemporary societies.

COURSE OUTCOMES:

I.   **OUTCOME:** Students will be well versed in the general topics of psychology.
   a. **COMPETENCIES:** The successful student will be able to:
      i. Explain the different approaches to psychology -- biological, behavioral, cognitive, psychoanalytic, and phenomenological.
      ii. Identify the theory and theorist associated with his theory (e.g. Freud, Piaget, and Erikson).
      iii. Display an understanding of the experimental, correlational, and observational methods of research.
      iv. Understand the concept of independent and dependent variables.

     v. Know the universal discourse of psychology (vocabulary).
   b. **ASSESSMENT:** Multiple choice exams; in-class assignments.

II.   **OUTCOME:** Students will be aware of the importance of prenatal development and childhood.
   a. **COMPETENCIES:** The successful student will be able to:
     i. Identify the stages of prenatal development.
     ii. List teratogens that can cause birth anomalies, e.g., maternal age, maternal health, x-rays, radiation.
     iii. Describe evidence that a fetus is responding to the world prior to birth.
     iv. Display an understanding of the socialization process, beginning with feeding, toilet training, maternal attachment, parenting and discipline.
   b. **ASSESSMENT:** Multiple choice exams; in-class assignments.

III.   **OUTCOME:** Students will be able to demonstrate the impact of cognitive development, as well as personality and social development in adolescence and adulthood
   a. **COMPETENCIES:** The successful student will be able to:
     i. Describe neonatal development, including the importance of innate reflexes.
     ii. Describe Piaget's theory of cognitive development.
     iii. Describe puberty and other factors contributing to the identity crisis of adolescence.
     iv. Demonstrate an understanding of cognitive and physical development in adulthood.
   b. **ASSESSMENT:** Multiple choice exams; in-class assignments.

IV.   **OUTCOME:** Student will understand the factors that influence perception, consciousness and learning
   a. **COMPETENCIES:** The successful student will be able to:
     i. Demonstrate an understanding of the many factors that influence our perception of the world.
     ii. Define circadian rhythm and describe the patterns of brain activity during sleep.
     iii. Understand the importance of REM sleep and dreams and how our consciousness may be altered in other ways.
     iv. Describe the various sleep disorders, causes, and treatments.
     v. Describe the effects of the various consciousness altering drugs.
     vi. Be able to apply and communicate the various learning theories.
   b. **ASESSMENT:** Multiple choice exams; individual writing assignment.

V.   **OUTCOME:** Students will be aware of the theories of memory and how we store and forget information.
   a. **COMPETENCIES:** The successful student will be able to:
     i. Describe the various steps involved in remembering and the three stages of memory formation.
     ii. Describe the Levels of Processing Theory of memory and the importance of conceptualization.
     iii. Understand the various reasons we forget -- encoding failure, decay, interference, retrieval failure and repression.
     iv. Describe how memory is malleable and the relationship between emotions and memory.
   b. **ASSESSMENT:** Multiple choice exams; in-class assignments.

VI.   **OUTCOME:** Students will know about concepts, thinking, decision-making, problem solving, and language development.
    a.   **COMPETENCIES:** The successful student will be able to:
        i.   Describe concepts and how they are formed.
        ii.   Discuss the various ways we solve problems and barriers to problem solving.
        iii.   Describe the structure of language and the biological and psychosocial theories regarding language development.
    b.   **ASSESSMENT:** Multiple choice exams; individual writing assignment.

VII.   **OUTCOME:** Students will be aware of the definition of motivation and dynamics of some commonly motivated behaviors.
    a.   **COMPETENCIES:** The successful student will be able to:
        i.   Describe the various primary motives (e.g. hunger, thirst, sex).
        ii.   Identify factors that influence hunger, eating and weight gain or loss.
        iii.   Compare anorexia and bulimia nervosa and describe the many causes of eating disorders.
        iv.   Describe the sex response cycle and the various theories regarding the development of sexual orientation.
    b.   **ASSESSMENT:** Multiple choice exams; in-class assignments.

VIII.   **OUTCOME**: Students will be aware that intelligence tests are the most objective methods available for assessing individual capabilities.
    a.   **COMPETENCIES:** The successful student will be able to:
        i.   Explain theories that describe multiple intelligences.
        ii.   Compare and contrast reliability and validity.
        iii.   Know that intelligence is ones mental age over chronological age.
        iv.   Show an understanding of the various intelligence tests.
        v.   Discuss the issue of bias in intelligence testing.
    b.   **ASSESSMENT:** Multiple choice exams; individual writing assignment.

IX.   **OUTCOME:** Students will understand the various theories and assessments of personality.
    a.   **COMPETENCIES:** The successful student will be able to:
        i.   Define personality.
        ii.   Describe the psychodynamic description of personality and personality development.
        iii.   Differentiate among the various alternative theories regarding personality, (e.g. humanistic, cognitive-behavioral and trait theories).
        iv.   Be able to differentiate between projective tests and personality inventories and identify examples of each.
    b.   **ASSESSMENT:** Multiple choice exams; in-class assignments.

X.   **OUTCOME:** Students will be able to compare and contrast normal with abnormal behaviors.
    a.   **COMPETENCIES:** The successful student will be able to:
        i.   Understand the concerns regarding the definition of abnormal behavior.
        ii.   Describe the advantages and disadvantages of classifying disorders.
        iii.   Describe the characteristics of anxiety disorders (e.g. panic disorder and obsessive-compulsive disorder).
        iv.   Explain the common causes and treatments for mood disorders.
        v.   Define Dissociative Identity Disorder and explain how it develops.
        vi.   Define psychosis and the various characteristics of Schizophrenia.
    b.   **ASSESSMENT:** Multiple choice exams; individual writing assignment.

XI.   **OUTCOME:** Students will be aware that psychotherapy is the treatment of mental disorders by psychological means.

    a. **COMPETENCIES:** The successful students will be able to:
        i.   Describe the characteristics and goals of psychoanalysis and the techniques used to achieve that goal.
        ii.   Identify the characteristics and goals of behavior modification techniques.
        iii.   Describe the characteristics of humanistic therapies.
        iv.   Identify the goal of cognitive therapies.
        v.   Describe biological treatments such as drug therapy and ECT.
        vi.   Critically discuss each of the above-mentioned methods (i.e. advantages and disadvantages).

    b. **ASSESSMENT:** Multiple choice exams; individual writing assignment.

XII.   **OUTCOME:** Students will be aware of the impact of the situation on behavior.

    a. **COMPETENCIES:** The successful students will be able to:
        i.   Identify significant social cognitions such as cognitive dissonance and the fundamental attribution error.
        ii.   Discuss the findings and ethical concerns regarding classic studies of group influence.
        iii.   Describe conditions that increase conformity and obedience.
        iv.   Describe factors that contribute to prejudice, discrimination, and violence.
        v.   Identify and describe patterns of attraction.
        vi.   Discuss conditions that increase altruistic behavior.

    b. **ASSESSMENT:** Multiple choice exams; in-class assignments.

HIGHLAND COMMUNITY COLLEGE

1. Effective Date: Fall 2018

2. Course Identification

    1. Prefix and Number: NURS 191

    2. Course Title: Fundamentals of Nursing

    3. Contact Hours

        1. 8 Credit Hours

        2. 5 Lecture/Demonstration

        3. 4 Lab/Studio

        4. 9 Contact Hours/Week

        5. Repeatability: Yes

        6. How Many Times: 1

        7. Rationale for repeatability: Students who earn an LPN may retake the course if they enroll in the ADN program. Nursing curriculum and standards change as often as every 3 years.

3. Catalog Description

This course is designed to introduce the concepts foundational to the practice of nursing. The student will develop basic skills in utilizing the nursing care process. Upon completion of this course, students will be able to identify the knowledge, skills, and attitudes necessary to provide safe nursing care with supervision.

4. Prerequisites

Admission into the Associate Degree of Nursing Program or consent of the instructor.

5. Topical Outline

    1. Nursing and the Health Care Environment

    II. Critical Thinking in Nursing Practice

    III. Professional Standards in Nursing Practice

    IV. Foundations for Nursing Practice

V. Psychosocial Basis for Nursing Practice

VI. Physiological Basis for Nursing Practice

6. Student Learning Outcomes for the course (including competencies and assessments)

<u>Course Outcomes</u>:

I.   Upon completion of this course, the student will be able to incorporate the client's rights, cultural practices, personal values and beliefs in the provision of care to individuals (with guidance).

Competencies:
1. Define the terms client's rights, values, and beliefs.
2. Describe ways to elicit cultural practices and beliefs from client.
3. Maintain client's confidentiality.

Evaluation: written assignments, exams, presentations, case studies, lab/clinical

II. Upon completion of this course, the student will be able to provide safe, culturally competent identified nursing interventions to clients with an emphasis on concepts of this course (with guidance).

Competencies:
1. Demonstrate caring, respectful behavior to individual client.
2. Perform physical and emotional assessment of client.
3. Identify appropriate nursing interventions for individual client.
4. Prioritize identified client interventions at the novice level and ensure completion of care in a timely manner.
5. Perform, safely and competently, identified nursing interventions for client.
6. Report abnormal assessment findings in a timely manner.
7. Discuss rationale for nursing interventions performed.

Evaluation: written assignments, exams, presentations, case studies, lab/clinical

III. Upon completion of this course, the student will be able to apply principles of infection control and prevention (with guidance).

Competencies:
1. Identify principles of infection control and prevention.
2. Discuss principles of infection control and prevention
3. Implement appropriate principles of infection control and prevention.

Evaluation: written assignments, exams, case studies, lab/clinical

IV. Upon completion of this course, the student will be able to seek out and utilize resources to improve theoretical knowledge and nursing skills (with guidance).

Competencies:
1. Seek and utilize information necessary for the provision of client care to optimize outcomes.
2. Interact respectfully with members of other disciplines, as resources, in the health care setting.
3. Develop an understanding of appropriate resources.
4. Demonstrate use of information or nursing skills obtained from appropriate resources.

Evaluation: written assignments, case studies, lab/clinical

V. Upon completion of this course, the student will be able to practice within the ethical, legal, and regulatory framework of nursing professional standard of practice.

Competencies:
1. Describe the scope of practice and role of the nursing profession.
2. Discuss the NLN Code of Ethics as it relates to nursing practice.
3. Practice within the scope of a nursing student.
4. Accepts responsibility for own behavior

Evaluation: written assignments, exams, presentations, case studies, lab/clinical

8. Nursing Program Outcomes

Upon completion of the Associate Degree in Nursing Program at Highland Community College, the graduate will be able to:

1. Provide safe, cost-effective, client-centered care in a variety of settings across the lifespan through evidence-based practice.
   a. Respect the client's rights, personal values and beliefs
   b. Incorporate the client's cultural practice and beliefs in the provision of care
   c. Safely and competently perform nursing interventions
   d. Assess the client's status by completing a comprehensive health history and performing a physical, cognitive, psychosocial, spiritual, and functional assessment, taking into consideration the client's values and preferences
   e. Assess levels of physical and emotional comfort
   f. Respond appropriately to assessment findings
   g. Develop and implement individualized client teaching plans
   h. Utilize concepts of growth and development to appropriately care for clients across the lifespan
   i. Apply principles of infection control and prevention

j. Initiate effective interventions to relieve pain and suffering with consideration of the client's values, preferences, and expressed needs
k. Utilize available resources in a cost-effective manner
l. Identify and discuss principles of evidence-based care

2. Demonstrate personal and professional accountability and responsibility for nursing judgments and actions within an ethical and legal framework.
   a. Accepts responsibility for own behavior
   b. Communicate with assistive personnel relevant instructions and provide supervision to support achievement of client goals
   c. Delegate safe, efficient care to assistive personnel
   d. Advocate for clients' rights and needs
   e. Recognize the probability in which mistakes or omissions can occur in health care and discuss personal behaviors and system processes to address this issue
   f. Practice within the ethical, legal, and regulatory framework of nursing professional standard of practice
   g. Seek out and utilize resources to improve theoretical knowledge and nursing skills
   h. Report and respond appropriately to unexpected occurrences or adverse outcomes
   i. Maintain confidentiality
   j. Demonstrate caring, respectful behavior

3. Collaborate with others in healthcare and educational communities, demonstrating open communication and mutual respect, with an evolving ability to participate in decision making, resulting in optimization of client health outcomes.
   a. Interact respectfully with members of other disciplines in the health care setting
   b. Participate in creating a documented plan of care focused on outcomes and decisions related to care and delivery of services
   c. Review plan of care to ensure continuity across disciplines
   d. Participate in quality improvement process
   e. Experience diverse nursing roles in a variety of clinical and community settings

4. Communicate effectively to deliver relevant, accurate, and complete information to clients, families, and the health care team, utilizing verbal and nonverbal language and informatics
   a. Utilize appropriate communication in the hand off of care
   b. Document clearly and concisely in the written and electronic health record
   c. Apply principles of teaching/learning in the promotion, restoration, and maintenance of health
   d. Identify and utilize therapeutic communication methods according to client preference and need to assist in achieving client understanding
   e. Demonstrate adaptability in communication style
   f. Discuss basic principles of consensus building and conflict resolution

5. Use knowledge, judgment, and clinical reasoning to ensure safe clinical decisions throughout the nursing process.
    a. Prioritize client care
    b. Question rationale for routine approaches to care that result in less than desired outcomes or adverse events
    c. Seek, find, evaluate, and use information in the provision of client care to optimize outcomes
    d. Anticipate, recognize and respond to changes in the client's condition
    e. Make care management decision based on sound clinical judgment with recognition of the impact of economic, political, social, and demographic forces on the delivery of health care
    f. Recognize the uncertainties and dilemmas in nursing practice

8. Methods of Evaluation

Exams, quizzes, written work, group presentations, benchmarked/normed exams, clinical/lab evaluation

9. Methods of Instruction

Lecture, discussion, projects, student presentations, guest speakers, lab activities, and online resources.

10. Books, Supplies, and Supplemental Materials.

Nursing: A Concept-Based Approach to Learning, Volumes I, II & III

MyLabNursing with Pearson eText -- Access Card Package (3rd Edition) 3rd Edition

ISBN-13: 978-0134879116

11. Classroom Policies & Procedures

A. General Information

B. Final Exam Information

C. Attendance Policy

Please refer to the Nursing Student Handbook, page 14-15 for program policies related to attendance.

D. Make-up Policy

E. Extra-Credit Policy

F. Cheating/Plagiarism Policy

Please refer to the Nursing Student Handbook, page 14 for program policies related to academic integrity.

G. College Documentation Styles

APA

H. Testing Center

Located in M113, please refer to the Highland website for further information.
https://highland.edu/testingcenter/.

I. Safety of Health Issues (ADA)

Our institution values diversity and inclusion; we are committed to a climate of mutual   respect and full participation. Our goal is ot create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects regarding the design of this course that result in barriers to your inclusion, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Disability Service Coordinator (M104, 815-599-3605) to discuss a range of options to remove barriers, if any, which may include accommodations. Tutoring services (M147, 815-599-3428) are also available to all students.

J. Other

12. Graded assignments and policies

Grading:

- An 80% is required to pass. Final grade will be rounded up at 0.5% or higher. For example, 79.5% would be rounded to 80%, 85.4 would not be rounded to 86%.

    Grading Scale:

93-100	A
86-92	B
80-85	C
70-79	D
<69	F

- Obtain at least an 80% average on all exams in each course. Additional assignment grades will be factored into the final grade only if the 80% is met.

- Pass the laboratory/clinical segment with a satisfactory faculty evaluation in order to successfully pass the course, regardless of the non-clinical performance.

Accreditation Committee Members:

1. Scott Anderson - Vice President, Business, Technology and Community Programs
2. Brendan Dutmer - Associate Dean, Natural Science/Mathematics
3. Liz Gerber – Vice President, Student Development and Support Services
4. Jen Grobe – Associate Dean, Nursing/Allied Health
5. Tim Hood - President
6. Chris Kuberski – Executive Vice President
7. Chelsea Martinez – Psychology/Education instructor
8. Jeremy Monigold – Information Technology instructor
9. Jim Phillips - Dean, Humanities/Social Sciences/Fine Arts
10. Misty Thruman – Director, Institutional Research

HCC Professional Development Activities

Professional Activity	Date of Activity	Individuals Attending	Sharing of Knowledge
HLC Strategy Forum	Spring 2016	Kate Perkins, ENGL Instructor; Jeremy Monigold, INFT Instructor; Brendan Dutmer, Assoc. Dean Math & Natural Science; Carolyn Petsche, Dir. Trans. Ed.; Chris Kuberski, EVP; Tim Hood, President	AQIP Transitional English Workgroup; Accreditation Committee; Core Cabinet
HLC Annual Conference	Spring 2016	Jeremy Monigold (INFT Instructor); Chris Kuberski, EVP; Tim Hood, President	Accreditation Committee; Core Cabinet; Opening Days In-service Fall 2016
Credit Hour Compliance Workshop - Rock Valley College CAO and RVC Director of IR	Spring 2016	All FT Faculty, Deans; Dir. Transitional Ed; EVP	Part time instructor Fall 2017 Orientation meeting
Program Assessment Presentation- Dr. Susan Hatfield	August 2016 Opening Days In-service	All FT Faculty, Deans, Dir. Transitional Ed; EVP, Director of IR, Student Services Representatives	Part time instructor Fall 2018 Orientation meeting
HLC Annual Conference	Spring 2017	Brendan Dutmer, Assoc. Dean Math & Natural Science; Chris Kuberski, EVP; Tim Hood, President	Accreditation Committee; Core Cabinet; Opening Days In-service Fall 2017
HLC Gen. Ed. Assessment Workshop	Fall 2017	Jeremy Monigold, INFT Instructor; David Esch, Physics Instructor; Misty Thruman, Director IR	Accreditation Committee; Gen. Ed. Assessment Committee
HLC Peer Reviewer Training	Fall 2017	Chelsea Martinez, Psychology Instructor; Chris Kuberski, EVP	Accreditation Committee; Gen. Ed. Assessment Committee; Core Cabinet

Program Assessment Workshop- Dr. Michael Boyd	Jan. 2018 Opening Days In-service	All FT Faculty, Deans, Dir. Transitional Ed; EVP, Director of IR, Student Services Representatives	Part time instructors responsible for programs (i.e. Equine, Graphic Design)
Curriculum Mapping Workshop- EVP	January 2018	All FT Faculty, Deans, Dir. Transitional Ed; EVP, Director of IR, Student Services Representatives	Part time instructors responsible for programs (i.e. Equine, Graphic Design)
SEM Workshop- Christine Kerlin	February 2018	Liz Gerber, CSSO; Jeremy Bradt, Dir. Admissions; Misty Thruman, Dir. IR; Chris Kuberski, EVP; Leslie Schmidt, Dir. PR	SEM Committee; Opening Days In-service Fall 2018
IL Assessment Fair	February 2018	Kate Perkins, English Instructor; Cristina Szterensus, Spanish Instructor; Evan Talbert, Hospitality Instructor	Accreditation Committee; Gen. Ed. Assessment Committee; Faculty Senate members
HLC Annual Conference	Spring 2018	Laura Early, Theatre Instructor; Julie Hartman-Linck, Sociology Instructor; Scott Anderson, V.P. Business, Industry, and Community Programs; Jen Grobe, Assoc. Dean Nursing & Allied Health; Liz Gerber, CSSO; Chris Kuberski, EVP; Tim Hood, President	Accreditation and Gen. Ed. Assessment Committees; Core Cabinet; Full Cabinet; Faculty Senate members; Opening Days In-service Fall 2018
APCA Student Affairs Institute	Summer 2018	Liz Gerber, CSSO; Suzanne Miller, Coordinator, Career Services	Student Services Directors and Staff
SEM Strategies Discussion	August 2018 Opening Days In-service	All Faculty, All Staff, All Administration	
SEM Recruitment Discussion	Jan. 2019 Opening Days In-service	All Faculty, All Staff, All Administration	

IL Assessment Fair	February 2019	Cristina Szterensus, Spanish Instructor; Kay Ostberg, English Instructor	Accreditation Committee; Gen. Ed. Assessment Committee; Faculty Senate members
HLC Annual Conference	Spring 2019	Chelsea Martinez, Peer Reviewer & Psychology Instructor; Cristina Szterensus, Spanish Instructor; Jim Phillips, Dean H/SS/FA; Chris Kuberski, EVP; Tim Hood, President	Accreditation and Gen. Ed. Assessment Committees; Core Cabinet; Full Cabinet; Faculty Senate members; Opening Days In-service Fall 2019

General Education Assessment Committee Members:

1. Scott Anderson – Vice President, Business, Technology and Community Programs
2. Brendan Dutmer – Associate Dean, Natural Science/Mathematics
3. Laura Early – Theatre Instructor
4. David Esch – Physics and Engineering instructor
5. Jen Grobe – Associate Dean, Nursing/Allied Health
6. Julie Hartman-Linck – Sociology instructor
7. Chris Kuberski – Executive Vice President
8. Chelsea Martinez – Psychology/Education instructor
9. Jeremy Monigold – Information Technology instructor
10. Jim Phillips – Dean, Humanities/Social Sciences/Fine Arts
11. Evan Talbert – Hospitality Management instructor
12. Misty Thruman – Director, Institutional Research
13. Laura Watson – Reference Librarian

Volunteer Assessor List

Written Communication Volunteer Assessors:

1. Karla Giuffre – Biology instructor
2. Chris Kuberski – Executive Vice President
3. Chelsea Martinez – Psychology/Education instructor
4. Heather Moore – Student Advisor
5. Kay Ostberg – English instructor
6. Carolyn Petsche – Director, Learning & Transitional Education Services
7. Cristina Szterensus- English/Spanish instructor
8. Evan Talbert – Hospitality Management instructor
9. Misty Thruman – Director, Institutional Research

Oral Communication Volunteer Assessors:

1. Justin Ebert – Agriculture instructor
2. Mark Jansen – Director, Adult Education Programs
3. Denise Johnson – Information Technology instructor
4. Melissa Johnson – Coordinator, Early Childhood Education
5. Chris Kuberski – Executive Vice President
6. Bill Lucio – Speech Communications instructor
7. Juliet Moderow – Biology instructor
8. Misty Thruman – Director, Institutional Research

ASSESSMENT OF STUDENT LEARNING REPORT FORM

Contact Person: Chrislyn Senneff   Reporting Semester: Fall 2018

Division: Nursing

Discipline/Program: Psychiatric Nursing NURS 293

Assessment Plan:

Identify Learning Outcome(s) to be assessed:

Upon completion of this course, the student will be able to demonstrate personal and professional accountability and responsibility for nursing judgments and actions within an ethical and legal framework.

1. Accepts responsibility for own behavior.
2. Advocate for the client's rights and needs.
3. Practice within the ethical, legal and regulatory framework of nursing professional standards of practice.
4. Maintain confidentiality.
5. Demonstrate caring, respectful behavior.

Upon completion of this course, the student will be able to collaborate with others in healthcare and educational communities, demonstrating open communication and mutual respect with an evolving ability to participate in decision making, resulting in optimization of client health concerns.

1. Interact respectfully with other disciplines in the healthcare setting.
2. Review plan of care to ensure continuity across disciplines.

Upon completion of this course, the student will be able to communicate effectively in delivering relevant, accurate and complete information to clients, families and the health care team, utilizing verbal and non-verbal language and informatics to clients and staff.

1. Utilize appropriate and accurate communication.
2. Apply principles of teaching/learning in the promotion, restoration, and maintenance of health.
3. Identify and utilize therapeutic communication methods according to client preference and need to assist in achieving client understanding.

Identify type of assessment:

☒ Course/Discipline (assessment within one course or all sections of the same course)

☐ Degree/Program (for core competencies across courses that make up a degree)

☐ Institutional (core competencies across all degrees)

Identify the class(es) that will participate in this assessment activity:

Psychiatric Nursing

Identify the mode of delivery for participating classes: Check all that apply.

☒ Face to Face
☐ Hybrid
☐ Online

Benchmark:
Indicate the expected outcomes of this assessment activity and the criteria for success. (Example: 80% of the students will score 75% or better on the oral presentation using the oral communication rubric.)

80% of the students will score an 80% or better on the Written Communication Assignment titled: Book review: "Crazy: A Father's Search Through America's Mental Health Madness" by Pete Earley. In addition, the students will demonstrate an understanding of the competencies listed above. An 80% or better was chosen as the standard which serves to ensure the student is able to demonstrate an understanding of the development (organization, grammar & mechanics) and expression of ideas in writing.

Assessment Method:
Describe the student learning assessment activity:

Assessment on the written communication book review assignment will be conducted. The students were assigned during week one of the Fall 2018 semester to read the book "Crazy: A Father's Search Through America's Mental Health Madness" by Pete Earley. A number of books were provided by the instructor (these will be shared among students who wish to utilize them), in addition the students were given the choice to purchase or check out through the library a copy of the required reading. A series of questions were provided to the students to assist with information collection and specific areas of the readings to focus on in preparation for the book review write up. Specific Assignment Guidelines were provided to each student as well as posted on the course Moodle website. See guidelines below:

NURS 293 PSYCHIATRIC NURSING BOOK REVIEW

Assignment Due: 11/09/2018 ~ Worth 65 pts. (see rubric on Moodle)

"CRAZY: A FATHER'S SEARCH THROUGH AMERICA'S MENTAL HEALTH MADNESS BY PETE EARLEY"

You have been assigned to read the book listed above. This book is a riveting account written through the eyes of a parent who is desperate to help his son get good/adequate mental health care. This book was selected as it is a great example of what mental illness is as well as the fractured Mental Health Care System in America. Please think back on what you have read (there are questions below for you to answer which should assist you) and write a review of the material as well as your insight/thoughts.

Remember a book review is a critical evaluation of a book. A book review is similar to writing an essay. It is vital that you include sufficient supporting details.

FORMAT/ORGANIZATION:

Name of the Book, Author

Concise summary of the content~

> ➢ Description of the topic, thesis/theme
> ➢ The argument being made, or purpose

Your critical assessment of the content ~

> ➢ Your reactions to the work under review?
> ➢ What strikes you as vitally important?
> ➢ Was the book effective or persuasive?
> ➢ Did the book enhance your understanding of the issue at hand?

Your opinion~

> ➢ Did you like the book?
> ➢ What was your favorite part of the book?
> ➢ What was your least favorite part of the book?
> ➢ If you could change something in the book, what would it be?

Additional Information, considerations "after" reading this book~

> ➢ Why do nurses need to be involved in Mental Health/Mental Illness advocacy?
> ➢ How does this affect nursing? How does this affect healthcare?
> ➢ What is your role now in MH promotion & restoration?
> ➢ What is your role in teaching/learning?
> ➢ How important is therapeutic communication in working with clientele dealing with
> ➢ Mental Health/Mental Illness?

Your recommendation~

> ➢ Would you recommend this book to another person (be honest)?

Questions to ponder in regards to your book that may assist you with this review. Please take notes to assist with your book review in addition we will also discuss this book and its findings in class throughout the semester.

Explain how student learning was evaluated. Provide the following:

- Evaluation tool or instrument used to assess student work (Attach)
- Data Collected (Attach or Provide summary):

***The Written Communication Assessment Sheet is attached**

- Data Collected (Attach or provide summary):

The written communication book review rubric is attached below:

NURS 293 Psychiatric Nursing: "CRAZY" Book Review Grading Rubric 2018

Due- 11/09/18 @ 1800 / PAPER SCORE:____/ 65 pts. Possible (+1 point awarded for input in class on this read)

SCORE	DESCRIPTION
0	**Non-Existent:** The criterion is not present, but should be.
1	**Developing:** Some evidence of this criterion, but it needs to be presented more clearly or better developed.
2	**Meets expectations:** Evidence of this criterion is clear and is appropriate for this document. More could possibly be added
3	**Exceeds expectations:** Evidence of this criterion is clear, appropriate for this document, and demonstrates practice that exce essential areas.
4	**Exceptional:** Evidence of this criterion far exceeded expectations due to exceptionally high quality essential areas.

DEVELOPMENT & ORGANIZATION:

							SCORE		
Opens a piece of writing in a meaningful, effective way	N/A	0	1	1.5	2	2.5	3	3.5	4	
Contains a thesis/theme/objective	N/A	0	1	1.5	2	2.5	3	3.5	4	
Begins paragraphs with important guiding information	N/A	0	1	1.5	2	2.5	3	3.5	4	
Develops paragraphs with relevant and sufficient supporting details	N/A	0	1	1.5	2	2.5	3	3.5	4	
Places body paragraphs in a logical organized sequence to develop the thesis of the writing piece	N/A	0	1	1.5	2	2.5	3	3.5	4	
Concludes a piece of writing in a meaningful, effective way	N/A	0	1	1.5	2	2.5	3	3.5	4	

GRAMMAR/MECHANICS:

							SCORE		
Writes sentences that conform to conventional sentence boundaries (no run-ons, or fragments)	N/A	0	1	1.5	2	2.5	3	3.5	4	
Uses apostrophes, commas, semicolons, and other punctuation correctly	N/A	0	1	1.5	2	2.5	3	3.5	4	
Uses correct spelling and grammar	N/A	0	1	1.5	2	2.5	3	3.5	4	
Chooses clear and effective vocabulary that contributes to the purpose and meaning of the paper	N/A	0	1	1.5	2	2.5	3	3.5	4	
Contains: Title page & Reference page, in addition to the body of the paper.	N/A	0	1	1.5	2	2.5	3	3.5	4	
Entire paper length (not including title and reference page 3-5 pages)	N/A	0	1	1.5	2	2.5	3	3.5	4	
APA Format throughout (Times New Roman, 12 font, double spacing, 1-inch margins, indention of the first word of each paragraph, etc.)	N/A	0	1	1.5	2	2.5	3	3.5	4	
Proper paper formatting cont. (proper citations noted within paper, running head/page header, page #'s, etc.)	N/A	0	1	1.5	2	2.5	3	3.5	4	

ASSIGNMENT GOALS:

Demonstrates an understanding of the purpose, audience, and tone for the assignment	N/A	0	1	1.5	2	2.5	3	3.5	4	

Summary of Assessment Results
How did the results compare to the Benchmark?
If applicable, describe any differences in student learning outcomes depending on mode of delivery.

Benchmark: 80% of the students will score an 80% or better on the Written Communication Assignment titled: Book review: "Crazy: A Father's Search Through America's Mental Health Madness" by Pete Earley. In addition, the students will demonstrate an understanding of the competencies listed above. An 80% or better was chosen as the standard which serves to ensure the student is able to demonstrate an understanding of the development (organization, grammar & mechanics) and expression of ideas in writing.

Results: The students in NURS 293 completed a book review and written communication assessment which focused on the needs of the adult Psychiatric population. The results of this assignment and student performance were based on the "CRAZY" Book Review Written Communication Assessment (rubric attached). Of the 28 students in NURS 293, 100% of the students scored above 80% on the Written Communication Assignment. The lowest score was an 85%. In total, 6 students scored between 85%-89%, and 22 students scored between 90%-100% (with 2 students scoring at 100%).

The Written Communication Grading Rubric demonstrated the following results (where the vast majority of points were lost to students on this assignment):
- ✓ Use of correct spelling and grammar
- ✓ Proper paper formatting (APA format): proper citations noted within paper, reference page (hanging indent), running head, page numbers, etc.

Additional points (minimal) were lost to students in the following areas:
- ✓ Choice of clear, effective vocabulary
- ✓ Uses of commas, other punctuation
- ✓ Sentence structure: run-ons

Student understanding of the listed competencies/outcomes:
The learning outcomes were achieved (through the students writing) by the students identifying with individuals and families who have received various Mental Illness diagnoses and who are working in their communities (Psychiatrists, case workers, nurses, etc.) and beyond to access resources, assistance, understanding, and acceptance.
- ✓ Advocate for the client's rights and needs.
- ✓ A caring respectful behavior.
- ✓ Interact respectfully with other disciplines in the healthcare setting.
- ✓ Utilize appropriate and accurate communication.
- ✓ Apply principles of teaching/learning in the promotion, restoration, and maintenance of health.
- ✓ Identify and utilize therapeutic communication methods according to client preference and need to assist in achieving client understanding.

Reflection and Recommendations:
1. Based upon the results, what did you learn about student performance?

I was pleased with the overall student performance on this assignment, however I was disappointed with the students understanding/application of: basic grammar, spelling, choice of vocabulary, punctuation, run-on sentences and poor sentence structure in some cases.

*I feel that many students waited till the last minute to complete this assignment (per the time stamp in the Moodle Drop box /on the due date) and therefore some did not have time to proof read and make simple corrections that would have possibly been caught if they would have made this extra effort.

2. How can the results be used to improve planning, teaching, and learning?

For future courses, I would require that each student utilize the English resources/tutor in the Success Center before this assignment is submitted. This would ensure that the assignment is being proof-read and that simple errors are reviewed and corrected. This would also ensure that formatting (APA) is followed and corrected as needed.

3. What changes, if any, will be made in the course/program based upon these results?

Students will be required to spend time with English/Success Center Staff (faculty/tutors) who will assist with proofreading and assisting with improving their writing skills and formatting their assignment before it is to be submitted for grading. A signature sheet (Supplied by Instructor) will be completed by English/Success Center Staff and submitted (by the student) to Chrislyn which will ensure students meet this criterion.

Describe these changes, the timeline for implementing these changes, and the method for assessing the impact of the change(s).

Closing the Loop:
Describe how the changes indicated above impacted student learning.

This assignment and written communication assessment was a first for me. I believe it was very valuable to say the least. As future nurses, these students must be able to read, comprehend, and utilize "written communication" each and every day. In fact, their communication skills must be nothing less than exceptional as this is in large part reflective of the care they will provide. We must always work diligently with our students from beginning to end on being an effective student nurse who is capable of providing quality communication to patients, families, and other members of the healthcare team!

ASSESSMENT OF STUDENT LEARNING REPORT FORM

Contact Person: Jennifer Roser   Reporting Semester: Spring 18

Division: Humanities & Social Sciences   Discipline/Program: Criminal Justice

Assessment Plan:
Identify Learning Outcome(s) to be assessed:

Criminal Justice Program Outcomes

Identify type of assessment:
☐ Course/Discipline (assessment within one course or all sections of the same course)

☒ Degree/Program (for core competencies across courses that make up a degree)

☐ Institutional (core competencies across all degrees)

Identify the class(es) that will participate in this assessment activity:

Criminal Justice students graduating with a Criminal Justice AAS or AA degree with completion of the identified 4 core courses (CJS 101, 102, 201, & 202) will be given a post-test assessment.

In addition, Criminal Justice 202: Juvenile Delinquency students will be participating in program outcome 8 measurement of oral and written communication.

Identify the mode of delivery for participating classes: Check all that apply.
☒ Face to Face
☐ Hybrid
☐ Online

Benchmark:
Indicate the expected outcomes of this assessment activity and the criteria for success. (Example: 80% of the students will score 75% or better on the oral presentation using the oral communication rubric.)

70% of the students will score 70% or better on post-test assessment of the Criminal Justice program objectives.

In addition, for the Criminal Justice 202: Juvenile Delinquency section A class, 70% of the students will score 70% or better on program outcome 8 for their oral presentation and written assessment.

Assessment Method:
Describe the student learning assessment activity:

For all of the Criminal Justice program objectives, I have drafted a post-test assessment containing a variety of styled questions for all 9 program objectives.

For the Juvenile Delinquency class, students will be completing a research papers and oral presentations. To measure the objectives, I am utilizing the speech rubric that our speech instructor utilizes here on campus for consistency purposes. For the research paper, I have my own grading rubric.

Explain how student learning was evaluated. Provide the following:
• Evaluation tool or instrument used to assess student work (Attach)
• Data Collected (Attach or provide summary):

I have attached the blank rubrics, scoring tool for the post-test assessment, and post-test assessment.

Summary of Assessment Results
Identify the number of students who achieved each level for each learning outcome used in your assessment. Additional charts and graphs may be attached if desired.

Learning Outcome (12 students)	Exceeds 12-9	Meets 8-5	Developing 4-1	Non-Existent 1 - under
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9		X		
Learning Outcome 8 (13 students)	Exceeds 13-10	Meets 9-6	Developing 5-2	Non-Existent 1- under
Written	X			
oral	X			

How did the results compare to the Benchmark?

If applicable, describe any differences in student learning outcomes depending on mode of delivery.

There were 13 students identified to take the post-test assessment. 12 students completed the assessment and one did not. The following calculations are out of the 12 who actually took the post-test. 10 students received a 70% or better on the post-test exam, while 2 students did not. Therefore, this benchmark was achieved at 83% of the students passing.

For the oral communications assessment, out of 13 students in the class, 11 gave outstanding oral presentations with a range of scores between 81% - 100%. 2 students did not complete presentations and therefore received a zero for their presentation. The average score of all 13 students was of 85%. Therefore, the benchmark of 70% of the students receiving a 70% or better on their oral presentations was achieved.

For the written communication assessment, all 13 students completed the research paper. All 13 students scored above 70% for their grade, with an average grade of 89% B. Therefore, this benchmark was also achieved for the written portion of this objective.

Reflection and Recommendations:

1. Based upon the results, what did you learn about student performance?

I was really impressed with the student results of the post-test assessment, as most students took this seriously. There were a few students who were observed rushing through the exam as if it was a chore to complete. Students were asked their opinion after completing the exam and most reported that the post-test was challenging. 2 of the students reported that they felt they got a few questions wrong that they should have known the answers to, but could not recall during the post-test. Even if the students missed one question here or there, within the post-test assessment there were 5 questions per learning objective. Students appeared to still be able to grasp the main concepts of each program objective even if they missed a few questions from each objective. Students struggled the most with program objective 9, which focuses on critical thinking skills regarding criminal justice systems' functions in society. This content is a little more challenging regarding accountability, policy, technology, and applications of specific styles of practice within criminal justice agencies. This content typically covered in 2 of the courses, one of these courses is required and one is an elective. For this reason, the results for program objective 9 make sense.

Early on in the semester, I was going to give a pre-test for these students; however, due to numerous circumstances I was unable to. Giving the pre-test to the same graduating students at the beginning of this semester and then at the end, I feel would not have displayed much difference. My opinion being due to the fact that most of these students have been completing my courses for 2 years. I am very pleased with the results this semester with utilizing just a post-test assessment, as this was still a great learning evaluation. In the future, this assessment will be completed towards the end of each school year or at the end of each semester if students are graduating in December or in the summer.

I was completely impressed with the oral presentations for program objective 8, evaluated in CJS 202 Juvenile Delinquency section A. The students were nervous about the presentations and I dedicated some time during a few class sessions to discuss their concerns and help prepare them. I gave a demonstration of what I expected the students to do and displayed a previous presentation I had given from graduate school. I set the bar high for the students and they followed through. Many students brought their own interpretations of unique visual aids for the presentations as well. Two students did not complete the presentation due to absences during the dedicated presentation days. These students had worked on their presentation; however, was not accepted due to the failure to actually present to the entire class. The recommendations is to continue clearly explaining my expectations and providing several examples to students.

The written evaluation from CJS 202 Juvenile Delinquency section A was also impressive. Many of the students in this course have completed English 121 or were taking it concurrently this semester. All of the students in this course have had me for an instructor previously and understood my expectations. I dedicated time during classes to discuss timelines with drafting the paper, expectations, citation requirements, appropriate sources, and gave several examples. Student appeared to have taken the extra time to make sure the content of the paper was up to expectations and appeared to have proofread their own papers before submitting. Most errors were consumed with minor grammatical mistakes and citations mistakes; however, organized and structured content was well done. Recommendation is to spend a more time going over proper APA citation guidelines.

2. How can the results be used to improve planning, teaching, and learning?

For the program objectives, I feel spending more time in each class discussing the inner workings of criminal justice agencies and the challenges these agencies face is critical. Two courses cover this content in more detail; however, I feel adding some additional discussion points or critical thinking challenges in these courses would help. My stories from field work, generally expresses these concepts in a different way and aids in their ability to grasp these. I believe adding in some reflective questions after these stories might provide/encourage more critical thinking connected to objective 9.

For the oral presentations, I feel continuing to make this requirement a part of this course is crucial. I piloted the oral presentations this semester and am pleased with the results. To improve, I feel providing more verbal reflection after their presentations would help versus just providing one or two positive statements and the scoring rubric with the written comments from me. Continuing to improve student feedback, will enrich student learning here as well.

For the written evaluation, maybe incorporating some exercises on how to properly complete citations and drafting a reference page would be beneficial. I recently attained a workbook with some exercises created with exercises for criminal justice students writing in APA format. I would like to try this next spring when this course runs again and compare the results.

3. What changes, if any, will be made in the course/program based upon these results?

I do not feel I need to modify or change any of the Criminal Justice program objectives. There were possibly too many questions on the post-test assessment as of having 9 program objectives. In the future I could lower the number of questions. I did notice on some of the essay style questions on the post-test assessment, many of the students did not give full effort on or completely did not answer these. This could have been laziness or not knowing the answer. I may need to provide better verbal instruction when handing these out these exams about trying to answer all of the questions. I have thought about putting the post-test assessment on Moodle; however, feel students actually tried harder on the exam when this was completed within my classes.

The lone student who I did not have class with was contacted via e-mail a few times regarding taking the post-test assessment in the testing center or in my office; however, during the large span of time he was given to complete the test, he did not. I did attempt to wait outside of one of his classes to speak with him; however, he was not in class that day. The challenge will continue to be how to get students to complete the post-test assessment when I do not see or have them in current classes. I did provide a small prize to students who completed the assessment and other students saw this prize and hopefully will be more willing to complete it in the future. The prize was a small paper police car box, containing a pen, thank you note, and some candy. The students appreciated these and I will continue to provide some small prize for their willingness to complete the challenging assessment.

There were a few questions on the post-test assessment that are challenging, for example question 20 and 29, I should revise for clarity; however, not modify the difficulty. After another semester, if students still do not complete the majority of essay style questions, I might have to modify these to multiple choice or remove from the assessment. I did observe some of the fill in the blank were also challenging for the students.

I am still considering giving incoming students with declared Criminal Justice AAS and AA degrees a pre-test assessment in Criminal Justice courses; however, have not completely decided if I would like to start this in the fall semester of 2018. The pre-test would need to be distributed during class within the first few weeks of the semester.

As stated previously, I think adding in more reflective questions and critical thinking challenges centered on program objective 9 will help. I would like to add 3 challenges into the elective course and a few into other Criminal Justice core courses.

For the written and oral assessments, I feel continuing to have students complete these in this selected course is critical. This course is typically only offered in the spring semester, so I might add an oral assessment into a course that typically runs in the fall, like CJS 201 Criminology.

Describe these changes, the timeline for implementing these changes, and the method for assessing the impact of the change(s).

Closing the Loop:
Describe how the changes indicated above impacted student learning.

While giving a pre-test and post-test will be challenging, I think I should consider it. I do feel confident that my post-test assessment alone does provide a great indicator of what students have learned in the program. The pre-test will just enrich the assessment of the criminal justice program outcomes. There will always be students who dropped out, moved away, or simply will not complete the assessment. For that reason, I am still confident that my post-test assessment is a great indicator of what students have learned in the program. I feel increasing a few more practical critical thinking challenges after some stories in the field will help enrich student learning for program outcome 9.

Continuing to examine the clarity of the questions on the assessment is critical each semester and will be consistently something to look at. The assessment was made to be challenging; however, I will monitor questions 20 and 29 to see if results improve on these after adding in some of the ideas already mentioned in some key courses.

For the oral assessment, I feel continuing to be clear on what my expectations are for the students will show continued success for the students. I gave visual examples and relayed my expectations several times throughout the semester before the presentations were given. The visual aids, I left up to the students and their imagination. I had a student compile a music video, a few completed PowerPoint presentations with graph/charts, and one who completed some art work that displayed their research information. These were simply outstanding. I feel giving students the power to choose their visual aids on their own helped their enthusiasm for this task.

For the written assessment, I am going to incorporate a few exercises to practice proper in-text and reference page citations in APA. I feel I need to go just a little farther than what I am already doing, which is showing examples and providing a "go to" guide on Moodle for each class. I always inform them of the resources on campus and online to assist them with this. However, when push comes to shove, students just do this at the last minute and get a little careless. As this was observed from comments students made during the week before these tasks were due. I think giving them a few hands-on exercises could help increase their learning and hopefully when they are rush, not to make too many careless mistakes. Overall, I was very pleased with the organization of the written content requirements for the research papers.

Spring 2018 Assessment of Criminal Justice Program Objectives

Analysis of Criminal Justice Program Objectives by Post-Test Assessment

Analysis of Criminal Justice Program Objective 8 on Written and Oral Communication

Instructor: Jennifer Roser

An assessment/post-test was created for the 9 Criminal Justice program objectives and was administered in April 2018. Each question on the assessment is correlated to a program objective. Students who were graduating with an AAS or AA degree with the completion of the 12 credit hours or the four core criminal justice courses (CJS 101, 102, 201, & 202) were given an assessment. The list of students was gathered from staff in the administration office and reviewed by this staff. I carefully reviewed each identified student to make sure they met the requirements and also looked over my course student lists from prior semesters to make certain I did not miss anyone. Thirteen students were identified to take this assessment. I was able to administer all of the assessments during my criminal justice courses to each of these students except one. For the lone student, I notified him by e-mail and asked him to participate in the assessment, relaying the assessment would be in the testing center for 2 ½ weeks. I also offered for the lone student to complete the assessment in my office via appointment if this option was better. In the end, this student did not complete the assessment nor was I able to catch him outside of a class to ask him personally to take the assessment, even though I had tried to do so. For the 12 students who completed the assessment, these were graded and analyzed.

Criminal Justice program objective 8, (Students will demonstrate effective oral and written communication pertaining to the social sciences involving quantitative research, theory, and practice.) was assessed in CJS 202: Juvenile Delinquency section A during April 2018. Students completed a research paper on various topics pertaining to juvenile delinquency and also completed an oral presentation to the class regarding their research. Students were given clear directions at the beginning of the semester and blank rubrics were available to view prior to the completion of these tasks. Students were asked to present a 5 minute speech with a visual aid of any kind to demonstrate facts from their research. I left the creativity up to the students for their visual aids. All 13 students completed the research paper; however, only 11 students gave oral presentations. The evaluation of these assessments occurred during the month of April in 2018.

RESULTS

The results of this evaluation are displayed two corresponding bar charts which are attached to this document. The results are calculated utilizing the 12 students who completed the assessment without

the lone student who did not complete it. The first bar chart displays the overall results for each Criminal Justice program objectives and the overall summary of the assessment. The bar chart displays the average number of students who answered questions pertaining to each program objectives correctly in blue. The red bars displays the average number of students who answered questions pertaining to each objective incorrectly. The benchmark summary is also displayed at the end of this bar chart in dark blue for those who met the benchmark and deeper red for those that did not meet the benchmark. In summary, the benchmark goal for the Criminal Justice program objective assessment was for 70% of the students to attain 70% or better. The results revealed 2 students received scores under 69% and 10 students received 70% or better. Therefore, the benchmark indicator was achieved with 83% of students in the program attained a 70% or better on the assessment. This bar chart reveals, the students did well understanding the Criminal Justice program objectives and exceeded my expectations. Approximately, 3 students did not comprehend program objectives 7 and 8. Approximately, 4 students did not grasp program objective 9. Otherwise, most students achieved all of the Criminal Justice program objectives, as displayed in the bar chart.

The second bar chart displays the results of Criminal Justice program objective 8 pertaining to written and oral communication from CJS 202: Juvenile Delinquency section A. The bar chart displays the number of students who received a 70% or better on the written assessment and oral assessment in blue. The red bar displays the number of students did not received a 70% or better on the written and oral assessment. The benchmark was 70% of the students would score 70% or better on the written assessment and the oral assessment. The results revealed all 13 students achieved 70% or better on their written assessment. For the oral assessment, the results revealed 11 students achieved 70% or better on the oral presentation, while 2 scored lower than 69%.

ANALYSIS

Based on the overall results of the assessment of Criminal Justice program objectives, it is clear that the majority of students did well and are achieving the education I have incorporated into the program here at Highland. If the students were to have received letter grades for the program assessment the scores would have been as follows: 3 students with 90%-100% A range, 4 students with 80%-89% B range, 2 students with 70%-79% C range, 1 student with 60%-69% D range, and 1 student in the failing range of below 59%.

Some of the objectives are more challenging that others and this is noted. Objective 9 is technically one of the last concepts that students are left with in the program and only covered in a few of the Criminal Justice courses. To achieve an improved outcome on objective 9, I believe adding in more

reflective questions and critical thinking challenges centered on this objective will help. I would like to add 3 challenges into the elective course and a few into a few of the core courses.

There were a few questions on the program assessment that are challenging, for example question 20 and 29 could be revised for clarity; however, not modify the difficulty. After another semester, if students still do not complete the majority of essay style questions, I might have to modify these to multiple choice or remove from the assessment. I did see some of the fill in the blank questions were also challenging for the students.

For the written assessment in CJS 202 Juvenile Delinquency section A, 6 students did absolutely outstanding and received 94%, 5 students received 91%, and 2 students received 71% on their research papers. The research papers were graded with the designated research paper rubric and consistent with how I have graded all research papers in this class from semester to semester. All of the students in this class have had me as an instructor for a previous class and understand how critical of I am of their research papers. Students clearly understood the expectations and these were frequently mentioned throughout the semester. This is why I feel the students did well on their written assessments. The two students who achieved a 71%, have improved their writing from the previous classes with me, but not where I would potentially like them to be with their skill level. Most students in this course have typically completed English 121 as well. The overall average score for the research paper was 89%, which is absolutely wonderful. For the written evaluation, the overall content and quality of the papers was outstanding. I did observe numerous mistakes pertaining to APA citation guidelines this semester. I feel incorporating some exercises on how to properly complete citations and drafting a reference page would be beneficial for the students. I recently attained a workbook with some exercises created with exercises for criminal justice students writing in APA format. I would like to try this next spring when this course runs again to see if there are improvements in this area for students.

For the oral assessment, out of 13 students in the CJS 202: Juvenile Delinquency section A: 11 students attained scores between 81% - 100%, and 2 students received zeros for not completing the oral presentations. The average score of all 13 students was of 85%. The oral presentations were completed as a "pilot" this semester and I am pleased with the results. I feel continuing to make the oral presentation a requirement for this course is crucial for Criminal Justice program objective 8. To improve, I feel providing more verbal reflection after their presentations would help versus just providing one or two positive statements and the scoring rubric with the written comments from me. In addition, I feel adding another oral presentation into one of the fall semester courses, would also be beneficial for the students.

CONCLUSION

Several conclusions can be drawn from this analysis. First, it is important to note the student dynamic and motivation in partaking this assessment. Most of the students were happy to complete the assessment without being informed that there would be a prize for their effort. I did provide an explanation for the reasoning of why taking this assessment would help align and improve the program for future students. After the assessment, I did ask students how they felt about it. Several students commented that they felt they knew some of the short answer and essays questions; however, the answer was just not coming to them at the time of the exam. I did observe a few students rushing through the assessment and simply not taking it seriously, which is a shame. In addition, I feel there will always be a few students during each semester that may not complete the assessment. Moving forward, this dilemma will continue to also be examined. Overall, most students took the assessment seriously and this turned out to be a great measurement of student learning for the Criminal Justice program.

I am still considering giving incoming students with declared Criminal Justice AAS and AA degrees a pre-test assessment in Criminal Justice courses; however, have not completely decided if I would like to start this in the fall semester of 2018. The pre-test assessment would need to be distributed during class within the first few weeks of the semester. The pre-test assessment was not administered this semester due to various reasons, but mainly would have only showed a 4 month measurement from the pre-test to the post-test, which I felt was not as significant.

DESCRIPTION	SCORE
Not applicable based on communication design and content.	N/A
Non-Existent: The criterion is not present, but should be.	0
	0.5
Developing: Some evidence of this criterion, but it needs to be presented more clearly or better developed.	1
	1.5
Meets: Evidence of this criterion is clear and is appropriate for this communication. More could possibly be added.	2
	2.5
Exceeds: Evidence of this criterion is clear, appropriate for this communication, and demonstrates practice that is exemplary in its use.	3
Speech Number:	

INTRODUCTION		SCORE
The speaker uses a clear & effective attention getting device (a narration, a quote, a hard-hitting fact) that properly set up the topic.	3	
The speaker uses an attention getting device to set up the topic, but could be more effective.	2-2.5	
The speaker makes some attempt at an attention getting device to properly set up the topic, but it was unclear &/or not developed.	1-1.5	
The speaker does not use any attention getting device to properly set up the topic	0-0.5	
The speaker provides a brief and appropriate background information on the subject of the speech that the audience needs to understand the thesis.	3	
The speaker provides appropriate background information to the audience but more could possibly be added.	2-2.5	
The speaker provides too little or too much background information to the audience.	1-1.5	
The speaker does not provide any background information to the audience.	0-0.5	
The speaker provides an adequate relevance statement for the audience (college students) & clearly describes how it affects them	3	
The speaker provides an adequate relevance statement but more could possibly be added.	2-2.5	
The speaker makes some attempt at a relevance statement but it was unclear or not developed.	1-1.5	
The speaker does not provide an adequate relevance statement for the audience	0-0.5	
The speaker delivers a clear & effective thesis that may also be orally marked (such as "In this speech", or "Today I will talk") & emphasized with inflection.	3	
The speaker delivers a clear thesis statement, but could be more effective.	2-2.5	
The speaker delivers a thesis statement, but one that was ambiguous, vague, &/or had to be inferred by the audience.	1-1.5	
The speaker does not deliver a clear & effective thesis.	0-0.5	
The speaker delivers a clear & effective preview statement of the main points, emphasized by verbal cues ("first, next, & last") & gives a brief roadmap of the speech.	3	
The speaker delivers a preview statement of the main points with verbal cues, but it is unclear to the audience.	2-2.5	
The speaker states main points, but they are not clear or easily identifiable to the audience.	1-1.5	
The speaker does not deliver a clear & effective preview statement of the main points.	0-0.5	

BODY		
Main points are supported with clear explanations, data, & reasoning. Speaker uses at least two supporting items for each main point that is consistent with all points.	3	
Main points are supported with clear explanations, data, & reasoning. Speaker used one supporting item for each main point.	2-2.5	
Some main points were supported with explanations, data, & reasoning, but it was inconsistent &/or few in number.	1-1.5	
Main points are not supported with clear explanations, data, & reasoning.	0-0.5	
The speaker utilizes effective transitions to move between main points that are identifiable and clear. Transitions also have variety throughout the speech.	3	
The speaker utilizes transitions that are identifiable, but may be repetitive or not varied.	2-2.5	
The speaker attempts to utilized transitions, but they are not easily identifiable to the audience.	1-1.5	
The speaker does not utilize effective transitions to move between main points.	0-0.5	
The speaker demonstrates consideration & refutation of opposing views.	3	
The speaker does not demonstrate consideration & refutation of opposing views.	0	
No opposing views were required.	N/A	
The speaker clearly cites credible, relevant, and recent sources for each main claim throughout the speech.	3	
The speaker cites credible sources, but they cannot be identified to the claim they are connected to &/or they don't appear to be relevant or recent.	2-2.5	
The speaker uses insufficient credible sources &/or sources do not appear to be relevant or recent.	1-1.5	
The speaker does not clearly cite any credible or relevant sources within the speech.	0-0.5	

Appendix B

CONCLUSION	
The speaker delivers a clear & effective review statement of the main points that mirrors the preview statement.	3
The speaker delivers a review statement that attempts to mirror the preview statement, but it is not effective or clear.	2-2.5
The speaker broadly delivers a review statement that does not mirror the preview statement.	1-1.5
The speaker does not deliver a clear & effective review statement of the main points.	0-0.5
The speaker finishes the speech with a brief, effective & well-crafted closing statement that seals the speech on a high note and comes full circle	3
The speaker finishes the speech with a closing statement that was present and identifiable, but not memorable.	2-2.5
The speaker finishes the speech with a closing statement that was ineffective and confusing and/or difficult for audience to know speech was over.	1-1.5
The speaker does not finish the speech with an effective & well-crafted closing statement.	0-0.5

DELIVERY	
The speaker effectively utilizes an extemporaneous delivery without overly relying on notes. The speech sounds natural and note-use is not taking away from delivery	3
The speaker utilizes an extemporaneous delivery with some reliance on notes that was not too obvious to take away from delivery.	2-2.5
The speaker utilizes an extemporaneous delivery with some reliance on notes that was somewhat obvious & takes away from delivery.	1-1.5
The speaker does not effectively utilize an extemporaneous delivery &/or overly relied on notes.	0-0.5
The speaker utilizes effective vocal variation with both high volume, inflection, and appropriate speaking rate.	3
The speaker utilizes effective vocal variation with high volume or inflection, but not both. Speaking rate was not always consistent.	2-2.5
The speaker utilizes low volume & no inflection with a monotone voice. Speaking rate could be improved.	1-1.5
The speaker utilizes no effective vocal variation and inappropriate speaking rate.	0-0.5
The speaker uses appropriate gestures & eye contact that was natural & not forced or distracting; no shifting, nervous tics, or playing with clothing/hair; speaker could look away from notes often.	3
The speaker uses appropriate gestures & some eye contact, but not significant enough or consistent throughout the speech.	2-2.5
The speaker uses some appropriate gestures & some eye contact at times during the speech.	1-1.5
The speaker uses inappropriate or distracting gestures &/or showed no eye contact throughout speech.	0-0.5
The speaker utilizes effective word choice in delivering the message. Word choice was emphatic, varied, strong, and/or charged relevant to the topic.	3
The speaker attempts to utilize effective word choice, but had repeated similar phrases or clichés within the speech.	2-2.5
The speaker uses words that are not varied and repeated too frequently. The speech sounded too conversational.	1-1.5
The speaker does not utilize effective word choice in delivering the message.	0-0.5

INTANGIBLES	
The speaker is very confident with the presentation, regardless of expertise in the subject matter.	3
The speaker is confident with the presentation with some nervousness.	2-2.5
The speaker is somewhat confident with the presentation with some nervousness.	1-1.5
The speaker is not confident with the presentation & showed high nervousness.	0-0.5
The speaker demonstrates effective ethos (ethics and credibility) during the speech. Speech is believable (trustworthy, credible) & sincere (passionate).	3
Sincere attempts at credibility were made but could be more effective.	2-2.5
Sincere attempts at credibility were made, but they were poorly executed to the audience.	1-1.5
The speaker did not demonstrate effective ethos during the speech. Speech is not believable &/or sarcastic	0-0.5
The speaker uses effective pathos (emotion and feeling phrases) appeals during speech. Points are emphasized verbally &/or with gestures. The speech was impactful and inspiring and resulted in cognitive, physical, and/or emotional change.	3
Elements of emotion were present (words and phrases were there), but weren't delivered emotionally.	2-2.5
The speech wasn't necessarily inspiring, but there were some attempts at emotional appeals.	1-1.5
The speaker does not use effective pathos appeals during the speech. No feeling or emotion is conveyed to audience.	0-0.5

There are a number of measures that can be utilized to determine interobserver/interrater reliability, the degree of agreement between two raters with respect to their categorization (scoring) of people/objects. The most appropriate measure to utilize depends on both the type of data (i.e. categorical vs. continuous, etc.) and the make-up of the raters (both in terms of the number of raters and the assignment of the raters). The measures employed for the determining the level of interrater reliability of the instructors who scored research papers to assess students' information literacy abilities in the present analysis were as follows:

Percent agreement represents the percentage of cases were all of the raters agreed, or gave the exact same score.

Kappa, commonly known as Cohen's kappa, is a measure of agreement that corrects for the likelihood that raters gave the exact same score purely by chance.

Weighted kappa, is a modification to Kappa that takes into account the *extent* of disagreement in the scores. More disparate scores are weighted less heavily than those that are more similar.

Spearman's correlation coefficient measures the extent to which raters' scores *generally* move in the same direction (as opposed to the extent to which they move in a purely linear direction as is measured with the Pearson correlation coefficient).

Intraclass correlation coefficient also measures the extent to which raters' scores move in the same direction, but it is used when more than two raters are used and not all of the raters provide scores for every person/object.

It can be argued that each of these measures is acceptable for determining interrater reliability for the present analysis. The percentages/coefficients for each of the information literacy rubric items as well as the total score across all of the rubric items are listed in the table below. The closer the figure is to ± 1.00, the stronger the correlation or agreement; 0 indicates no agreement. The values that are significant and/or reflect high agreement are highlighted in yellow.

Measure	Introduction Rubric Items				
	Attention	Background	Relevance	Thesis	Preview
Percent agreement	.33	.17	.17	.26	.37
Kappa	.13	-.03	-.04	.07	.18
Weighted kappa	.32			.2	.43
Spearman	.53	.28	.42	.35	.58
Intraclass	.51	.29	.43	.36	.64

Measure	Body and Conclusion Rubric Items					
	Support	Transitions	Sources	Review	Closing	Delivery
Percent agreement	.26	.24	.38	.19	.44	.31
Kappa	.07	0	.21	.01	.24	.13
Weighted kappa	.24	.2	.48	.3	.44	.19
Spearman	.32	.45	.6	.52	.53	.23
Intraclass	.37	.36	.72	.53	.63	.25

Measure	Delivery and Intangibles Rubric Items					
	Vocal Variation	Gestures & Eye Contact	Word Choice	Confidence	Ethos	Pathos
Percent agreement	.17	.17	.19	.24	.14	.24
Kappa	-.05	-.02	-.11	.04	-.11	.06
Weighted kappa						.34
Spearman	.28	.42	.34	.34	.53	.6
Intraclass	.28	.42	.39	.33	.52	.59

Measure	Total Rubric Score
Percent agreement	0
Kappa	-.02
Weighted kappa	
Spearman	.65
Intraclass	.68

Oral Communication Rubric Guide

It was agreed that good practice is to watch each speech three times. The first time should be to get a general impression. The second time should be to provide scores for each of the rubric items. Pausing the video frequently is encouraged. The third time should be to review and check your scores.

Thesis

- Emphasis on one clear statement

Relevance Statement

- Audience is college students

Credible Sources

- Surveymonkey does not count as a credible source
- The sources must be relevant as well as credible
- The student must clearly cite the actual title of the source; not just reference one (i.e. According to a web site…)

Review Statement

- Essentially the same as the preview statement
- A score of 3 = all points are explicitly stated; a score of 1 = only broadly mentioned

Closing Statement

- The closing statement is typically the last statement
- Think of it is as the clincher

Opposing Views

- Removed the word, "careful" from this rubric item as it is felt that just recognition and acknowledgement of opposing views is more of the focus.
- 0 = None; 1= Acknowledgement of opposing views, but really no support; 2 = Acknowledgment & support; 3 = Acknowledgement, support, AND that it was clear, repeated, and consistent throughout the speech
- It is important to note that the acknowledgment/recognition may not occur during the body of the speech; many student address in the introduction.

Extemporaneous delivery

- Should feel like a natural conversation
- Consider how heavily are they are relying on their notes. If the student's notes were taken away, could they still do the speech? Must also consider, however, how obvious/distracting the reliance is. If the reliance isn't that obvious/distracting, the speech could still be considered extemporaneous.

Vocal variation

- Whether a student has practiced, rehearsed their speech comes out in the extent in which there is vocal variation.
- Things to consider: volume, inflection, use of emphasis, use of pauses
- Guideline to scoring: low volume and monotone = 0/1; only volume or inflection, but not the other = 2; both present = 3
- It was suggested that it may be easier to first only listen to the speech without watching it in order to better assess vocal variation. Somewhat related, it was suggested then to mute the speech and only watch it to better tune into other aspects of the speech (i.e. eye contact), and then finally to both listen and watch.

Gestures and Eye Contact

- Should be natural and not appear forced.

Confidence/Sincerity/Enthusiasm

- Because there are too many aspects to assess in this one rubric item, this has been changed to, "The speaker was confident with her/his presentation." Emphasis should be on confidence with presenting (not nervous) as opposed to confidence with the subject matter.
- It is felt that sincerity and enthusiasm are covered in pathos and ethos.

Ethos/Pathos

- Ethos is credibility and pathos is emotion.
- Guideline to scoring (ethos): 1 = Not believable; 2 = Semi; 3 = Really believable
- Be careful not to let poor word choice influence ethos. They are related (as word choice could possible indicate the speaker is less credible), but they are not the same.

ASSESSMENT OF STUDENT LEARNING REPORT FORM

Contact Person:	Laura Early	Reporting Semester:	Fall 2018
Division:	Humanities and Fine Arts	Discipline/Program:	Theatre

Assessment Plan:

Identify Outcomes to be assessed:

1. Students will be able to analyze the elements of dramatic art in performance and literature.

2. Students will be able to evaluate the value and necessity of theatre arts in cultures and societies.

3. Students will be able to identify the roles and responsibilities of actors, directors, playwrights, designers and technicians.

4. Students will demonstrate effective oral communication.

5.

6.

Identify type of assessment:

☒ Course/Discipline (assessment within one course or all sections of the same course)

☐ Degree/Program (for core competencies across courses that make up a degree)

☐ Institutional (core competencies across all degrees)

Identify the course(es) that will participate in this assessment activity:

1. Introduction to Theatre THEA 196

2.

3.

4.

5.

6.

Identify the mode of delivery for participating classes: Check all that apply.

☒ Face to Face

☐ Hybrid

☐ Online

Benchmark:
Indicate the expected outcomes of these assessment activities and the criteria for success. (Example: 80% of the students will score 75% or better on the oral presentation using the oral communication rubric.)

1. 75% of the students will score 75% or better on the post test questions number 6 and 7 relating to Learning Outcome 1. A copy of the Pre and Post test is attached.

2. 75% of the students will score 75% or better on the post test questions numbers 4 and 5 relating to Learning Outcome 2. A copy of the Pre and Post test is attached

3.75% of the students will score 75% or better on the post test questions numbers 1, 2, 3 and 8 relating to Learning Outcome 3. A copy of the pre and post test is attached.

4. 75% of the students will score 75 % or better on the oral presentation using portions of the oral communication rubric. A copy of the oral communication rubric is attached.

5.

6.

Assessment Method:

Describe the student learning assessment activity:

1.Pre and post test for Learning outcome number 1. Test attached.

2. .Pre and post test for Learning outcome number 2. Test attached.

3. .Pre and post test for Learning outcome number 3. Test attached.

4. Oral communication rubric for Learning outcome number 4. Rubric attached.

5.

6.

Explain how student learning was evaluated. Provide the following:

• Evaluation tool or instrument used to assess student work (Attach)

• Data Collected (Attach or provide summary):

Summary of Assessment Results

Identify the number of students who achieved each level for each learning outcome used in your assessment. Additional charts and graphs may be attached if desired.

Learning Outcome	Exceeds	Meets	Developing	Non-Existent
1.		8	20	
2.		26	1	
3.		14	13	
4.		26	1	
5.				
6.				

How did the results compare to the Benchmark?
If applicable, describe any differences in student learning outcomes depending on mode of delivery.

1. The results were below the benchmark.

2. The results exceeded the benchmark.

3. The results were below the benchmark.

4. The results exceeded the benchmark.

5.

6.

Reflection and Recommendations:

1. Based upon the results, what did you learn about student performance?

The questions in the posttest in which students did not meet the benchmark were from the first part of the semester. It was clear to me although they may have answered the questions on the midterm correctly, they did not retain the information at the end of the semester. They did not really learn the information, but rather they merely recited it for the midterm.

2. How can the results be used to improve planning, teaching, and learning?

I can make the final exam cumulative to the beginning of the semester instead of only a review to the midterm and to the end.

3. What changes, if any, will be made in the course/program based upon these results?

I will make the final exam cumulative to the beginning of the semester for spring 2019. I will work on developing in or out of class exercises for the spring 2019 in which the students have to actively learn the information and not just memorize it for the midterm.

Describe these changes, the timeline for implementing these changes, and the method for assessing the impact of the change(s).

Closing the Loop:
Describe how the changes indicated above impacted student learning.

Introduction to Humanities

Pre-test and Post-test 15 points

ASSESSMENT/NOT COUNTED TOWARDS YOUR GRADE!

Fall 2018

1. A playwright is paid for his or her work through the payment of _____ for a production of his or her play. 1 point
2. The body, mind and spirit of an actor is called the actor's _____. 1 point
3. A stage manager is responsible for calling the _____ for the lights and sound of the production. 1 point
4. Two theory's for the origins of theatre are: 2 points

5. Name three ways in which theatre provides a value to society. 3 points

6. List and describe three of Aristotle's six elements of Drama as outlined in his text The Poetics. 3 points

7. Identify the type of plot structure found in the play, *God of Carnage.* 2 points

8. List and describe two considerations a costume designer would have prior to designing costumes for a play. 2 points

DESCRIPTION
Not applicable based on communication design and content.

INTRODUCTION

The speaker uses a clear & effective attention getting device (a narration, a quote, a hard-hitting fact) that properly set u

The speaker uses an attention getting device to set up the topic, but could be more effective.

The speaker makes some attempt at an attention getting device to properly set up the topic, but it was unclear &/or not

The speaker does not use any attention getting device to properly set up the topic

The speaker provides a brief and appropriate background information on the subject of the speech that the audience nee

The speaker provides appropriate background information to the audience but more could possibly be added.

The speaker provides too little or too much background information to the audience.

The speaker does not provide any background information to the audience.

The speaker provides an adequate relevance statement for the audience (college students) & clearly describes how it affe

The speaker provides an adequate relevance statement but more could possibly be added.

The speaker makes some attempt at a relevance statement but it was unclear or not developed.

The speaker does not provide an adequate relevance statement for the audience

The speaker delivers a clear & effective thesis that may also be orally marked (such as "In this speech", or "Today I will tal

The speaker delivers a clear thesis statement, but could be more effective.

The speaker delivers a thesis statement, but one that was ambiguous, vague, &/or had to be inferred by the audience.

The speaker does not deliver a clear & effective thesis.

The speaker delivers a clear & effective preview statement of the main points, emphasized by verbal cues ("first, next, &

The speaker delivers a preview statement of the main points with verbal cues, but it is unclear to the audience.

The speaker states main points, but they are not clear or easily identifiable to the audience.

The speaker does not deliver a clear & effective preview statement of the main points.

BODY

Main points are supported with clear explanations, data, & reasoning. Speaker uses at least two supporting items for eac

Main points are supported with clear explanations, data, & reasoning. Speaker used one supporting item for each main p

Some main points were supported with explanations, data, & reasoning, but it was inconsistent &/or few in number.

Main points are not supported with clear explanations, data, & reasoning.

The speaker utilizes effective transitions to move between main points that are identifiable and clear. Transitions also ha

The speaker utilizes transitions that are identifiable, but may be repetitive or not varied.

The speaker attempts to utilized transitions, but they are not easily identifiable to the audience.

The speaker does not utilize effective transitions to move between main points.

The speaker demonstrates consideration & refutation of opposing views.

The speaker does not demonstrate consideration & refutation of opposing views.

No opposing views were required.

The speaker clearly cites credible, relevant, and recent sources for each main claim throughout the speech.

The speaker cites credible sources, but they cannot be identified to the claim they are connected to &/or they don't appe

The speaker uses insufficient credible sources &/or sources do not appear to be relevant or recent.

The speaker does not clearly cite any credible or relevant sources within the speech.

CONCLUSION

The speaker delivers a clear & effective review statement of the main points that mirrors the preview statement.

The speaker delivers a review statement that attempts to mirror the preview statement, but it is not effective or clear.

The speaker broadly delivers a review statement that does not mirror the preview statement.

The speaker does not deliver a clear & effective review statement of the main points.

The speaker finishes the speech with a brief, effective & well-crafted closing statement that seals the speech on a high nc

The speaker finishes the speech with a closing statement that was present and identifiable, but not memorable.

The speaker finishes the speech with a closing statement that was ineffective and confusing and/or difficult for audience

The speaker does not finish the speech with an effective & well-crafted closing statement.

DELIVERY

The speaker effectively utilizes an extemporaneous delivery without overly relying on notes. The speech sounds natural a

The speaker utilizes an extemporaneous delivery with some reliance on notes that was not too obvious to take away fron

The speaker utilizes an extemporaneous delivery with some reliance on notes that was somewhat obvious & takes away f

The speaker does not effectively utilize an extemporaneous delivery &/or overly relied on notes.

The speaker utilizes effective vocal variation with both high volume, inflection, and appropriate speaking rate.

The speaker utilizes effective vocal variation with high volume or inflection, but not both. Speaking rate was not always c

The speaker utilizes low volume & no inflection with a monotone voice. Speaking rate could be improved.

The speaker utilizes no effective vocal variation and inappropriate speaking rate.

The speaker uses appropriate gestures & eye contact that was natural & not forced or distracting; no shifting, nervous tic look away from notes often.

The speaker uses appropriate gestures & some eye contact, but not significant enough or consistent throughout the spee

The speaker uses some appropriate gestures & some eye contact at times during the speech.

The speaker uses inappropriate or distracting gestures &/or showed no eye contact throughout speech.

The speaker utilizes effective word choice in delivering the message. Word choice was emphatic, varied, strong, and/or cl

The speaker attempts to utilize effective word choice, but had repeated similar phrases or clichés within the speech.

The speaker uses words that are not varied and repeated too frequently. The speech sounded too conversational.

The speaker does not utilize effective word choice in delivering the message.

INTANGIBLES

The speaker is very confident with the presentation, regardless of expertise in the subject matter.

The speaker is confident with the presentation with some nervousness.

The speaker is somewhat confident with the presentation with some nervousness.

The speaker is not confident with the presentation & showed high nervousness.

The speaker demonstrates effective ethos (ethics and credibility) during the speech. Speech is believable (trustworthy, cr

Sincere attempts at credibility were made but could be more effective.

Sincere attempts at credibility were made, but they were poorly executed to the audience.

The speaker did not demonstrate effective ethos during the speech. Speech is not believable &/or sarcastic

The speaker uses effective pathos (emotion and feeling phrases) appeals during speech. Points are emphasized verbally & and inspiring and resulted in cognitive, physical, and/or emotional change.

Elements of emotion were present (words and phrases were there), but weren't delivered emotionally.

The speech wasn't necessarily inspiring, but there were some attempts at emotional appeals.

The speaker does not use effective pathos appeals during the speech. No feeling or emotion is conveyed to audience.

ASSESSMENT OF STUDENT LEARNING REPORT FORM

Contact Person: Shelly Morgan

Reporting Semester: Spring18

Division: Nursing

Discipline/Program: Fundamentals of Nursing

Assessment Plan:
Identify Learning Outcome(s) to be assessed:

> I.   Upon completion of this course, the student will be able to collaborate with others in healthcare and educational communities.
>
> **Competencies:**
>
> 1. Interact respectfully with the healthcare team.
> 2. Demonstrate open communication.
> 3. Practice mutual respect in communication.

Identify type of assessment:
☒ Course/Discipline (assessment within one course or all sections of the same course)

☐ Degree/Program (for core competencies across courses that make up a degree)

☐ Institutional (core competencies across all degrees)

Identify the class(es) that will participate in this assessment activity:
Fundamentals of Nursing

Identify the mode of delivery for participating classes: Check all that apply.
☒ Face to Face
☐ Hybrid
☐ Online

Benchmark:
Indicate the expected outcomes of this assessment activity and the criteria for success. (Example: 80% of the students will score 75% or better on the oral presentation using the oral communication rubric.)

80% of the students will score an 80% or better on the group presentation demonstrating the competencies listed above.

Assessment Method:

Describe the student learning assessment activity:

Assessment is placed on group presentations and clinical documentation due to the high need for quality communication and patient education within the nursing field

Explain how student learning was evaluated. Provide the following:
• Evaluation tool or instrument used to assess student work (Attach)
• Data Collected (Attach or provide summary):

The clinical documentation rubric and oral communication rubric, both are attached

Summary of Assessment Results
Identify the number of students who achieved each level for each learning outcome used in your assessment. Additional charts and graphs may be attached if desired.

Learning Outcome	Exceeds	Meets	Developing	Non-Existent

How did the results compare to the Benchmark?
If applicable, describe any differences in student learning outcomes depending on mode of delivery.

The benchmark of 80% achieved on the group presentation was achieved by 100% of the students. Clinical documentation has shown marked improvement with average student grades increasing from 83% on the first week clinical assignment to 96% on the last week clinical assignment of the semester.

Reflection and Recommendations:
1. Based upon the results, what did you learn about student performance?

With these results, I will begin clinical documentation early in the semester for future Fundamentals of Nursing courses.

2. How can the results be used to improve planning, teaching, and learning?

This data reflects the need to place increased attention to clinical documentation to improve documentation earlier in the course.

3. What changes, if any, will be made in the course/program based upon these results?

Clinical documentation will be initiated earlier in future Fundamentals of courses to improve student abilities.

Describe these changes, the timeline for implementing these changes, and the method for assessing the impact of the change(s).

Closing the Loop:
Describe how the changes indicated above impacted student learning.

Oral communication and clinical documentation are the primary methods of communication within the nursing field. By developing these skills early in their nursing career, the student will have the ability to advance their skills as the program moves forward.

Clinical Points Rubric (Fundamentals of Nursing)

Category	Meets Expectations/ Points	Partial Expectations Met/ Points	Does Not Meet Expectation/ Points	
History & Admission	Complete medical hx (1 Points)	Partial med. Hx. / Admission Data (1 Point)	No med. Hx Admissin Data (0 Points)	
Immunization Record	All immunations documented (1 Point)	Partial immunization record documented (.5 Points)	No immunization record recorded (0 Points)	
Lab Data/ Analysis/ Imaging (RESULTS)	2 pertinent abnormal lab values included with appropriate reasons given for abnormal values (2 Points)	2 pertinent lab value included with no/ inappropriate reasons given (1 Point)	No pertinent lab values provided (0 Points)	
Assessment	All assessments completed per instructions in flowsheets (3 Points)	Assessments partially completed (1 Points)	No assessment documented in flowsheets (0 Points)	
Narrative	Narrative is complete for assignment and comprehensive (3 Points)	Narrative is included; however, incomplete (1-2 Points)	No narrative included or narrative is not reflective of assigned client (0 Points)	
Patient Teaching	Appropriate client teaching included including pt response (2 Points)	A component of teaching is missing or incomplete (1 Point)	No client teaching is included (0 Points)	
Care Plan	Appropriate Nursing Diagnosis complete with 2 appropriate interventions and 2 appropriate rationales- References included (3 Points)	Nursing Diagnosis included; however, inadequate or incomplete (1 -2 Points)	No nursing diagnosis included or diagnosis is not reflective of assigned client (0 Points)	
Medications - Document in HOME Meds	Active medications and classes are included (2 Points)	List of active medications incomplete (1 Point)	No active medications listed (0 Points)	
Reflection	Reflection includes 2 paragraphs and is reflective of active learning on the part of student -(APA Reference included) (2 Points)	Reflection is incomplete/ No referencem (1 Point)	No reflection is included (0 Points)	

Professionalism	Student demonstrates professional attitude toward instructor, staff and peers. Student is on time and prepared and appropriately attired according to student handbook (1 Points)	Student does not demonstrate complete professionalism as previously listed (1 Point)	Student demonstrates unprofessional behavior as deemed per instructor (0 Points)	

DESCRIPTION

Not applicable based on communication design and content.

Non-Existent: The criterion is not present, but should be.

Developing: Some evidence of this criterion, but it needs to be presented more clearly or better developed.

Meets: Evidence of this criterion is clear and is appropriate for this communication. More could possibly be added.

Exceeds: Evidence of this criterion is clear, appropriate for this communication, and demonstrates practice that is exemplary in its use.

INTRODUCTION

The speakers delivered a clear and effective attention getting device that properly set up the topic.

The speakers delivered a clear and effective thesis.

The speakers delivered a clear and effective preview statement of her/his main points.

The speakers provided an adequate relevance statement for her/his audience.

The speakers provided appropriate background information on the subject of her/his speech.

BODY

Main points were supported with clear explanations, data, and reasoning.

The speakers utilized effective transitions to move between main points.

The speakers utilized 3-5 credible sources to develop activities or handouts

The speaker clearly cited credible sources within her/his presentation and/or handouts.

CONCLUSION

The speakers delivered a clear and effective review statement of her/his main points.

The speakers finished her/his speech with an effective and well-crafted closing statement.

DELIVERY

The speakers effectively utilized an extemporaneous delivery without overly relying on notes.

The speakers utilized effective vocal variation (volume, inflection, etc.)

The speakers used appropriate gestures and eye contact.

The speakers utilized effective word choice in delivering her/his message.

INTANGIBLES

The speakers were confident with her/his presentation.

The speakers engaged the class in activities designed to encourage learning and discussion.

The speakers used effectively encouraged discussion of content.

The speakers adhered to time frame of 60 minutes with 10 minutes allowed for additional questions/discussion

The group worked cohesively to develop and present the concept

General Education Assessment Workgroups

Information Literacy Workgroup:

1. Paul Rabideau- Psychology instructor
2. Michael Skwara – User Services Librarian
3. Laura Watson – Reference Librarian

Critical Thinking Workgroup:

4. Jeff DeLay- Music instructor
5. Julie Hartman-Linck – Sociology instructor
6. Chrislyn Senneff- Nursing instructor
7. Evan Talbert – Hospitality Management instructor

Quantitative Literacy Workgroup:

8. Jennifer Alderman- Adjunct Accounting instructor
9. Brendan Dutmer- Associate Dean, Math and Natural Science
10. David Esch – Physics and Engineering instructor
11. Jeremy Monigold- Information Technology instructor
12. Jennifer Roser- Criminal Justice instructor

Assessment of Student Learning Email

Greetings,

This spring, Highland Community College is administering two internal, campus-wide assessments. Because you are a student who has earned sophomore status, we are requesting that you take both assessments. There is an assessment for critical thinking and an assessment for quantitative reasoning. The College is administering these assessments to better understand the critical thinking and quantitative reasoning skills of students who have nearly completed their studies at Highland. The information provided to the College will enable us to improve the education of all future students.

As a thank you for providing us with your time in taking these assessments, you will be entered into a drawing to win one of twenty-five $20 gift cards to either Amazon, Wal-Mart, Aldi, or Casey's General Store. If you complete one of the two assessments your name will be entered into the drawing once, but if you complete both tests, your name will be entered into the drawing three times. Please know that the number of students who can take each assessment is limited! Only 175 students will be able to take each assessment and gain entry to the drawing, so be sure to take the assessments as soon as you are able.

Please know that your participation is completely voluntary and that your scores on the assessments will be confidential. They will not be tied to graduation requirements or any of your class grades. Rather, student scores on the assessment will be considered only as summaries and used only to provide us with valuable information to help improve the curriculum of all our students.

Each assessment takes about 45 minutes to complete. To take these online assessments, refer to the instructions that are attached to this email. You will need Internet Explorer or Safari to run the secure window necessary to complete the assessments. You will also need to temporarily turn pop-up blockers off. This assessment can be done on most any desktop or laptop that has those browsers or on a computer in one of our on-campus labs. Should you have any further technical questions on how to complete the survey, you may contact the ETS hotline or our own IT department to assist you at the contact information provided below if necessary. Should you have any questions about the purpose of the survey, please contact Chris Kuberski, Executive Vice President at chris.kuberski@highland.edu or 815-559-3417.

ETS Technical Support	1-800-514-8491	
Highland ITS Hotline	its@highland.edu	815-599-3628
Assessment Browser Link	etsreadiness.ets.org/	

To participate in the critical thinking assessment go to etsreadiness.ets.org/ and use this code, 183577-148173115, when prompted in the browser.

To participate in the quantitative reasoning assessment go to etsreadiness.ets.org/ and use this code, 183820-148174052, when prompted in the browser.

Thank you for participating in our assessment and for assisting us in continuing to improve the educational experience at Highland.

-Gen Ed Assessment Committee.

Highland Community College
Spring 2018 Information Literacy Assessment

Methodology

The artifacts used for assessing students' information literacy abilities were final student research papers pulled from each of College's English 122 courses. This year's sample came from students enrolled in English 122 in the 2017 spring semester and who had earned enough college credits to have a sophomore standing. The papers were distributed to a set of three faculty volunteers who used the College's home-grown information literacy rubric (Appendix A) to score the papers after participating in calibration sessions with each other. Each paper was reviewed by two assessors. The pairing of assessors was counterbalanced so that no two assessors were paired together more than any other pairing of assessors.

Results

Rubric Assessment

There were a total of 24 papers that were included in the analysis. An acceptable level of agreement among the volunteers in their assessment occurred for three of the five core rubric elements and for the overall rating of the paper. More information about the measures utilized to make this determination can be found in Appendix B. The three rubric elements where there was an acceptable level of agreement were *Scope of investigation*, *Source credibility*, and *Proper citations*.

For these three rubric elements and for the overall rating of the paper, a mean rubric rating was calculated for each group of raters – those randomly assigned as the first rater to a given paper and those randomly assigned as the second rater. As shown in Figure 1, the mean ratings for all three approached a score of 2 which corresponds to the *Demonstrates Competency* on the rubric. As shown in Figure 2, the mean overall rating (Total Rubric Score) was 8.1 out of a possible 15 for the first group of raters and 9.6 for the second group of raters.

Figure 1.

Mean Rubric Ratings for rubric elements with an acceptable level of agreement
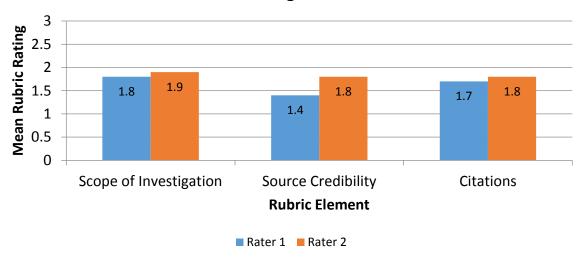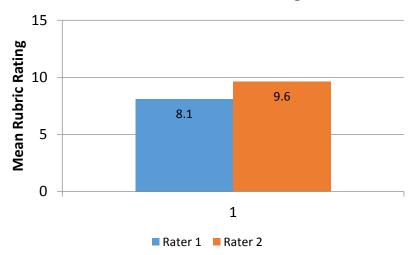
Figure 2.

Mean Total Rubric Rating

Assessor Discussion

[Insert narrative]

Conclusions and Next Steps

[Insert narrative]

Appendix A

SCORE	DESCRIPTION
N/A	Not applicable based on document design and content.
0	**Non-Evidenced:** The criterion is not present, but should be.
1	**Demonstrates Emerging Understanding:** Some evidence of this criterion, but it needs to be presented more clearly or better developed.
2	**Demonstrates Competency:** Evidence of this criterion is clear and is appropriate for this document. More could possibly be added.
3	**Demonstrates Mastery:** Evidence of this criterion is clear, appropriate for this document, and demonstrates practice that is exemplary in its use.

						SCORE		COMMENTS
Determine an appropriate scope of investigation	N/A	0	.5	1	1.5	2	2.5	3	
Match information needs and search strategies to appropriate search tools	N/A	0	.5	1	1.5	2	2.5	3	
Use research tools and indicators of authority to determine credibility of sources, understanding the elements that might temper this credibility	N/A	0	.5	1	1.5	2	2.5	3	
Synthesize ideas gathered from multiple sources and draw reasonable conclusions based on the analysis and interpretation of inforamtion	N/A	0	.5	1	1.5	2	2.5	3	
Give credit to the original ideas of others through proper attribution and citation.	N/A	0	.5	1	1.5	2	2.5	3	

Appendix B

There are a number of measures that can be utilized to determine interobserver/interrater reliability, the degree of agreement between two raters with respect to their categorization (scoring) of people/objects. The most appropriate measure to utilize depends on both the type of data (i.e. categorical vs. continuous, etc.) and the make-up of the raters (both in terms of the number of raters and the assignment of the raters). The measures employed for the determining the level of interrater reliability of the instructors who scored research papers to assess students' information literacy abilities in the present analysis were as follows:

Percent agreement represents the percentage of cases were all of the raters agreed, or gave the exact same score.

Kappa, commonly known as Cohen's kappa, is a measure of agreement that corrects for the likelihood that raters gave the exact same score purely by chance.

Weighted kappa, is a modification to Kappa that takes into account the *extent* of disagreement in the scores. More disparate scores are weighted less heavily than those that are more similar.

Spearman's correlation coefficient measures the extent to which raters' scores *generally* move in the same direction (as opposed to the extent to which they move in a purely linear direction as is measured with the Pearson correlation coefficient).

Intraclass correlation coefficient also measures the extent to which raters' scores move in the same direction, but it is used when more than two raters are used and not all of the raters provide scores for every person/object.

It can be argued that each of these measures is acceptable for determining interrater reliability for the present analysis. The percentages/coefficients for each of the information literacy rubric items as well as the total score across all of the rubric items are listed in the table below. The closer the figure is to $\pm$ 1.00, the stronger the correlation or agreement; 0 indicates no agreement. The values that are significant and/or reflect high agreement are highlighted in yellow.

Measure	Rubric Elements					
	Scope of Investigation	Match of Info Needs and Search	Credibility of Sources	Draw Conclusions	Proper Citations	Total Score
Percent agreement	.67	.25	.38	.50	.50	0
Kappa	.08	.04	.07	.31	.24	-.07
Weighted kappa	.15	.14	.23	.15	.40	NA
Spearman	.32	.36	.48	-.03	.63	.47
Intraclass	.23	.15	.38	-.25	.56	.20

INFORMATION LITERACY GENERAL EDUCATION ASSESSMENT

Information Literacy:

Engage in reflective discovery of information, evaluate information based on an understanding of how it is produced and valued, synthesize information to create new knowledge and participate ethically in communities of learning.

(Based on *Framework for Information Literacy for Higher Education* adopted by the Association of College and Research Libraries)

Knowledge Practices:
What do information literate students do?

Learners who are developing their information literate abilities:

- determine an appropriate scope of investigation; (reflective discovery of information)

- match information needs and search strategies (such as selecting effective keywords) to appropriate search tools. (reflective discovery of information)

- use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility; (Understanding how information is produced and valued)

- synthesize ideas gathered from multiple sources and draw reasonable conclusions based on the analysis and interpretation of information; (use of information in creating new knowledge)

- give credit to the original ideas of others through proper attribution and citation; (participating ethically in communities of learning)

(Based on *Framework for Information Literacy for Higher Education* adopted by the Association of College and Research Libraries)

Information Literacy Rubric

Learning Objective Learners should be able to:	"No" Not Evidenced 0	"Yes, but" Demonstrates Emerging Understanding 1	"Yes" Demonstrates Competency 2	"Yes, and" Demonstrates Mastery 3
1. determine an appropriate scope of investigation;	Thesis is outside of assignment scope	Thesis is within assignment scope, but project strays from thesis scope	Thesis and project both match assignment scope	Thesis and project both match assignment scope, additional avenues of investigation are proposed
2. match information needs and search strategies to appropriate search tools;	Does not incorporate external information	Incorporates external information, but few are from appropriate medium for information need	A majority of external information from an appropriate medium/tool	Incorporates information from multiple appropriate mediums/tools
3. use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility;	Not supported by credible sources	Supported by few sources of credibility	Supported by a majority of credible sources	Uses a majority of credible sources and addresses elements that may temper credibility.
4. synthesize ideas gathered from multiple sources and draw reasonable conclusions based on the analysis and interpretation of information;	No discernable conclusion or analysis	Conclusion present, but not consistently supported by sources	Reasonable conclusion supported by multiple sources	Reasonable conclusion supported by rational interpretation and analysis of sources
5. give credit to the original ideas of others through proper attribution and citation.	Sources not cited	Attempt at attribution or citation with significant formatting errors	Consistent attribution and citation with minor errors	Attribution and citation consistent with project requirements

Assessment Process

1. Project Sample

- Sophomore level English 122 papers from Spring 2017
- 24 Papers used in assessment sample (12 additional papers used in calibration)

2. Calibration/Norming

- Rated separately and discussed ratings to achieve agreement
- Also led to refinement of rubric descriptors

3. Assessment
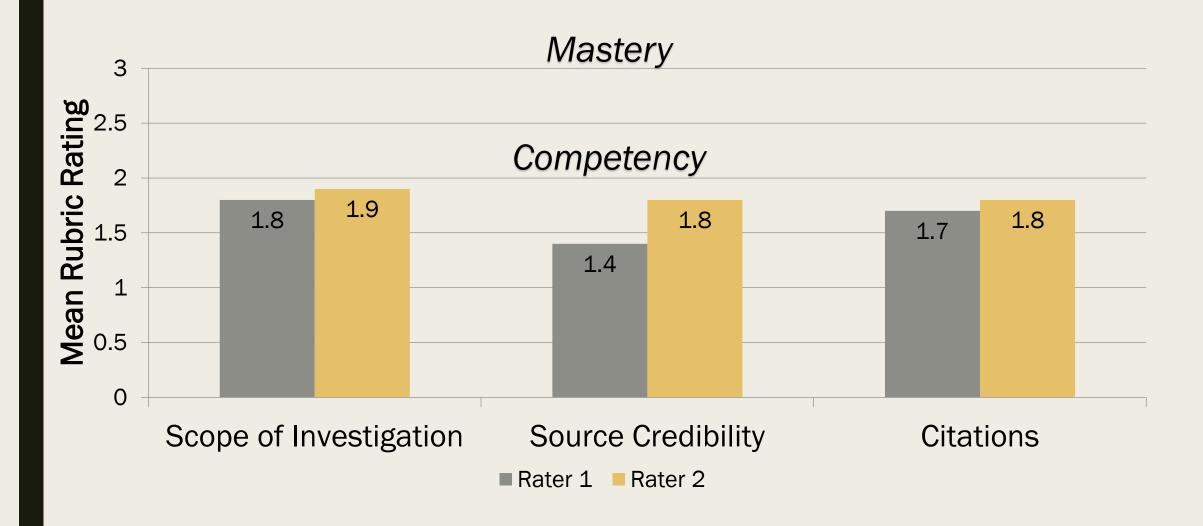
- Papers assigned to two raters each, each rater paired with the others for an equal number of papers
- Each rater applied the rubric to the papers and recorded scores for each outcome.

4. Results

Results:

- Three out of five rubric elements had significant inter-rater reliability:
  - ✓ *Scope of the Investigation*
  - ✓ *Source Credibility*
  - ✓ *Use of Citations*

- All three of the criteria fell just shy of the "Competency" level (2.0 or higher).

- **Source Credibility** was the lowest rated criterion (μ = 1.6).

Mean rubric ratings for rubric elements with an acceptable level of agreement

Mastery

Competency

Mean Rubric Rating

	Scope of Investigation	Source Credibility	Citations
Rater 1	1.8	1.4	1.7
Rater 2	1.9	1.8	1.8

■ Rater 1 ■ Rater 2

Explanation:

- They're not there *yet!*"

- Students with a sophomore status and enrolled in ENG 122 are still developing information literacy skills.

Explanation:

❑ Possible Confounding Variables (i.e. "excuses"):

- *Our sample may not be representative:*
  - ✓ Sophomores enrolled in ENG 122 in the Fall (n = 24)
  - ✓ More proficient students may take ENG 122 in the Fall
  - ✓ The majority of assignments demonstrated sufficient ability.
- *The complexity of the rubric may have led to different interpretations.*

Where do we go from here:

- *Information Literacy Assessment Group*
  - ✓ Recalibrate using Spring 2017 samples.
  - ✓ Assess Spring 2018 samples and possibly increase the sample size.
- *Everyone:*
  - ✓ Consider including information literacy tools and exercises and in our classes.
  - ✓ "Now for a short message from our sponsors!"

INFORMATION LITERACY

Opportunities

Rx for Research

First Year Experience: Information Literacy Unit

Librarian Classroom Visits

- Choosing keywords/developing search strategies

- Using library search tools to find good sources

- How to identify scholarly sources

- Brief MLA or APA paper formatting/citation overview

- Fact checking/looking critically at sources

- Discipline specific source recommendations/demonstrations

Information Literacy instructional videos

Examples:

- Using Statista
- Finding books in PrairieCat
- Using Discovery to find sources
- Searching for scholarly articles
- Recognizing scholarly vs popular sources
- Introduction to reading scholarly articles

https://highland.edu/information-literacy-videos/

Collection and Assignment Development

Highland Community College
Program Outcomes Map

Courses	Outcomes						Institutional Outcomes				
	SLO 1	SLO2	SLO 3	SLO 4	SLO 5	SLO 6	Written Communication	Oral Communication	Information Literacy	Quantitative Literacy	Critical Thinking

Highland Community College

Agricultural Management AAS (630)   **Program Outcomes Map**

Courses	Demonstrate an ability to engage in critical thinking by analyzing situations and constructing and selecting viable solutions to solve problems	Understand and analyze the current events and issues that are occurring in agriculture and how they affect the future in agriculture	Demonstrate the ability to communicate effectively and confidently both orally and in writing	Demonstrate the ability to analyze data and draw appropriate statistical conclusions.	Network and grow professionally through participation in PAS and Collegiate Farm Bureau activities	SLO 6	Written Communication	Oral Communication	Information Literacy	Quantitative Literacy	Critical Thinking
AGRI 182: Intro Agricultural Mechanization	D	D	NA	D	I		NA	D	D	D	D
AGRI 184: Intro to Ag Economics	D	D	NA	D	I		NA	D	D	D	D
AGRI 186: Intro to Animal Science	D	D	D	D	I		D	D	D	D	D
AGOC 240: Farm Business Management	D	D	D	D	I		D	D	D	D	D
AGRI 284: Introductory Soils	D	D	D	D	I		D	D	D	D	D
AGRI 286: Field Crop Science	D	D	D	D	I		D	D	D	D	D
BUSN 125: Mathematics of Business	D	NA	NA	D	NA		NA	NA	D	D	D
BUSN 225: Personal Finance	D	NA	NA	D	NA		NA	NA	D	D	D
BUSN 141: Business Communications	D	NA	M	NA	NA		M	M	NA	NA	D
INFT: Elective	D	D	D	NA	NA		D	D	D	D	D
AGOC 229: Agri-Business Seminar	D	D	D	D	I		D	D	D	D	D
OCED 290: Workplace Experience	D	D	D		D		D	D	D	D	D
AGRI-BUSINESS EMPHASIS											
AGOC 220: Financing Agricultural Production	D	D	D	D	I		D	D	D	D	D
AGOC 221: Ag Policies, Programs, Legal Problems	D	D	D	D	I		D	D	D	D	D
AGOC 222: Marketing Agricultural Products	D	D	D	D	I		D	D	D	D	D
CROP MANAGEMENT EMPHASIS											
AGOC 285: Soil Fertility and Fertilizers	D	D	D	D	I		D	D	D	D	D
AGOC 287: Precision Farming Technology	D	D	D	D	I		D	D	D	D	D
AGOC 291: Plant Pest Identification and Control	D	D	D	NA			D	D	D	D	D

2/11/2019

Highland Community College

Program Outcomes Map

Criminal Justice

Courses	Outcomes									Institutional Outcomes				
	SLO 1:	SLO2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	Written Communication	Oral Communication	Information Literacy	Quantitative Literacy	Critical Thinking
CJS 101	I	I	I	I	I	I	I	I	I	I	I	I	I	I
CJS 102	I	I,D	I,D	D,M	D	I	I,D	I	I,D	I	I	I	I	I
CJS 201	I,D	D,M	I,D	I	I	I	D,M	D	D	D	D	D,M	I	D,M
CJS 202	I,D	I,D	I,D	I,D	D,M	n/a	I,D	D	D	D	D,M	D	I	D
CJS 203	I	I	D,M	D	n/a	n/a	D,M	D	M	D	D	D	I	D
CJS 204	I,D	I,D	D,M	n/a	n/a	I,D	M	D	M	D	D	D	I	D,M
CJS 205	D	n/a	D,M	n/a	n/a	D	D,M	M	D,M	D	D	D	I,D	D
CJS 206	D	D	D,M	I	n/a	D	D,M	D,M	D,M	D,M	D	D	I	D,M
CJS 208	I,D	D,M	D	I	n/a	D,M	D	D,M	D	D	D	D	I	D
CJS 210	I,D	n/a	D,M	n/a	n/a	I	D	D,M	D,M	D,M	D	D,M	I	D
CJS 220	D,M	D,M	D,M	M	M	n/a	D,M	D,M	D,M	D,M	n/a	D,M	I	D
OCED 290	M	M	D	D	D	n/a	D,M	D	D,M	D,M	D,M	I,D	I,D	D,M

KEY

I	Introduced
D	Developed
M	Mastered
n/a	Not applicable

2/11/2019

Individual Program Outcomes- Criminal Justice

SLO 1	Students will be able to describe various historical and modern day challenges confronted in dealing with deviant behavior in society and associate these with proactive evidence-based reforms and solutions
SLO 2	Students will be able to examine historical origins and current social issues from a variety of philosophical and theoretical perspectives on how human behavior has shaped culture and society
SLO 3	Students will be able to outline the various elements of the criminal law, Amendment provisions and protections, and how these connect to the duties of working in each realm the criminal justice system
SLO 4	Students will be able to describe the history and application of punishment, sentencing, rehabilitation, community corrections, and programming for deviant behavior in the criminal justice system
SLO 5	Students will be able to compare the various strengths and weaknesses of a variety of treatment programs available for offenders and special populations within the correctional realm
SLO 6	Students will be able to distinguish effective law enforcement strategies and responses relating to homeland security and security threats
SLO 7	Students will be able to justify the vital ethical practices for those working in the criminal justice field
SLO 8	Student will demonstrate effective oral and written communication pertaining to the social sciences involving quantitative research, theory, and practice
SLO 9	Students will develop critical thinking skills encompassing the daily operations of each component of the criminal justice systems' function within society

Highland Community College

Hospitality Management AAS (217) — **Program Outcomes Map**

Courses	Interpret the current methods, best strategies, trends and professional standards in hotels, restaurants, and related industries	Analyze the relationship between providing guest-pleasing service and the marketing process.	Apply hospitality cost controls in relation to product, pricing, labor and service.	Compare the direct and indirect cultural, economic and environmental impacts of tourism.	Interpret basic legal principles and laws that govern operations in the hospitality industry	Apply cost percentages, yield management, and other revenue management concepts.	Identify causes of, and ways to prevent, accidents, illnesses and unsafe situations in hospitality operations	Formulate a personal management style to provide effective leadership to staff and coworkers.	Written Communication	Oral Communication	Information Literacy	Quantitative Literacy	Critical Thinking
HOSP 101: Introduction to Hospitality	I	I	I	I	I	I	I	I	I	I	I	I	I
HOSP 103: Front Desk Management	D	D	I		D	D	D	D		I		I	D
HOSP 117: Law for Hospitality	D				M		D		D			D	M
ACCT 105: Elements of Accounting			I		I	I						D	I
INFT 180: Introduction to Information Systems			I			I					D	I	
HOSP 105: Service Management Techniques	M	M			D	I	D	D	D	D			D
HOSP 107: Alcohol Service	D	D	D		M	D	M	I	I	I		D	D
HOSP 109: Tourism Management	M	D		M	D	D	I		D			D	D
ACCT 213: Financial Accounting			I		I	I						D	D
BUSN 124: Introduction to Small Business			D	I	D		D		D			D	D
ENGL 121: Rhetoric and Composition									D		I		I
HMEC 192: Food Sanitation					M		D						D
HOSP 111: Food and Beverage	D	D	D		M	D	M	D	D		I	D	D
HOSP 113: Rooms Division and Housekeeping Management	D	D	D		D	I	D	I				I	D
HOSP 115: Supervision and HR	D	D	D		M		D	M	D	D	D		D
ACCT 214: Managerial Accounting			M		I	I		D			D	D	M
BUSN 125: Mathematics of Business			D		D							M	D
SPCH 191: Fundamentals of Speech										M	D		D
HOSP 119: Hospitality Cost Control	D	I	M		I	M		D				D	D
HOSP 121: Professional Meeting and Event Planning	M	M	D	D		D		D	D				D
HOSP 123: Sales and Marketing	D	M	D	D		D			D			D	D
ECON 111: Principles of Economics I -or- ECON 112: Principles of Economics II			D	I, D		I						D	M
OCED 290: Workplace Experience	M	D	M	I	D	D	D	D				D	M

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Industrial Mechatronics AAS(642)

Highland Community College
Program Outcomes Map

KEY
I	Introduced
D	Developed
M	Mastered

Courses	Outcomes: Systematically assess the operation of a machine/process and determine its operating condition	Determine what, if any, specific adjustments or repairs may be needed and plan actions to bring a machine / process to satisfactory operation	Select and safely use the proper tools and procedures to implement a comprehensive variety of necessary adjustments or repairs on a machine /process that is not operating within acceptable limits	Communicate and work cooperatively with others to reach established goals in a manufacturing environment	Institutional Outcomes: Written Communication	Oral Communication	Information Literacy	Quantitative Literacy	Critical Thinking
BUSN 141: Business Communications (ENGL 121 or COMM 101)					D	D			
DRAF 110: Print Reading and Inspection							I		
ELET 179: Electronic Principles	I	I	I						
INFT 180: Introduction to Information Systems			I	I					
MATH 111: Technical Math (or higher level)								M	
ELET 182: Devices and Circuits I	I	I	I	I	D		I	I	
ELET 293: Intro to Programmable Logic Controllers	D	D	D	D			I		
MTEC 120: Equipment Maintenance Skills	D	D	D	D			I		
MTEC 151: Machine Processes	I						I		
MTEC 263: General Hydraulics	D	D	D	D			I		
OCED 290: Workplace Experience	M	M	M	M	D		D		D
ELET 220: Motors and Controls	D	D	D	D			D		
ELET 297: Advanced Programmable Logic Controllers	M	M	M	D			D		
ELET 291: Introduction to Automation	M	M	M	D			D		
MTEC 210: General Pneumatics	I	I	I				I		
WELD 130: Introduction to Welding (or WELD 135)			I						
OCED 117: Occupational Safety			I				D		
OCED 118: Health and Safety Topics			D						
SPCH 191: Fundamentals of Speech Communication						M	I		
WELD 232: Intermediate Welding and Fabrication			D						
Elective									

2/11/2019

Mathematics Courses

Program Outcomes Map

Courses	Outcomes							Institutional Outcomes				
	SLO 1	SLO2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	Written Communication	Oral Communication	Information Literacy	Quantitative Literacy	Critical Thinking
MATH 163 - Precalculus	I	I	I	I	I	D					I/D	
MATH 164 - Math for Elementary Teachers I	I	I	I	I	I						I	
MATH 166 - College Algebra	I	I	I	I	I	I					I/D	
MATH 167 - Plane Trigonometry	I	I	D	I	I	I					D	
MATH 168 - Analytic Geometry and Calculus I	D	D	M	D	D	D/M	I				D	I
MATH 169 - Applied Practical Math	I	I	I	I	I						I	I
MATH 171 - Finite Math	I	D	D	D	I	D					D	
MATH 172 - Calculus for Business and Social Science	I	D	D	D	D	D	I				D	I
MATH 174 - Math for Elementary Teachers II	I	I	D	I	I	I					D	
MATH 177 - Statistics	I	I	I	I	I			I			I/D	I
MATH 265 - Differential Equations	D	D	M	D	M	M	M				D	D
MATH 268 - Analytic Geometry and Calculus II	D	D	M	D	M	M	D				D	D
MATH 269 - Analytic Geometry and Calculus III	D	D	M	D	M	M	M				M	D

Individual Program Outcomes- Mathematics	
SLO 1	Analyze relationships among quantities in order to determine inferences and conclusions.
SLO 2	Apply problem solving techniques in a variety of situations.
SLO 3	Apply basic arithmetic operations (add, subtract, multiply, divide) to fractions, decimals, and percentages in real applications.
SLO 4	Draw inferences from mathematical models such as formulas, tables, and graphs.
SLO 5	Arrange numerical information into appropriate tables and/or graphs.
SLO 6	Use the fundamental concepts of Algebra and/or Trigonometry to calculate solutions to problems/equations both with and without a calculator.
SLO 7	Employ a conceptual understanding of limit, continuity, differentiation, and integration as well as a thorough background in techniques and application of Calculus.

Highland Community College

Medical Assistant AAS   **Program Outcomes Map**

Courses	SLO 1	SLO2	SLO 3	SLO 4	SLO 5	SLO 6	Written Communication	Oral Communication	Information Literacy	Quantitative Literacy	Critical Thinking
Phlebotomy Techniques NURS 108		I	I								
Medical Asssitant Clinical Procedures 1 NURS 120	I	I	I				D	D			
Medical Asssitant Clinical Procedures 2 NURS 121	D	D	D				D	D			
Medical Assistant Seminar NURS 122	I,D	D	M				D	D			D
Medical Assistant Externship NURS 123	M	M	M				M	M	M	M	M
Patho-Pharmacology NURS 124	M	M	M								
Electronic Health Record NURS 125	D										
Admisnistrative Procedures in Health Care NURS 126	D	D	D				D				
Nutrition and Diet Therapy NURS 184	D		D				D	D	D	D	D
Legal and Ethical Issues of Health Care NURS 289	I	I	D								
Foundations of Anatomy and Physiology BIOL 120	I										
Rhetoric and Compositions 1 ENGL 121			I				I				
Introduction to Psychology PSY 161			I								I
Medical Terminology 1, 2, & 3 ITHC 101, 102, 103	I										
Fundamentals of Speech Communication SPCH 191			I					I			
Introduction to Information Systems INFT 180		I									I
Math Requirement	I									I	

Individual Program Outcomes- Medical Assistant

SLO 1	**Cognitive:** Students will display knowledge of the clinical and administrative medical assistant scope of practice.
SLO 2	**Psychomotor:** Students will demonstrate safe and effective care of patients across the life span.
SLO 3	**Affective:** Students will model respect and professional behavior required for the medical assistant role while developing and fostering a spirit of inquiry.

Highland Community College

Natural Science Courses   Program Outcomes Map

Courses	Outcomes							Institutional Outcomes				
	SLO 1	SLO2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	Written Communication	Oral Communication	Information Literacy	Quantitative Literacy	Critical Thinking
BIOL 109 - Plants and Society	I			I	I	I	D	I		I		I
BIOL 110 - Principles of Biology	I	I	I	I		I	I	I		I	I	I
BIOL 116 - Introduction to Ecology	I	I	I	I	I	I	I	I		I	I	I
BIOL 117 - Nutrition	I			I	I	I	I	I		I	I	I
BIOL 119 - Field Ornithology	I	I				D	D	I		I		I
BIOL 120 - Foundations of Anatomy & Physiology	I	I	I			I					I	I
BIOL 124 - Microbes and Society	I					I	D	I		I		I
BIOL 145 - Human Biology	I					I	I	I		I		I
BIOL 208 - Biology I: Molecular & Cell Biology	I	I	I	I	I	D	I	I		I	I	D
BIOL 209 - Biology II: Biodiversity, Evolution & Ecology	D	M	D	D	D	M	D	D		D	D	M
BIOL 211 - General Microbiology	D	M	D	D	I	M	D	D	I	D	D	M
BIOL 213 - Anatomy and Physiology I	I	D	I	I		D		I			I	D
BIOL 214 - Anatomy and Physiology II	D	M	D	D		M		D	I		I/D	M
CHEM 120 - Elementary General Chemistry	I	I	I	I		D	D	I		I	I	I
CHEM 123 - General College Chemistry I	I	I	D	I	I	D	D	I	I	I	D	I
CHEM 124 - General College Chemistry II	M	D	D	D	I	M	M	D	D	D	M	D
CHEM 220/225 - Elementary Organic Chemistry + Lab	D	D	I	D	I	D	D	D		D	D	M
CHEM 221 - Organic Chemistry I	M	D	M	M	D	M	M	D	D	D	M	M
CHEM 222 - Organic Chemistry II	M	M	M	M	M	M	M	M	M	M	M	M
GEOL 126 - Geology	I	I	I	D	D	D	I	D		D	I	I
GEOL 132 - Natural Hazards and Disasters	I	I	I	D	D	D	I	D		D	I	I
GEOL 205 - Field Geology and Paleontology	I	I	I		I	D	I	D		I		I
GEOL 236 - Historical Geology	D	I			I	D	I	D		D	D	D
NSCI 132 - Physical Geography	I		I	I	I		I	I/D		I	I	I
NSCI 133 - Introduction to Astronomy with Lab	I		I/D	I/D	I	I	I	I		I	I	I
NSCI 134 - Introduction to Astronomy	I				I		I	I			I	I
NSCI 232 - Fundamentals of Meteorology	I	I	I	D	D	D	I	D		D	I	I
PHYS 120 - Introduction to Engineering	I			I	I		I	I	I	I		I
PHYS 140 - Survey of Physics	I	I	I	I		I		I			I	I
PHYS 141 - Introductory Physics I	I/D	I/D	I/D	I/D		I/D		I/D			I	I/D
PHYS 142 - Introductory Physics II	D/M	D/M	D/M	D/M		D/M		D/M			D	D/M
PHYS 143 - General Physics I	I/D	I/D	I/D	I/D		I/D		I/D			D	I/D
PHYS 144 - General Physics II	D/M	D/M	D/M	D/M		D/M		D/M			D	D/M
PHYS 145 - General Physics III	M										M	M
PHYS 221 - Mechanics I (Statics)	M										M	M
PHYS 222 - Mechanics II (Dynamics)	M										M	M
PHYS 246 - Introduction to Circuit Analysis	M	M	M	M		M					M	M
Honors Projects	M	M	M	M	M	M	M	M	M	M	M	M
Internships	M	M	M	M	M	M	M	M	M	M	M	M
Physical Science Club						M						
Women in Science Club						D	M					I
EARTH Club		I				M	M	I		I	I	D

‡Additional college coursework and extracurricular activities may be helpful to the development of Natural Science skills.

Individual Program Outcomes- Natural Science

SLO 1	Students should be able to understand and employ aspects of scientific methodologies.
SLO 2	Students should practice proper lab technique in compliance with relevant safety standards.
SLO 3	Students should understand the fundamental uncertainties in experimental measurements inherent in different laboratory techniques and instrumentation.
SLO 4	Students should understand the fundamental uncertainties in experimental measurements inherent in different laboratory techniques and instrumentation.
SLO 5	Students should utilize peer-reviewed scientific literature effectively.
SLO 6	Students should be able to work with peers in a team setting.
SLO 7	Students should be able to relate contemporary societal and global issues to the physical and life sciences.

Highland Community College

Sociology

Program Outcomes Map

Courses	Outcomes						Institutional Outcomes				
	SLO 1	SLO2	SLO 3	SLO 4	SLO 5	SLO 6	Written Communication	Oral Communication	Information Literacy	Quantitative Literacy	Critical Thinking
SOCI 171							D		I	I	I/D
SOCI 174							D		I		I/D
SOCI 177							D	I, D	I		I/D
SOCI 234							D		I		I/D
SOCI 271							D	I, D	I	I	I/D
SOCI 274							D		I	I	I/D
SOCI 276							D		I		I/D

HIGHLAND COMMUNITY COLLEGE

ASSESSMENT OF STUDENT LEARNING REPORT FORM

Contact Person: Justin Ebert   Reporting Semester: SP18

Division: Business/Technology   Discipline/Program: AAS-Dairy Mgt

Assessment Plan:
Identify Learning Outcome(s) to be assessed:

Students will utilize data from a variety of sources to make management decisions within a dairy operation.

Identify type of assessment:
☐ Course/Discipline (assessment within one course or all sections of the same course)

☒ Degree/Program (for core competencies across courses that make up a degree)

☐ Institutional (core competencies across all degrees)

Identify the class(es) that will participate in this assessment activity:

AGOC 245 – Dairy Management

Identify the mode of delivery for participating classes: Check all that apply.
☐ Face to Face
☒ Hybrid
☐ Online

Benchmark:
Indicate the expected outcomes of this assessment activity and the criteria for success. (Example: 80% of the students will score 75% or better on the oral presentation using the oral communication rubric.)

80% of the students will score 75% or better on the final Dairy Management Project.

Assessment Method:
Describe the student learning assessment activity:

Students will be given background information on a local dairy farm, multiple forms of data about the operation, and will make a site visit to the farm. Utilizing the knowledge gained from all of their dairy courses and information given to them, the students will formulate a plan to help make management decisions for successful operation of the dairy farm. Students will present their management plans to their peers.

Explain how student learning was evaluated. Provide the following:
• Evaluation tool or instrument used to assess student work (Attach)

• Data Collected (Attach or provide summary):

Using information provided throughout the Dairy Management program, students were assessed in the following areas: Overall Dairy Industry, US and World Dairy Statistics including exports and imports, milk pricing, USDA protection programs including MPP, Dairy Herd Improvement records, genetics and reproduction standards, lactation principles, determining body condition scores, and finally evaluations of farm visits. This information was gathered from courses that students would have taken throughout the Dairy Management program.

Summary of Assessment Results

Identify the number of students who achieved each level for each learning outcome used in your assessment. Additional charts and graphs may be attached if desired.

Learning Outcome	Exceeds (90-100%)	Meets (80-89%)	Developing (70-79%)	Non-Existent (0-69%)
Comprehend basic of dairy management	7 (70%)	1 (10%)	2 (20%)	
Analyze management decisions made on the dairy farm	4 (40%)	3 (30%)	2 (20%)	1 (10%)

How did the results compare to the Benchmark?
If applicable, describe any differences in student learning outcomes depending on mode of delivery.

I divided the benchmark into to broad learning outcomes of the dairy program based on the final management course and the final project within that management course. For the learning outcome of understanding of basic dairy management principles and practices 100% of the students earned a 75% or better using data gathered from the final project. For the analysis outcome I chose to use the total of all assessments within the management course. When using this data, only 70% of the students earned a 75% or better.

Reflection and Recommendations:

1. Based upon the results, what did you learn about student performance?

Using the data collected in the dairy management program, I learned that students struggled with a few of the assessments in the capstone dairy management course that led to not achieving our benchmark. The agriculture department is currently in the process of making a few changes to the curriculum and structure of the program. Do to this restricting, we have a few students that are out of sequence in the program. I believe this led to a few students not meet the expected benchmark on this assessment. Two students in the program had not completed all of the recommended coursework prior to taking the final capstone course. One student in the course was taking the course as an elective and not completing the dairy management sequence. As we clean up the sequence of courses these out of place students will be corrected and should improve the overall performance of the program and the students.

2. How can the results be used to improve planning, teaching, and learning?

These results will help us to recognize the areas of the program that need the most attention. We will adjust curriculum or sequence of courses to help students achieve at their optimum potential.

3. What changes, if any, will be made in the course/program based upon these results?

We will use this data to correct our course sequence. We need to make sure that as many students as possible complete the needed courses prior to taking the capstone course.

Describe these changes, the timeline for implementing these changes, and the method for assessing the impact of the change(s).

Closing the Loop:
Describe how the changes indicated above impacted student learning.

PROGRAM-LEVEL ASSESSMENT OF STUDENT LEARNING

Contact Person:	Rich Jacobs	Reporting Semester:	Fall 2018
Division:	Business & Technology	Discipline/Program:	Business Administration (204)

Assessment Plan:

Identify Outcomes to be assessed:

1. **Business Knowledge:** Demonstrate a working knowledge of traditional business subjects including management, marketing, accounting/finance, production/operations, human resources management, economics, and business law.

2. **Communication:** Effectively convey ideas, information, and intentions in a variety of business situations using oral, written, and electronic documentation skills.

3. **Critical Thinking/Problem Solving:** Solve problems through the analysis and evaluation of data and the application of business theories and concepts.

4. **Ethics:** Recommend strategies that promote ethical corporate behavior and social responsibility.

5. **Technology:** Demonstrate knowledge of the digital technology tools used to support business operations.

6. **Global Perspective:** Explain the socio-cultural, political-legal, and economic dimensions of global business.

Identify type of assessment:

☐ Course/Discipline (assessment within one course or all sections of the same course)

☒ Degree/Program (for core competencies across courses that make up a degree)

☐ Institutional (core competencies across all degrees)

Identify the course(s) that will participate in this assessment activity:

1. Principles of Management, BUSN 249 – Business knowledge

2. Business Law 1, BUSN 223 -- Communication

3. Personal Finance, BUSN 225 – Critical thinking/problem solving

4. Principles of Management, BUSN 249 -- Ethics

5. Business Law 1, BUSN 223 -- Technology

6. Global perspective: The objective is not truly assessed during the fall semester in 200 level business courses. It will be assessed during the spring semester in Principles of Marketing (BUSN 246).

Identify the mode of delivery for participating classes: Check all that apply.
☐ Face to Face
☐ Hybrid
☐ Online

Benchmark:
Indicate the expected outcomes of these assessment activities and the criteria for success. (Example: 80% of the students will score 75% or better on the oral presentation using the oral communication rubric.)

1. Class average on the Chapter 2 web search will be 82% or better. (Week 2) –Prin. of Mgmt.

2. Class average on the Chapter 2 opinion statement will be 82% or better. (Week 2) – Bus. Law

3. Class average on the Chapter 1 review problems will be 82% or better. (Week 3) – Pers. Fin.

4. Class average on the Chapter 4 ethical dilemma will be 82% or better. (Week 4) – Prin. of Mgmt.

5. Class average on the Chapter 25 credit report will be 100%. (Week 13) – Bus. Law

6. The objective is not truly assessed during the fall semester in 200 level business courses. It will be assessed during the spring semester in Principles of Marketing (BUSN 246).

Assessment Method:

Describe the student learning assessment activity:

1. Search the Internet to find a good resource--article, blog, wiki, video, podcast, etc.--that you can share with the class. <u>The resource should be related to one of the major schools of management thought or one of the famous people discussed in the chapter</u>.

Topic selection is on a first-come-first-serve basis. Once a topic or person is selected, that topic or person is scratched off the list, and no one else can use that topic. Thus, as soon as you know the topic or person you want to investigate, create an initial post in the Chapter 2 Web Search Forum that "claims" that topic. Put the title of your topic in the title of the post.

Then by Wednesday 8/29 at midnight post a link to the resource as a reply to the initial post where you claimed the topic. Also write a two to three paragraph summary of what you learned from the resource and why you think it might be of interest to other people in the class. Again, a bit of serious thought is required. <u>Don't just tell us what the resource is about, tell us what you leaned</u>.

Beginning Thursday, 8/30, view the resources of two other classmates that interest you, and post a "meaningful" response to their summary by Saturday, 9/1 at midnight. Don't just say "I agree" or "great article", <u>post a serious question or comment</u>. Also reply to the classmates who post responses to your original web resource post by Sunday, 9/2 at midnight.

Do your best to spread your responses around the class. Once a classmate has two replies, move on to someone else.

Special Note: Wikipedia is a great source for general knowledge items, but it is not a credible, academic source for this (or any other) assignment in this class.

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2. Students of the Constitution usually subscribe to one of two views. Some say that the Constitution is a living document, open to new interpretation by judges when new societal problems or cases arise. Others say that the constitution must be interpreted in accordance with the original intent or understanding of the founding fathers. Judges should determine the founder's original intent and apply that interpretation to modern cases. There are many people on both sides of this issue, but conservatives tend to lean toward the original intent view and liberals tend to lean toward the living document view, though no hard-and-fast rules apply.

Your assignment is to do a Google search to make sure you understand the difference between the two views. <u>Then write a short (one or two paragraph) opinion statement describing which view you agree with and why</u>.

Post your opinion statement in the forum below by Wednesday, 8/29 at midnight. Thursday, 8/30 through Saturday, 9/1 at midnight, reply to two other classmates with a meaningful comment or question about their post. By Sunday, 9/2 at midnight, reply to the people who reply to your original opinion statement.

Try to spread your responses around the class. Once a person has two replies, move on to someone else.

3. Complete the Chapter 1 problems 1-13 on pages 24 in the textbook. Use the PV/FV tables on pages 40-43 when making your calculations. Be sure to number each question, write legibly, and show all your work (calculations) if you want full credit. Also, draw a circle around your final answer.

This assignment is not due until Wednesday, 9/5, but start it now and bring your questions to class meetings between now and then.

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4. Write a two to three paragraph summary describing an ethical situation you faced in the past. Explain the basic facts of the situation, and tell us what you did to resolve it. If you couldn't resolve it, explain how you left the situation. Also discuss which of the five ethical perspectives you used to guide your decision making at the time. If you were faced with the same or similar situation today, would you change your perspective? Explain.

Post your summary in the ethics forum below by Wednesday, 9/12 at midnight. Friday or Saturday, read and reply to the posts of two other classmates. Again, replies should be more thoughtful than just agreeing with or sympathizing with your classmates. Pose a serious question or comment that spurs deeper thought and learning.

Lastly, be sure to reply to the people who reply to your original summary by Sunday 9/16 at midnight.

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5. The only place authorized by the federal government (Federal Trade Commission) where you can obtained your free credit report is the website annualcreditreport.com. Credit reports are compiled by the three big credit reporting agencies: Experian, Equifax, and Transunion. These agencies collect your credit information from credit card companies, utility firms, and other financial institutions and sell it to businesses that may be thinking about lending you money, hiring you for a job, or renting you an apartment. You can also obtaining your credit report directly from the three reporting agencies for a fee.

Credit scores (FICO scores) are calculated by the credit reporting agencies using a formula developed by Bill Fair and Earl Isaac, the founders of the Fair Isaac Company. You can order you free credit report from all three agencies once every 12 months at the annualcreditreport.com website.

I want you to order and inspect your credit report for you own benefit. Go to the website, follow the directions to order your report, and upload some kind of documentation (file) to Moodle that shows me you did it. I don't need to see your credit report. That's for you. Just save a screen-shot (ctrl + prt scn) or some other partial document that shows me you were there and ordered your report.

Upload your documentation to Moodle by Sunday 11/11 at midnight.

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6. The objective is not truly assessed during the fall semester in 200 level business courses. It will be assessed during the spring semester in Principles of Marketing (BUSN 246).

Explain how student learning was evaluated. Provide the following:
- Evaluation tool or instrument used to assess student work (Attach)
- Data Collected (Attach or provide summary):

Student learning was evaluated by objective exam, by objective problem answer key, and by subjective written assignment. Exams were scored automatically by computer answer key. Computational math problems were scored by textbook answer key. And written assignments were graded subjectively based on the student's ability to follow the assignment directions and supply the required information. See below for the written assessment rubric.

Summary of Assessment Results

Identify the number of students who achieved each level for each learning outcome used in your assessment. Additional charts and graphs may be attached if desired.

Learning Outcome	Exceeds	Meets	Developing	Non-Existent
1.Business knowledge	5	2	0	1
2.Communication	8	2	0	1
3.Problem solving	3	3	3	1
4.Ethics	7	0	0	1
5.Technology	10	0	0	1
6.Global Perspective	Not assessed			

How did the results compare to the Benchmark?

If applicable, describe any differences in student learning outcomes depending on mode of delivery.

This activity combined independent student research with class discussion, providing students with the opportunity to examine and extend the major historical schools of management thought beyond what was covered in the textbook. Grading was based on both individual student writing as well as participation in an online discussion forum.

1.The class average was 82.5%, just above the benchmark of 82%. Dropping the one non-existent score raises the class average to 94%. Overall, the students did well on this assignment.

This assignment allowed students to compare and contrast the "original intent" and "living document" views of Constitutional interpretation, a subject which the textbook does not directly address. Grading was based on both individual student writing as well as participation in an online discussion forum.

2.The class average was 87.3%, well above the benchmark of 82%. Dropping the one non-existent score raises the class average to 96%. Overall, the students did well on this assignment.

This assignment primarily consists of math word problems involving present and future value of money calculations for both annuities and single amounts. Non-business students with limited math background typically struggle with this assignment while business students with stronger math skills do reasonably well. Grading was based on individual student work.

3.The class average was 70%, well below the benchmark of 82%. Three students scored below 70% and there was one non-existent score. Dropping the one non-existent score raises the class average to 77%, still well below the benchmark.

This activity requires students to compare an ethical situation they faced in the past with the five ethical perspectives discussed in the textbook. Grading was based on both individual student writing as well as participation in an online discussion forum.

4.The class average was 86.2%, well above the benchmark. Dropping the one non-existent score brings the class average up to 98%. Overall, the students did very well on this assignment.

This assignment requires students to use current online technology to access their credit report from the three major credit reporting agencies, Experian, Transunion, and Equifax. Obtaining the report is simply for their own personal edification. Grading is based on pass/fail. They either obtained their report or they didn't

5.The class average was 91%, slightly below the benchmark of 100%. Dropping the one non-existent score brings the class average up to 100%.

6.Not assessed this semester.

Reflection and Recommendations:
1. Based upon the results, what did you learn about student performance?

I've been using and refining these assessments for multiple semesters now. Thus, there were really no new surprises that jumped out at me regarding student performance. The benchmarks were, for the most part, self-selected and arbitrary, so slight variations in results either above or below the benchmark are not truly significant. However, there is one concern regarding assessment #3 that I would like to address.

Personal Finance is a class with no prerequisites. Students who are transfer business majors take the class, but so do students from other degree and certificate programs. A college-level course in this area requires a basic foundation in math and computational skills. Some students who take this course are lacking in this area.

Chapter 1 is the most difficult section of the textbook requiring math calculations. Financial word problems involving the calculation of present and future values for both single amounts and annuities is covered. Non-business students with limited math backgrounds often struggle with this chapter while business students—especially those who took Business Math--do reasonably well by comparison. The dilemma is finding the balance point between requiring enough academic rigor to fully develop the concepts without overwhelming students with limited math skills. Personal Finance is an extremely useful class for all students, so excluding students by having a math prerequisite is ill advised.

2. How can the results be used to improve planning, teaching, and learning?

I will use these results to tweak assignments, modify exam questions, and adjust the pacing of the class. See item #3 below for specifics.

3. What changes, if any, will be made in the course/program based upon these results?

Because too many students fell into the developing or non-existent achievement categories on assessment #3 (70% average as opposed to 82% benchmark), I plan to spend more time assessing and addressing the student's remedial math concerns. We always do a basic math review of multiplication, division, and percentage calculations, but I think additional time in this area is required, especially on deciphering word problems and on determining the proper numerator and denominator values in division problems. I also may consider holding additional math review sessions outside of the normal classroom meeting time for those students who need the extra help.

Describe these changes, the timeline for implementing these changes, and the method for assessing the impact of the change(s).

Closing the Loop:
Describe how the changes indicated above impacted student learning.

Although I don't know how the above changes will impact student learning until I actually implement them, my assumption is that it will allow students to have a greater overall level of success in the course.

Written Assignment Grading Rubric

Level of Achievement	Absent	Developing	Acceptable	Exceeding
Points Earned	**0**	**1**	**2**	**3**
Adherence to Directions				✕
Writing Mechanics				✕
Organization of Thought	✕			
Depth of Analysis/Synthesis	✕			

Total Points: _____

ASSESSMENT OF STUDENT LEARNING REPORT FORM

Contact Person:	Melissa Johnson	Reporting Semester:	Spring 2018
Division:	Business & Technology	Discipline/Program:	Early Childhood Education

Assessment Plan:
Identify Learning Outcome(s) to be assessed:

1. Interpret children's unique developmental patterns and identify supportive resources for children who may require further assessment.

2. Differentiate instruction, strategies, materials, content, levels of complexity, and language to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design and children's interests.

3. Create and supervise a safe and healthy learning environment that maximizes student learning.

4. Use assessment results for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.

5. Create engaging environments that meet the diverse development and learning needs of each child.

6. Demonstrate professionalism in image, behavior and disposition.

7. Demonstrate collaboration skills that are necessary to work together as a team.

8. Recommend strategies to advocate for the field of early childhood and for families including those that are culture and linguistic diverse.

9. Develop lesson plans based on children responses and provide different pathways based on children's needs.

10. Revise and adapt strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences based on children feedback.

11. Provide developmentally appropriate activities to meet the Illinois Early Learning and Development Standards.

Identify type of assessment:

☐ Course/Discipline (assessment within one course or all sections of the same course)

☒ Degree/Program (for core competencies across courses that make up a degree)

☐ Institutional (core competencies across all degrees)

Identify the class(es) that will participate in this assessment activity:

| 1.   ECE 209, ECE Internship |

| 2. |

| 3. |

| 4. |

| 5. |

| 6. |

Identify the mode of delivery for participating classes: Check all that apply.
☐ Face to Face
☒ Hybrid
☐ Online

Benchmark:

Indicate the expected outcomes of this assessment activity and the criteria for success. (Example: 80% of the students will score 75% or better on the oral presentation using the oral communication rubric.)

1. 75% of the students will score 80% or better on the Professional Teaching Portfolio assessment.

2.

3.

4.

5.

6.

Assessment Method:

Describe the student learning assessment activity:

1. ECE 209, ECE Internship, is currently a required course to graduate and is their capstone course to graduate. As a part of the course, students assemble a Professional Teaching Portfolio based on the Illinois Professional Teaching Standards. The process of collecting artifacts begins in ECE 121, Introduction to ECE, and students are encouraged throughout their college program to add artifacts to their portfolio. Students are instructed to select two artifacts for each of the 9 IL Professional Teaching Standards that best demonstrate their knowledge and understanding of those standards. For each of the artifacts, students write a reflection describing how the artifacts illustrate their understanding and expertise of the standards.

2.

3.

4.

5.

6.

Explain how student learning was evaluated. Provide the following:
• Evaluation tool or instrument used to assess student work (Attach)
• Data Collected (Attach or provide summary):

When students turn in their portfolios electronically at the end if the course, they are evaluated. The evaluation tools is attached. Four students graduated with the AAS-ECE this year. Three of the four students received a score of 80% or better on their portfolio assessment, which results in 75% of the students meeting the benchmark score set.

Summary of Assessment Results

Identify the number of students who achieved each level for each learning outcome used in your assessment. Additional charts and graphs may be attached if desired.

Learning Outcome	Exceeds	Meets	Developing	Non-Existent
1	3		1	
2	2	1	1	
3	2	1	1	
4	1	1	2	
5	2		1	1
6	2	1	1	
7	1		2	1
8	2	1	1	
9	1	2		1
10	3		1	
11	2	1	1	

How did the results compare to the Benchmark?
If applicable, describe any differences in student learning outcomes depending on mode of delivery.

1.These scores are the benchmarks considering this process is the first time that it has been reviewed in this manner.

2.

3.

4.

5.

6.

Reflection and Recommendations:

1. Based upon the results, what did you learn about student performance?

With so few students, the data is easily skewed when one student does poorly. An additional challenge is that each portfolio is unique in terms of types of artifacts submitted. With the lack of consistency and specific artifact requirements, assessing the portfolios becomes more subjective versus objective. A skill that need to be addressed and practiced more thoroughly is that of reflection. The reflection piece of each artifact was more often the reason that the scores were lower. In regards to the actual program outcomes, other areas that need to be strengthened through program modifications include using assessment and observations to provide appropriate programming for children and recognizing and practicing collaboration.

2. How can the results be used to improve planning, teaching, and learning?

One of the immediate changes that will be made is to provide more guidance and practice of the reflective process in ECE 121, Introduction to ECE. By the time students complete the program, they should be accomplished in the practice of being reflective practitioners. Besides ECE 125, Assessment in Early Childhood Setting, students will exposed to and practice assessing/observing young children and use that information to develop and implement appropriate experiences. More intentional opportunities will be provided for students to recognize and practice collaboration with not only one another but also with families and other professionals. Some of these are already planned as key assessments due to the program redesign.

3. What changes, if any, will be made in the course/program based upon these results?
Describe these changes, the timeline for implementing these changes, and the method for assessing the impact of the change(s).

The challenge at this time is that the entire early childhood program underwent a process of redesign. The early childhood credentialing body in Illinois is Gateways to Opportunity. Gateways converted to a competency-based alignment system over the past two years. Early childhood programs at the community college level had to redesign program to embed the Gateways competencies. Applications for the redesign were due December 31, 2017. The Highland ECE program received notification in April 2018 that is a Gateways Entitled Institution for Gateways credentials: ECE, levels 2, 3, & 4; Infant/toddler, levels 2, 3, & 4; and Director, level I. As a part of the application process, institutions were required to identify where competencies for each type of credential were introduced, developed and assessed. The program redesign is being implemented in Fall 2018. With the redesign, there will be a change to the portfolio process as well as artifact collection. Currently, students are able to select all artifacts that are placed in their portfolios. With the redesign, students will be required to place specific assessments that are part of the Gateways credentials. These assessments are completed through several identified courses throughout the ECE program.

Closing the Loop:
Describe how the changes indicated above impacted student learning.

ASSESSMENT OF STUDENT LEARNING REPORT FORM

Contact Person:	Evan Talbert	Reporting Semester:	Fall 18 and Spring 19	
Division:	Business & Technology	Discipline/Program:	Hospitality Management	

Assessment Plan:
Identify Outcomes to be assessed:

1. Interpret the current methods, best strategies, trends and professional standards in hotels, restaurants, and related industries (HOSP 105).

2. Analyze the relationship between providing guest-pleasing service and the marketing process (HOSP 105).

3. Apply hospitality cost controls in relation to product, pricing, labor and service (HOSP 119).

4. Interpret basic legal principles and laws that govern operations in the hospitality industry (HOSP 111)

5. Apply cost percentages, yield management, and other revenue management concepts (HOSP 119).

6. Identify causes of, and ways to prevent, accidents, illnesses and unsafe situations in hospitality operations (HOSP 111).

7. Formulate a personal management style to provide effective leadership to staff and coworkers (HOSP 111).

Identify type of assessment:

☐ Course/Discipline (assessment within one course or all sections of the same course)

☒ Degree/Program (for core competencies across courses that make up a degree)

☐ Institutional (core competencies across all degrees)

Identify the course(es) that will participate in this assessment activity:

1.HOSP 119 (Spring 19)

2.HOSP 105 (Spring 19)

3.HOSP 111 (Fall 18)

Identify the mode of delivery for participating classes: Check all that apply.
☒ Face to Face
☐ Hybrid
☒ Online

Benchmark:
Indicate the expected outcomes of these assessment activities and the criteria for success. (Example: 80% of the students will score 75% or better on the oral presentation using the oral communication rubric.)

1. **80% of the students will score 75% or better (per assignment guidelines) on their research, creation, critique and analysis for their major projects/assignments in each course (see assessment method below for details on each).**

2.

3.

4.

5.

6.

Assessment Method:

Describe the student learning assessment activity:

1. HOSP 119: Students will formulate their own menu, inventory sheets, food costing percentages and menu pricing by researching local establishments, utilizing national benchmarks, and cost control equations such as food cost percentage and objective pricing methods. (see also the attached Costing Templates, and Inventory sheets which were used as resources by students to complete assignment)

2. HOSP 105: Students will dine out at a full-service restaurant and submit a critique of the experience, including concepts covered in class such as basic essentials of service, how to set service standards higher than those essentials, marketing and suggestive selling, and guest feedback/quality control.

3. HOSP 111: Students will earn their sanitation certificate and apply that knowledge to their semester-long project of creating their "dream" operation. They will apply sanitation knowledge in determining menu choices, kitchen and equipment needs/setup, and service standards. Related to service standards, students will apply knowledge gained in leadership to formulate their management and service style in order to recruit, hire, train,

4.

5.

6.

Explain how student learning was evaluated. Provide the following:
- Evaluation tool or instrument used to assess student work (Attach)
- Data Collected (Attach or provide summary):

Evaluation Tools:
Activities require students to research and analyze real industry operations, and apply that knowledge to authentic materials/projects that mirror those activities. Concepts include cost controls, revenue management, best practices, current trends, safety and sanitation, laws that govern the industry, and personal leadership style (see attached assignments)…

(HOSP 111 assignment for earning Sanitation Certificate has been attached, as has initial "Dream Operation" assignment (lays foundation for rest of semester), and Point-of-Sale assignment.

(HOSP 105 and 119 assignments from past semester are attached, however, they may be refined for upcoming Spring semester. Even if not, will attach new versions when updating form at end of Spring semester with corresponding data.)

Data Collected:
Hosp 111 (FALL18) = Small sample size (4). Of the two Hospitality majors in the class, one exceeded the benchmark across all three activities, while the other exceeded for one of the three activities. The two non-majors did not complete the activities as assigned.

Summary of Assessment Results

Identify the number of students who achieved each level for each learning outcome used in your assessment. Additional charts and graphs may be attached if desired.

Learning Outcome	Exceeds	Meets	Developing	Non-Existent
1. Interpret basic legal principles and laws that govern operations in the hospitality industry (HOSP 111)	2 students exceeded benchmark.			2 students did not complete activity.
2. Identify causes of, and ways to prevent, accidents, illnesses and unsafe situations in hospitality operations (HOSP 111).	2 students exceeded benchmark.			2 students did not complete activity.
3. Formulate a personal management style to provide effective leadership to staff and coworkers (HOSP 111).	1 student exceeded benchmark.			3 students did not complete activity.
4.				
5.				
6.				

How did the results compare to the Benchmark?

If applicable, describe any differences in student learning outcomes depending on mode of delivery.

1. 50% of students met benchmark of 75% or higher.

2. 50% of students met benchmark of 75% or higher.

3. 25% of students met benchmark of 75% or higher.

4.

5.

6.

Reflection and Recommendations:

1. Based upon the results, what did you learn about student performance?

Whether students are majors in the program or not, it is obviously disappointing to see such a high number not complete the activities. When comparing to the previous offered section of same course (where all students happened to be Hospitality majors), there was 100% completion rate. In both cases, this course has a small sample size, so in comparing this year's student who exceeded all benchmarks to last year's students, that student compares favorably.

2. How can the results be used to improve planning, teaching, and learning?

Will build all applicable activities into one larger assignment (with multiple checkpoints along the way). This will allow students to build a portfolio of sorts, but also will help students understand expectations, and how each decision made affects other aspects (menu choices affect equipment needed, as well as sanitation concerns).

3. What changes, if any, will be made in the course/program based upon these results?

Will begin to group assignments more cohesively from the beginning of the semester, so that students more fully understand how each builds on the other, which will hopefully give students a more clear map from day 1 on what will be expected of them, and how they will need to approach each individual assignment.

Describe these changes, the timeline for implementing these changes, and the method for assessing the impact of the change(s).

Closing the Loop:
Describe how the changes indicated above impacted student learning.

For HOSP 111, will revisit Fall 19 (next time course is offered).

Will examine 105 and 119 following Spring 19.

Assignment #7: Costing and Pricing Project

HOSP 119

Value: 20 points

Due Date: Online by 11:55pm on Tuesday, 5/8/18

Assignment:

Through this semester, we have examined, step-by-step, the processes that many food service operations go through in choosing menu items, costing them out, and pricing them. Your final project for the semester is a multi-step activity that includes much of what we have discussed in the course. You will need to show an understanding and ability to use many of the concepts in cost control.

For this assignment, you are the chef/manager/owner of the restaurant of your choice. It does not matter what restaurant you choose, it can be a place you work, your dream restaurant, a place you are familiar with, or a place you want to learn more about.

Directions:

1. Choose 3 menu items for your restaurant. They can be new items, or already on the menu. Create a standard recipe for each. Make sure to consider ingredients, amounts, standard units, processes, etc.

2. Using the above standard recipes (so you know how much and what you are using), the attached inventory sheet (so you know how much each of those things cost), and the provided Costing Templates, cost out each item.

3. The above Costing Templates essentially do the Ingredient Markup Pricing Method for you. It will give you a choice of food cost percentages to choose from in terms of your selling price.

   a. Complete some quick searches online to see what other restaurants are charging for similar items. Give a brief summary.

   b. Choose which of the food cost percentages is best for each item. Explain why.

   c. You may also employ a subjective pricing method to "tweak" the suggested price if you would like. If you do so, explain which you used and why.

   d. Give your final selling prices for each item.

   e. Make sure to show your math for this section

4. Analyze your findings:

   a. Were you surprised at what certain menu items cost the restaurant? Why or why not?

   b. Were you surprised at what the pricing methods told you that you should charge for the item? Why or why not?

What you will turn in:

- *3 standard recipes*

- *Completed Costing spreadsheet for all 3 items*

- *Document which covers #3 and #4 above*

Guidelines:

Remember that the standard recipes should be designed to be given to other cooks and staff. Be sure to be as clear and simple as possible, and pay attention to typos, grammar, and how the recipe reads overall.

Remember, while you may simply find a recipe online and apply to this assignment, it does not mean that that recipe will have followed all of the different guidelines discussed, so be sure to edit as necessary.

Your chosen recipes do not need to be huge, with a ton of ingredients and steps in the process, but there must be at least 5 ingredients for each.

When costing out each item, if there is any ingredient that does not show up in the attached Inventory Guide, you may find a price online.

NOTE: the Costing Template

If you have an issue with submitting multiple files on the moodle page, please email whichever files you are not able to attach.

You will not be graded on how creative or "cool" your items are. Rather, it will be in how well you can apply the various concepts.

For anything involving math, answers in dollars and cents should be round to the nearest cent (ex. $27.4487 would be rounded to $27.45), and answers given in percentages rounded to the nearest tenth (ex. 0.4557344 equals 45.57344% equals 45.6%).

ONLY ROUND FINAL ANSWERS, NOT numbers along the way.

Assignment #3: Service and Product Critique

HOSP 105

Value: 25 points

Due Date: Online by 11:55pm on Thursday, 5/10/18

Assignment:

At this point in the semester, we have discussed many of the general points that are included in giving good service in a restaurant environment. These are the aspects of service that we tend to expect, that we often don't notice unless they are absent (example: many people often don't notice their server keeping their coffee topped off and warm, UNTIL the server fails to do so). We have also looked at a number of finer points designed to go a step above, to deliver an exceptional and memorable experience. These can be a wide variety of things designed either to wow and stay in the front of the customer's mind (example: table-side service, or a play area for kids), or a number or little things that the customer may not necessarily notice on their own, but end up making their visit memorable.

Your assignment is to research a restaurant, dine there, and submit a written critique and analysis of your experience there. To do so, you must:

1. Choose a full-service restaurant (where you are seated at a table and a server takes your order and serves you) which you will dine at. In advance of actually going there, do some basic research online. Check out their website, Facebook and other social media accounts, etc. Get a general idea of what you expect in terms of food, service, atmosphere, and price. Though not required, it is strongly encouraged that you choose a restaurant that you have never been to before.

2. Dine at the restaurant. You may dine alone, or with a companion/group. From beginning to end, take notes on the small details that you are unlikely to remember later (the time it took to be seated, the color of the paint on the wall, the unusual shape of the forks, the waiter's endearing dimples, the oddly crunchy texture of the mashed potatoes). Write surreptitiously so the wait staff won't realize you are taking notes. Make the restaurant the subject of your meal conversation, and take notes as the conversation progresses or you'll be sorry once you sit down later to write.

3. Write a critique and analysis of the restaurant and your experience there. Your report will have three parts:

   A. BACKGROUND *(note: smallest section)*

      a. You must mention the name and type of restaurant, its address and location, the date of your visit, and what you (and your companion, if you were with someone) ordered.

      b. Location - Is it easy to find? What is the neighborhood or surrounding area like? What does the outside of the building look like?

      c. Category - What type of cuisine is served? Is this a casual sit-down café, or linen-and-china fine dining? What are the prices like? Is the restaurant inexpensive, moderate, expensive, or very expensive? Is one expected to dress up to eat there? Would you consider it an "occasion" place (where one goes to celebrate special times like birthdays or anniversaries? A place to take a date? An everyday-type place? Any or all of these?

      d. Ambience (atmosphere) - What type of music, decoration and lighting does the place have? What kind of customers does it generally attract (i.e., business people, tourists, students, seniors, young couples on a date, mall shoppers?).

      e. Service - Was the staff courteous and friendly? Was the service reasonably quick? Were they willing to explain unfamiliar menu items if asked?

      f. Menu - What do you think of the selection? Are there items with which you are unfamiliar? Is the menu interesting? Boring? Are there items you may have expected that they don't have? Any items on the menu that stand out?

B. Analysis of Service *(note: largest section)*

      a. Use examples to illustrate the quality of the food and service.

      b. You must cite AT LEAST 4-5 examples of service discussed in class/text/resources that are either shown, or that are absent and which would have improved the experience.

      c. What were the major positives of service experienced? What were the negatives?

      d. Were there small details which the service did particularly well? Any details missed?

      e. Did they attempt to make suggestions and/or upsell? How?

      f. If there were any problems or issues, did you let staff or management know? How was it corrected? Were you satisfied with how it was handled? Why or why not?

      g. Depending on the type of restaurant, how did the service match your expectations?

C. Overall Thoughts

      a. How did the restaurant, and your experience there, make you feel? Did your online research match up with your experience? Was it similar to what you had in mind, or was it different? How/why?

      b. How was your overall experience? Were you happy with it? Why or why not?

      c. Would you go back to this restaurant in the future? Would you recommend this restaurant to friends/family? Why or why not?

Guidelines:

This assignment has a minimum length of 1000 words.

Your report should NOT be written as if you are a newspaper food critic, where you are trying to "tell a story" and convince me to eat there or not. Rather, you should approach this from the perspective of a mystery shopper or a restaurant consultant, and you are trying to experience the restaurant through the customer's eyes in order to deliver valuable feedback to ownership/management.

Remember, the focus of the assignment should not only be retelling the facts of the events, but also WHY and HOW those events shaped your experience.

Though it is required that your restaurant is full-service, it does not have to be expensive. Simple cafes or diners are perfectly acceptable. Regardless of the price point, make sure to be taking note of and analyzing the aspects of service which should be universal, while still remembering that expectations will likely be different depending on the establishment.

When explaining why something was good or bad, be sure to dig into why that is the case. Just saying, "I really like it when they do that," or "It's my favorite," is not enough. Rather, go into what it is about the item/act in question that you like/dislike, etc..

You report should be written as one, cohesive, flowing paper. DO NOT answer or address each of the required points above individually. Rather, weave them each into your analysis. You may use some headers to divide into sections if you feel it helps to organize your report.

I will not be grading specifically on grammar and spelling for this assignment, but it needs to be understandable and make sense. Remember, most of your writing in the professional setting is generally not graded/judged based on how well you spell or write, but co-workers, supervisors and clients DO notice these mistakes and they will affect their opinion of your job, so strive for no mistakes.

Assignment #3

Certified Food Protection Manager (CFPM)

HOSP 111

Value: 50 points

Due Date: Online by 11:55pm on Wednesday, 11/21/18

Assignment:

As part of this course, you will be required to receive your Certified Food Protection Manager certification, as recognized by the state of Illinois (see the below statement from the Illinois Department of Public Health (IDPH) regarding sanitation certification).

To earn full credit for this assignment, you must complete an ANSI-accredited CFPM training course and pass the required exam. Then, you must provide verifiable proof of such certification through our course moodle page.

At the end of this document are various options for either online or in-person classes. Please note that even in the online classes, taking the exam at a proctored location is generally required (where and when can be determined while signing up, but before you have committed to paying).

The options listed below are not the only available, there are a number of other options available besides this list, but please note that there are various levels of food safety certification, and some companies/instructors out there can make it confusing as to what actually counts for your certification. If taking a course outside of the ones listed below, it is recommended that you check with Evan first, to ensure that it will qualify for this assignment.

IF you choose the University of Illinois Extension option in December listed below, you must show proof of registration and payment by the due date. Failure to complete/pass that class after the fact will result in regrading.

From the IDPH: *regarding Food Service Sanitation Manager Certification*

Effective January 1, 2018, per PA 100-0194, the Illinois Food Service Sanitation Manager Certification (FSSMC) will be eliminated. *IDPH will no longer issue FSSMC certifications, post course listings, or certify instructors/proctors on or after January 1, 2018. Please note, the Illinois Food Code still requires a valid IL FSSMC per 750.540 through the end of 2017.*

Beginning January 1, 2018, an ANSI accredited Certified Food Protection Manager (CFPM) certification obtained through a course and passing the exam are still required, but students will not need to apply for the additional Illinois FSSMC certificate. The City of Chicago will still maintain their certification. For questions, please email *dph.fssmc@illinois.gov*.

Options for earning your Certified Food Protection Manager (CFPM) certification:

1. Learn2Serve/360 Training… https://www.learn2serve.com/illinois-food-safety-manager-principles-training-food-manager-exam/ … includes online course and exam… exam must be taken at proctored location (details available on website)…currently $99
2. National Restaurant Association/ServSafe… https://www.servsafe.com/access/SS/Catalog/ProductDetail/SSMCT7X … SERVSAFE MANAGER ONLINE COURSE AND EXAM, 7TH EDITION… includes online course and exam (see HCC testing center for possibly taking exam on campus)… currently $152.95
3. Above Training/State Food Safety… https://www.statefoodsafety.com/ … Food Manager Certification & Training… includes online course and exam… exam must be taken at proctored location (details available on website)…currently $78 (plus test proctor fees)

In-person options

1. U of I Extension, 12/4 AND 12/7 (must attend both days)… https://web.extension.illinois.edu/registration/?RegistrationID=18463 … held at the Stephenson County Farm Bureau offices, 210 W. Spring, Freeport, IL… $100
2. Sharon Zigmont (instructor), held at Rt. 20 Bar and Grill… dates to come, but held over consecutive Saturdays (must attend both), typically 12p-4p and 12p-3p

Assignment #2: Dream Operation, or It All Starts With an Idea

HOSP 111

Value: 20 points

Due Date: Online by 11:55pm on Monday, 9/10/18

Assignment:

Many students in the Hospitality Management program mention that a goal is to someday own or operate your own restaurant/foodservice operation. Even if not, thinking of how you would run a foodservice operation if you are the one in charge, if you had final say, can be an important exercise in considering your management style, how you would like things to operate, and in what image a restaurant that you operate (even if you are not the owner) is shaped. This assignment is your first chance to start getting your ideas written down, in the hopes of further examining them and expanding as the semester moves forward.

For this assignment, you must come up with and describe your dream foodservice operation. It can be most anything you want, whether it's a food cart or truck, bakery, fast-casual spots, all the way up to a fine dining establishment (and everything in between). In your description, you should consider the following points and concepts:

- Remember that your dream operation does not necessarily have to be somewhere where your creative food and service talents shine. Maybe your dream is to be successful in a health care foodservice operation, helping to take care of patients, or in a successful chain, where you focus more on the bottom line than creativity, but run a number of locations. For this first time through, let your creativity work.

- While your imagination can run a little free in this first assignment, keep in mind that we will be using this as a building block for at least one more future assignment (and forum posts), so if you come up with a completely unrealistic scenario ("I'll charge $1 for hamburgers and sell 10,000 everyday" or "I will develop a pizza oven that gives traditional flavor while only taking 30 seconds"), you will be making your work harder down the road. Basically, while the finances are not of the most importance at this point, don't discount them completely.

Specifically, make sure you are addressing at least the following:

- *What is the name? Concept? Service style? Décor?*

- *What is your restaurant's/company's mission? Values? Philosophy?*

- *Who is your target audience? Who do you plan on being your customers? (can consider generation, income status, type of occasion, family status, etc.)*

    o *How you will attract them? (marketing ideas, print vs. tv vs. internet)*

    o *Community involvement? Special events?*

    o *Others?*

- *WHY WILL YOU BE SUCCESSFUL?*

In addition to the above, you should consider at least some/all of the following:

- *Type of food? Menu ideas? Average price per meal? Nutritional concerns?*

- *What are examples of some menu items?*

    - *Are there examples of some "signature" menu items?*

- *Is there any niche that you are fitting into? (how do you plan on standing out from the competition?)*

- *Will you serve alcohol? Any signature drinks? Focus on any one thing in particular (craft beer, wine, martinis, etc.)?*

- *Is this a completely new idea? Or are there other similar restaurants? Providing links is useful.*

- *Location*

    o *Which city will your first location be located in?*

    o *Will it be near other attractions? (sports stadiums, shopping malls, residential areas, downtown, near bodies of water, etc.)*

    o *Will it be part of a strip mall or other structure? Free-standing? Mobile?*

    o *Are there any concerns or things that must be considered which are unique to your locations (parking, traffic, etc.)*

- *Will you focus on any specific areas for additional income (delivery, catering, hosting banquets, take-out, etc.)? How will you do so?*

- *How many employees would you anticipate having?*

- *Management structure?*

- *Breakfast? Lunch? Dinner? Late-night?*

- *How much money do you think this might take to get off the ground?*

- *Any other special ideas which you have always wanted to have in your own place?*

- *Any food trends that you are capitalizing upon?*

Essentially, you are coming up with a rough plan for your restaurant. As mentioned above, financial and realistic constraints should be considered, but not prohibitive (Ex. "it would cost $2 million to start this, so I can't do it" should not go through your head… get investors!)

Your description should be written as one complete, cohesive paper with complete sentences, as opposed to just bullet points or answering the above questions. However, you are encouraged to use headers to separate different sections (Ex. "Location" "Target Audience" "Service Style", etc.). The minimum length of this assignment is 900 words, but could realistically take as many as 1300-1600 (depending on how detailed you get).

While research is not specifically required for this activity, you are encouraged to use the internet for ideas and concepts which you might not be familiar with or thought of before. If you would like to cite specific ideas/concepts/existing restaurants/etc., you should also include a link to a picture or additional information.

You are not required to go in-depth about all of the possible topics mentioned above, but you should consider the most important ones. In order to give a full, thought-out outline of your operation, and for full credit on this assignment, you should be covering most of the points from above at least somewhat.

Guidelines:

This assignment has a minimum length of 900 words.

Cite sources of information and ideas!

Have fun! This is the very earliest stages, where you might not have a ton of answers yet, but is important to consider the questions.

Remember that we will use this activity as a basis for further assignments.

I will not be grading specifically on grammar and spelling for this assignment, but it needs to be understandable and make sense. Remember, most of your writing in the professional setting is generally not graded/judged based on how well you spell or write, but co-workers, supervisors and clients DO notice these mistakes and they will affect their opinion of your job, so strive for no mistakes.

Assignment #6

Point-Of-Sale

HOSP 111

Value: 25 points

Due Date: Online by 11:55pm on Wednesday, 12/12/18

Assignment:

Throughout the semester, you have been developing various parts of your restaurant's planning, including concept, marketing, service styles and menu items. Now it is time to begin inputting some of those items into the free Square POS that you have already signed up for during class.

In this assignment, you will input the beginning of the menu and other aspects for your proposed business from Assignment #2.   You may use menu items you have developed in previous assignments or discussions, or come up with new items.

To complete this assignment, you must:
1. Log in to your square account.

2. Create a menu with a minimum of the following guidelines:

- Must have a minimum of four categories of items within your menu. Example: Appetizers or Entrees. Should be customized to your restaurant.

- Must have a minimum of 15 different items

  - At least one of those items must be:

   "Hamburger" with two modifier sets: (a) cheese options, and (b) toppings. Each modifier set should have the appropriate items within as one would expect to experience at a restaurant, minimum of four items in each.

  - You must also create at least one other modifier set that is used on at least two items (or, two different modifier sets that are used on one item each). Each modifier set must have at least three items.

- Based on your work from your marketing plan, price according to your location, competition and pricing strategy.

- Create a SKU for each item, devising a grouping for each category/type of item (Example: 0-99 is Appetizers, 100-199 is a different category)

3. Create a minimum of three Discounts that might be used in your restaurant (Example: AARP/Senior Citizen's Discount.

4. Set the appropriate sales tax for your restaurant.

5. Create a minimum of at least 5 employees (can include yourself)

- Include a variety of hourly or salaried, as well as different rates of pay based on various positions.

- You do NOT need to create phone numbers or emails for each employee (though you are welcome to)

6. Create a customized loyalty program for your restaurant by following the template given within the POS.

7. Create a customized marketing promotion by following the template given within the POS.

- A simple mailer or coupon, customized to your operation, will suffice.

- If you choose a coupon, this does not count for the Discounts required in Step 3 above.

8. When you have completed the above, submit your username and password through the moodle assignment link. Once you have submitted, it will be reviewed within Square itself, but grade and feedback will be given through moodle as with any other assignment.

- If your password for Square is one that you use for any other accounts, it is recommended that you change it before submitting for grading.

Guidelines:

Be creative, yet realistic, in choosing your marketing activities, menu items, loyalty program, employees, etc. Your grade will largely be determined by how well you are able to follow the above guidelines and in inputting items into the POS.

I will not be grading specifically on grammar and spelling for this assignment, but it needs to be understandable and make sense. Remember, most of your writing in the professional setting is generally not graded/judged based on how well you spell or write, but co-workers, supervisors and clients DO notice these mistakes and they will affect their opinion of your job, so strive for no mistakes.

ASSESSMENT OF STUDENT LEARNING REPORT FORM

Contact Person: | Steve Gellings | Reporting Semester: | Spring 2018 |

Division: | Business/Technology | Discipline/Program: | Mechatronics AAS |

Assessment Plan:
Identify Learning Outcome(s) to be assessed:

1 - Systematically assess the operation of a machine / process and determine its operating condition

2 - Determine what, if any, specific adjustments or repairs may be needed and plan actions to bring a machine / process to satisfactory operation

3 - Select and safely use the proper tools and procedures to implement a comprehensive variety of necessary adjustments or repairs on a machine / process that is not operating

4 - Communicate and work cooperatively with others to reach established goals in a manufacturing environment

Identify type of assessment:

☐ Course/Discipline (assessment within one course or all sections of the same course)

☒ Degree/Program (for core competencies across courses that make up a degree)

☐ Institutional (core competencies across all degrees)

Identify the class(es) that will participate in this assessment activity:

General Hydraulics
Motors and Controls
Introduction to Programmable Logic Controllers
Internship
Note: These three courses were selected for the Mechatronics degree assessment because they represent three major elements of mechatronics: mechanical, electricity/electronics, and computer control technology

Identify the mode of delivery for participating classes: Check all that apply.
☒ Face to Face
☐ Hybrid
☐ Online

Benchmark:

Indicate the expected outcomes of this assessment activity and the criteria for success. (Example: 80% of the students will score 75% or better on the oral presentation using the oral communication rubric.)

Outcomes 1 – 3: Given a student completed, functional lab circuit (and control program if appropriate) with an instructor inserted fault, 80% of students in each of the targeted classes will be able to locate and correct the fault without instructor assistance and return the circuit to correct operation.

Outcome 4: During the internship experience, 100% of students will receive a mentor score of 5 or higher on the internship evaluation form for the Willingness to Learn, Work Habits, Professional Demeanor, Communication Skills, and Attitude criteria.

Assessment Method:

Describe the student learning assessment activity:

Outcomes 1 – 3: For each targeted course, a hands on lab activity will be selected. After students successfully complete the selected lab activity, the instructor will insert a fault in the student's completed circuit. Individually students will then assess the circuit's operation, determine and document what adjustments or repairs may be necessary to correct the fault, take the necessary corrective action and test the circuit for satisfactory operation.

Outcome 4 – At the conclusion of each student's internship, the mentor or employer representative completes an internship evaluation form. Scores from a part of this evaluation form will be used to assess the student's communication and cooperative work performance in a manufacturing environment.

Explain how student learning was evaluated. Provide the following:
- Evaluation tool or instrument used to assess student work (Attach)
- Data Collected (Attach or provide summary):

The evaluation tool for outcomes 1 – 3 will be a selected lab activity from each of the targeted courses. Student evaluation will be as follows:
Exceeds – Locates and safely corrects the fault in one attempt with no instructor assistance.
Meets – Locates and safely corrects the fault within two attempts with no instructor assistance.
Developing – Locates and safely corrects the fault in three attempts with no instructor assistance.
Non-Existent – Locates and corrects the fault in more than four attempts or required instructor assistance or completes the task using unsafe work practices.

The evaluation tool for outcome 4 will be the manufacturing internship evaluation form completed by the student's mentor. Student evaluation will be as follows:
Exceeds – Scores 9 on every selected evaluation criteria.
Meets – Scores 7 or higher on every selected evaluation criteria.
Developing – Scores 5 or higher on every selected evaluation criteria.
Non-Existent – Scores 4 or lower on any selected evaluation criteria

Summary of Assessment Results

Identify the number of students who achieved each level for each learning outcome used in your assessment. Additional charts and graphs may be attached if desired.

Learning Outcome	Exceeds	Meets	Developing	Non-Existent
Systematically assess the operation of a machine/process and determine its operating condition	2	1	1	0
Determine what, if any, specific adjustments or repairs may be needed and plan actions to bring a machine/ process to satisfactory operation	2	1	1	0
Select and safely use the proper tools and procedures to implement a comprehensive variety of necessary adjustments or repairs on a machine/process that is not operating	2	1	1	0
Communicate and work cooperatively with others to reach established goals in a manufacturing environment	Not Measured	Not Measured	Not Measured	Not Measured

How did the results compare to the Benchmark?

If applicable, describe any differences in student learning outcomes depending on mode of delivery.

During the spring 2018 semester only one course, General Hydraulics, of the three identified assessment activity courses was offered. The remaining courses will be offered and produce results in future semesters. As a result, only four students produced results for outcomes 1 – 3 this semester. Outcome 4 results will be available when students participate in summer internships which have not occurred at this point.

In terms of the benchmark, 75% of the assessed students were able to meet or exceed the benchmarks for outcomes 1 – 3. The fourth student was able to eventually complete the task, but not at the benchmark level of locating and safely correcting the fault within two attempts with no instructor assistance. All students in this group were assessed using the same instructional delivery and assessment tool.

Reflection and Recommendations:

1. Based upon the results, what did you learn about student performance?

The results of the assessment were about what I expected considering the students in the group. One student was allowed in the class without the course prerequisite due to a scheduling issue. He was able to meet the benchmark, but barely. The one student that was not able to complete the task at the benchmark level has typically had difficulty applying learning to tasks beyond the specific conditions and environment where concepts are taught thus his missing the benchmark without instructor assistance was not a surprise.

2. How can the results be used to improve planning, teaching, and learning?

Assessing the performance of a system, detecting problems, and implementing corrective action is a high order skill for a technician. Typically, some students seem to have the skill already developed to some degree based on their life experiences or intuitive abilities. Others, typically younger students who do not have a wealth of prior life experience, have not developed a high degree of skill in detecting problems and implementing corrections. These students should benefit from additional guided practice where they can deepen their experience and hopefully learn to apply their past experience in new situations.

3. What changes, if any, will be made in the course/program based upon these results?

Based on the limited observations from this group, I plan to add additional troubleshooting related activities and experiences to the lab portion of this and other courses in the program. These experiences will follow the same format that was used in this assessment, but be implemented earlier in the courses. This should help students develop a greater depth of skill in the identified learning outcomes and improve their skills at the point they are assessed in the future. These additions to the courses will be added to all three of the identified courses in the program and will be assessed using the same lab activities previously identified for each course.

Describe these changes, the timeline for implementing these changes, and the method for assessing the impact of the change(s).

Closing the Loop:

Describe how the changes indicated above impacted student learning.

The impact of these changes will be measured in future semesters and the impact on student learning will be determined at that time.

Assessment Timeline 2018-2019

Course & Program Outcomes

Deadline	Activity	Deliverable	Who's responsible for deliverable
August 31	Course Level Assessment Plan Due	Completed Assessment Plan form for all outcomes of a single course submitted to Dean and posted on G drive for review.	Faculty/Deans
August 31	Program Assessment Plan Due	Completed Assessment Plan form for all outcomes of a Program submitted to Dean and posted on G drive for review.	Faculty/Deans
September 21	Assessment Mentors return feedback	Mentors review Course and Program assessment plans. Feedback is then submitted to EVP for final review/distribution to faculty.	Assessment Mentors/EVP
October 5	Assessment Plans revised and resubmitted as needed	Faculty will receive feedback on Course and Program assessment plans from EVP and will make any necessary modifications	Faculty (Assessment Mentors as necessary)
December 20	Completed Course Level Assessment Form Due	Completed Course assessment (including supplemental resources like scoring rubrics, activity outlines, etc…) submitted to Dean, and posted to the G drive for review.	Faculty/Deans
January 4	Assessment Mentors return feedback	Mentors review Course assessment plans. Feedback is then submitted to EVP for final review/distribution to faculty.	Assessment Mentors/EVP
January 25	Course Level Assessment Plan Due	Completed Assessment Plan form for all outcomes of a single Course submitted to Dean and posted on G drive for review.	Faculty/Deans
February 8	Assessment Mentors return feedback	Mentors review Course and Program assessment plans. Feedback is then submitted to EVP for final review/distribution to faculty.	Assessment Mentors/EVP
February 22	Assessment Plans revised and resubmitted as needed	Faculty will receive feedback on Course and Program assessment plans from EVP and will make any necessary modifications	Faculty (Assessment Mentors as necessary)

May 23	Completed Course Level Assessment Form Due	Completed Course assessment (including supplemental resources like scoring rubrics, activity outlines, etc…) submitted to Dean, and posted to the G drive for review.	Faculty/Deans
*April 12	Completed Program Level Assessment Form Due	Completed Program assessment (including supplemental resources like scoring rubrics, activity outlines, etc…) submitted to Dean, and posted to the G drive for review.	Faculty/Deans
*April 19	Assessment Mentors return feedback	Mentors review Course and Program assessment plans. Feedback is then submitted to EVP for final review/distribution to faculty.	Assessment Mentors/EVP
*Week of April 22	HLC Prep	Assessment Updates Provided to Faculty by Assessment Committees; Q & A Session	Faculty/EVP

Institutional Outcomes- Assessment Overseen by Committees and done on an annual rotating schedule. Future Rotation TBD.

Activity	Deliverable	Who's responsible for deliverable	Faculty Point Person
Written Communication Assessment	Completed assessment activity utilizing applicable tools (rubrics, online exams, etc…) and reasonable sample set of courses/students.	Written Communication Assessment Committee	Yet to be identified
Oral Communication Assessment	Completed assessment activity utilizing applicable tools (rubrics, online exams, etc…) and reasonable sample set of courses/students.	Oral Communication Assessment Committee	Yet to be identified
Information Literacy Assessment	Completed assessment activity utilizing applicable tools (rubrics, online exams, etc…) and reasonable sample set of courses/students.	Information Literacy Assessment Committee	Laura Watson
Quantitative Literacy Assessment	Completed assessment activity utilizing applicable tools (rubrics, online exams, etc…) and reasonable sample set of courses/students.	Quantitative Literacy Assessment Committee	David Esch
Critical Thinking Assessment	Completed assessment activity utilizing applicable tools (rubrics, online exams, etc…) and reasonable sample set of courses/students.	Critical Thinking Assessment Committee	Julie Hartman-Linck

Highland Community College

General Education Institutional Outcomes

Rotation Cycle

Fiscal Year	Outcome/External Tools	Outcome/Internal Tools
2019	Critical Thinking & Quantitative Literacy	*Oral Communication (Pull artifacts in fall)
2020	Critical Thinking OR Quantitative Literacy (TBD based on data from 2019)	*Written Communication (Pull artifacts in spring)
**2021	CCSSE	Information Literacy (same as Written; pull in spring)
2022	Critical Thinking OR Quantitative Literacy (TBD based on which is selected in 2020)	Oral Communication (Pull artifacts in fall)
2023	Critical Thinking OR Quantitative Literacy (Whichever one is not selected in 2022)	Written Communication (Pull artifacts in spring)
2024	CCSSE	Information Literacy (same as Written; pull in spring)

*Oral and Written Communication currently reviewing where to pull artifacts
**Rotation Cycle to be reviewed in 2021 after cycle has been completed

Highland Community College

Program Outcomes

Rotation Cycle

Fiscal Year	Program Outcomes
2018	Assess all Program Outcomes
2019	Assess all Program Outcomes
2020	Assess all Program Outcomes
2021	Re-evaluate Assessment Cycle & Analyze Trend Data

Strategic Enrollment Management (SEM) Committee Members

Retention: Student Engagement Sub-Committee

Brendan Dutmer	Associate Dean, Natural Science and Mathematics
Justin Ebert	Instructor, Agriculture
Suzanne Miller	Coordinator, Career Services
Chris Kuberski	Executive Vice President
Alyssa Stevens	Digital Media and Creative Specialist
Misty Thruman	Director, Institutional Research

Retention: Alternative Delivery Sub-Committee

Scott Anderson	V.P. Business, Technology, and Community Programs
Jeremy Bradt	Director, Enrollment Services
Jen Grobe	Associate Dean, Nursing and Allied Health
Joan Miller	Coordinator, Academic Technology Resources
Kate Perkins	Instructor, English
Sam Schaible	Coordinator, Outreach and Dual Credit
Leslie Schmidt	Director, Marketing and Community Relations

Retention: Financial Aid Warning & Termination Sub-Committee

Kathy Bangasser	Director, Financial Aid
Liz Gerber	V.P. Student Development and Support Services
Thedford Jackson	Transfer Coordinator/Student Advisor
Jill Janssen	V. P. Administrative Services
Stacey Moore	Executive Assistant to V.P. Student Development and Support Services
Carolyn Petsche	Director, Learning and Transitional Education Services
Jim Phillips	Dean, Humanities/Social Science/Fine Arts
Evan Talbert	Instructor, Hospitality

Strategic Enrollment Management Retreat

SETTING TARGETS AND PRIORITIES

APRIL 23, 2018

SEM Plan - Setting Targets

TODAY: Retention, Persistence, Completion

OVER THE SUMMER: New Students/Matriculation

 HLC Required Action Step:
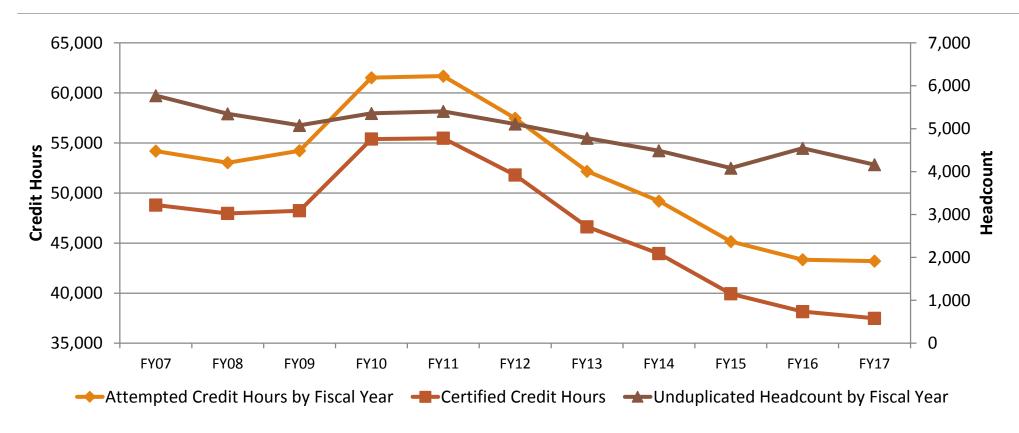
"Clear and defined targets for retention, graduation, and persistence and use of these data for intentional review of progress toward improvement targets."

Strategic Plan Goal

30% increase in enrollment in all programs - **non-credit and credit**

= 1,295 students (benchmark year – 2015 – 4,317 students)

= 1,430 students (benchmark year – 2016 – 4,768 students)

= 1,421 students (benchmark year – 2017 – 4,736 students)

Enrollment Headcounts & Credit Hours

Data Source: A1 Frequency Listing Report; ICCB Annual Student Enrollments and Completions Report; Yearly ICCB Unrestricted Claim Report
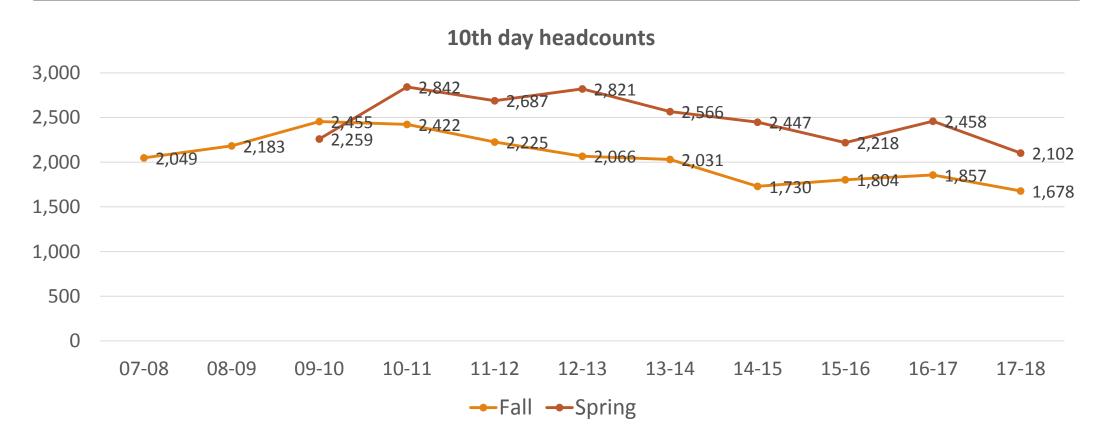
Reaching the Goal

- Each 1% increase in credit hours approximately = $50,000

- 15% increase in credit hours approximately = 5,514 certified credit hours

- An additional 184 full-time students recruited or retained a full year (30 CH/Year)

Forecasting using moving averages

Fall and Spring 10th day headcounts

10th day headcounts

Fall values: 2,049 · 2,183 · 2,455 · 2,422 · 2,225 · 2,066 · 2,031 · 1,730 · 1,804 · 1,857 · 1,678

Spring values: 2,259 · 2,842 · 2,687 · 2,821 · 2,566 · 2,447 · 2,218 · 2,458 · 2,102

Years: 07-08 · 08-09 · 09-10 · 10-11 · 11-12 · 12-13 · 13-14 · 14-15 · 15-16 · 16-17 · 17-18

Legend: Fall · Spring

10th Day Enrollment Headcount
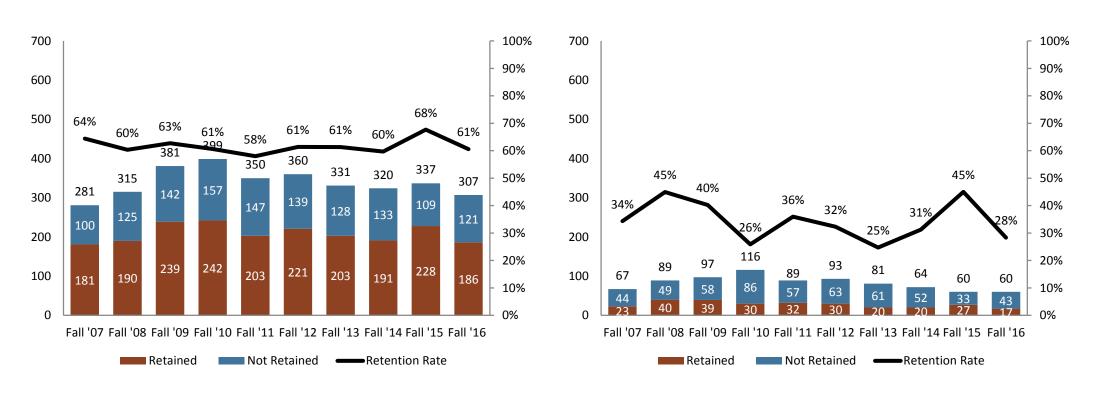
Three Year average – forecast

- Fall – 1,780
  - Error range from forecast to actual (using three year average) 2 – 138 heads
- Spring – 2,259
  - Error range from forecast to actual (using three year average) 48 – 393 heads

  - 2007 Fall Benchmark – 2,049

IPEDS Fall to Fall Retention Rates

IPEDS Fall to Fall Retention Data

Three Year average – forecast

- Full time cohort – 63%

  - Error range from forecast to actual (using three year average) 0% - 7%

- Part-time cohort – 35%

  - Error range from forecast to actual (using three year average) 0% - 16%

  - 2007 Fall to Fall Retention Benchmarks

    - Full-time – 64%

    - Part-time – 34%

NCCBP Retention Data (Fall 2016 cohort)

- Overall (full- and part-time) fall to spring – 72% (N = 980)

- Overall (full- and part-time) fall to fall – 48% (N = 571)

- Full-time cohort fall to spring – 88% (N = 699)

- Full-time cohort fall to fall – 60% (N = 393)

- Part-time cohort fall to spring – 50% (N = 281)

- Part-time cohort fall to fall – 33% (N = 178)

ICCB Persistence & Completer Rates: First-time, Full-time Cohorts

HCC TREND DATA

BENCHMARK DATA: 2013 COHORT ONLY

Persistence Data
(Full-time students still enrolled or transferred after three years)

Three Year average – forecast
- Fall cohort 2014 – 28%
  - Error range from forecast to actual (using three year average) 0% - 1%

  - 2007 Persistence Benchmark
    - 27%
  - HCC "Best" since 2007 Benchmark:
    - 30% in Fall 2011 and 29% in Fall 2008 and 2014

Completion Data
(Full-time cohort with a degree/certificate completion after three years)

Three Year average – forecast

◦ Fall cohort 2014 – 33%

◦ Error range from forecast to actual (using three year average) 1% - 6%

◦ 2007 Completion Benchmark:

◦ 31%

◦ HCC "Best" since 2007 Benchmark:

◦ 37% in Fall 2010 and 34% in Fall 2008

Enrollment Management Planning

Targets for Persistence, Retention, and Completion

SEM Plan Development – Workshop & Process

- Scott Anderson
- Kathy Bangasser
- Jeremy Bradt
- Brendan Dutmer
- Justin Ebert
- Liz Gerber
- Jennifer Grobe
- Thedford Jackson
- Jill Janssen
- Chris Kuberski

- Steve Mihina
- Joan Miller
- Suzanne Miller
- Stacey Moore
- Kate Perkins
- Carolyn Petsche
- Jim Phillips
- Sam Schaible
- Leslie Schmidt
- Misty Thruman

SEM Process Framework

Align institutional strategic plan with broad enrollment targets

Data gathering and assesement: internal culture/environment, student enrollment behaviors, and external environment

Use data and enrollment projection models to establish targets

Select key priorities using data supported stories

We are here. →

Develop action steps, accountability, and metrics

Implement action steps

Monitor progress, report results to campus and key stakeholders

Step #1 – Align institutional strategic plan with broad enrollment targets
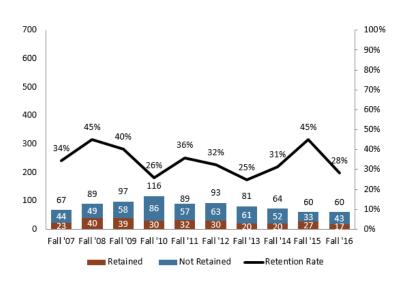
- Use the Strategic Plan's SWOT analysis and environmental scan as data to inform this SEM target-setting and planning process

- Targets required by Higher Learning Commission, HCC Board of Trustees, and our own planning and assessment processes
  - HLC Required Action Step:

    "Clear and defined targets for retention, graduation, and persistence and use of these data for intentional review of progress toward improvement targets."

Target Setting Process Example

IPEDS Fall to Fall Retention Rates

Forecasting Using Moving Averages

Forecasting and Benchmarks

IPEDS Fall to Fall Retention Data

Three Year average – forecast
- Full time cohort – 63%
  - Error range from forecast to actual (using three year average) 0% - 7%
- Part-time cohort – 35%
  - Error range from forecast to actual (using three year average) 0% - 16%

- 2007 Fall to Fall Retention Benchmarks
  - Full-time – 64%
  - Part-time – 34%

NCCBP Retention Data (Fall 2016 cohort)

- Overall (full- and part-time) fall to spring – 72% (N = 980)
- Overall (full- and part-time) fall to fall – 48% (N = 571)
- Full-time cohort fall to spring – 88% (N = 699)
- Full-time cohort fall to fall – 60% (N = 393)
- Part-time cohort fall to spring – 50% (N = 281)
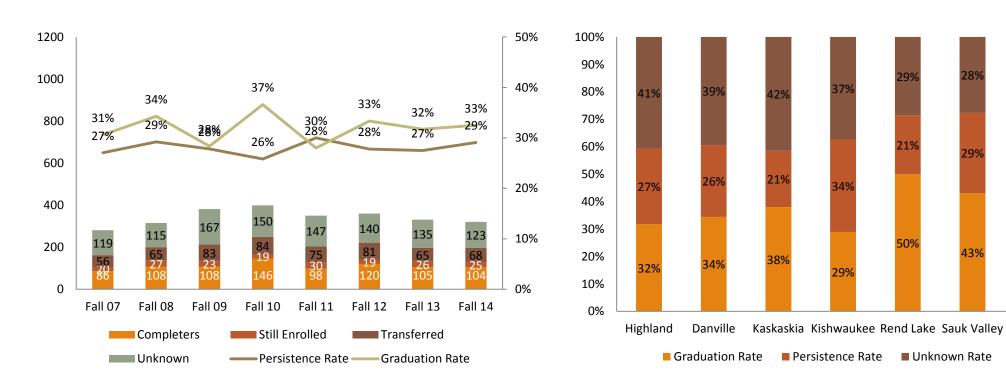- Part-time cohort fall to fall – 33% (N = 178)

Highland Targets
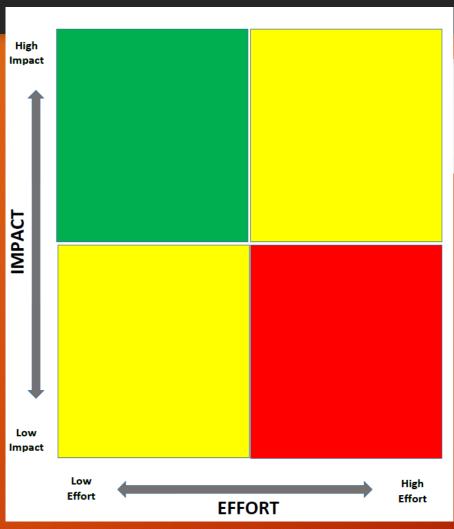
- **Fall to Fall Retention, First-Time, Full-Time – 65%**

- **Fall to Fall Retention, First-Time, Part-Time – 40%**

- **Persistence – 30%**
  Full-time students still enrolled or transferred after three years

- **Completion – 35%**
  Full-time cohort with a degree/certificate completion after three years
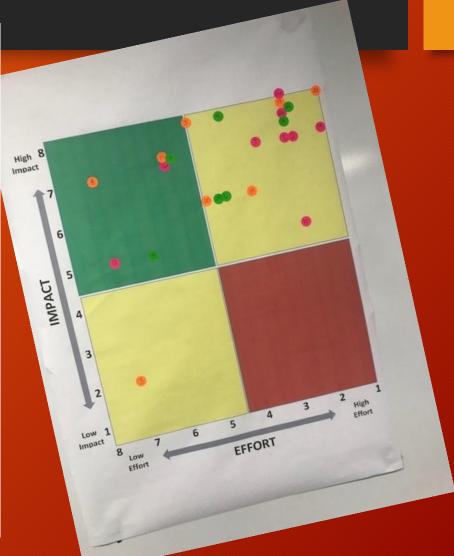
Recruitment target coming soon…

Step #2 - Data gathering and assessment

- "Storytelling" process used to establish key priorities
- 24 stories shared
- Key priority areas identified and 3 priorities selected

Impact/Effort Matrix

Highland Priorities

- Retention: Student Engagement
- Retention: Alternative Delivery
- Retention: Financial Aid Warning and Termination Status

Your Task: Provide input on key strategies to strengthen three priority areas

- 35 minutes for brainstorming and plotting on matrix
- SEM planning group member at each table to help if needed
- Pick a note taker and spokesperson to capture ideas
- Plot ideas on matrix
- Select a couple of "top picks" to discuss with other groups
- Resource on your table: Sample of stories shared @ SEM planning group

Brainstorming Groups

Orange sticks – Go to orange tables #1, 2, or 3 according to your stick. You will discuss *Retention: Student Engagement* strategies.

Yellow sticks – Go to green tables #1, 2, or 3 according to your stick. You will discuss *Retention: Alternative Delivery* strategies.

Blue sticks – Go to blue tables #1, 2, or 3 according to your stick. You will discuss *Retention: Financial Aid Warning and Termination* strategies.

Questions to get your conversation going and help complete the matrix

- Are the ideas compatible with our organization's mission, values, and culture?

- Do these options complement the strategic plan, SEM key priorities, and targets?

- Do these ideas or strategies fit with what is important to my team and the people I work with?

- Are these strategies in sync with why we work here?

- What is the most valuable use of our time, right now?

- Are you willing to give something up (time, project, and/or resources) to help get this priority accomplished?

Sharing Input

- 30 minutes to complete
- Quickly merge all orange groups, all green groups and all blue groups so we have three groups
- Spokesperson from each smaller group share key ideas the groups discussed
- See if there are a few common themes emerging and where these items fell on the impact/effort matrix
- Pick one person to take notes and one person to report out common themes to the entire room

Report Out – Common Themes

Retention: Financial Aid Warning and Termination

Retention: Student Engagement

Retention: Alternative Delivery

Next Steps

- SEM will finish setting a recruitment target
- SEM planning group will consider input and finish developing an SEM plan
- Communication about the plan
- Monitor our progress with targets and strategies implemented
- Communication about our progress

Story Summaries for Strategic Enrollment Management Plan

*Sample stories below provide an example of how data was used to highlight a concern or potential improvement faculty/staff recognized in their everyday practice. The group selected **alternative delivery**, **financial aid termination and warning status**, and **student engagement** as the three retention focus areas for the SEM plan. The process included considering data, stories, the impact/effort matrix, and knowledge of people involved.*

- In an effort to provide a pathway to completion for all of our agriculture students we have worked to implement a variety of course offerings available in different delivery methods. The AG Department currently has 13 area high schools with at least one dual credit agriculture class, two completely online agriculture courses, 6 to 8 hybrid agriculture courses with more options coming in the fall, and we have created 6 new courses that will create new certificate options, provide more transfer options, or complete our crop science applied science degree program.

- Only 16.9% of students from a Fall 2012 of students who enrolled in a transitional writing course had completed college-level composition (ENGL 121) by the end of FY13, and 49.4% Fall 2012 cohort students completed COMM 090 by the end of FY13. Meanwhile, in FY17, approximately 65% of students who enrolled in an ALP (accelerated learning program) that allows students to enroll concurrently in COMM 090 and ENGL 121 passed ENGL 121 in one semester on their first try and approximately 90% of students enrolled in an ALP passed COMM 090 on their first try. Highland is considering this data and working on providing more opportunities for students to take ALP.

- Data from the College's participation in the National Community College Benchmarking Project (NCCBP) provide some further insight into the College's overall retention rate. The College's completer success rate (the percentage of students who complete their courses with a passing grade out of all of those who complete the courses) has consistently been high and at a percentile such that very few other community colleges participating in the project had a higher completer success rate. An explanation as to why the College's completer success rate may be at such a high percentile is suggested by College's course retention rate (the percent of students who remain in course and did not withdraw out of all those who attempted it). This rate has consistently been at a much lower percentile, meaning that a good majority of other participating colleges had higher retention rates. Taken together, these data suggest that many more of our students withdraw or are withdrawn from their courses at Highland, and to the extreme that the students who remain in the course are those who are doing well and are going to succeed. Those who are at not likely to succeed, withdraw or are withdrawn, rather than complete the course and fail.

- In the past three academic years (1415, 1516, 1617) 20 - 25% of Pell and Direct Loan recipients are falling into financial aid termination status after Fall and Spring terms and 45 - 54% of Pell and Direct Loan recipients are falling into financial aid termination status after summer terms. In fall of 2017, 337 students were in some stage of the satisfactory academic probation process for financial aid. Eighty-eight of those were terminated from eligibility.

- It has been some time since the College administered either a student satisfaction survey or student engagement survey. (The Noel Levitz Student Satisfaction Inventory was administered in fall 2014 and the Community College Survey of Student Engagement was administered in spring 2013.) However, the pattern of the overall results from both surveys were such that while mean *satisfaction* ratings were significantly higher than those of other community colleges on 10 of the 11 benchmarks with the Noel-Levitz instrument, the scores on each of the five engagement benchmarks were lower than the national cohort with the CCSSE instrument.

SEM Matrix – Input from Opening Days (fall 2018)

Retention: Student Engagement- (Orange Team)
Green targets (fairly easy to accomplish and high impact)
- Subsidize and promote existing clubs/organizations we already have
- Utilize student worker program better
- Accelerated math courses
- Up the persona (have mentors or alumni outreach)
- Incentives for participation (make a student activities event mandatory to attend for your class or give extra credit to students who attend an event on campus)

Yellow targets (doable, but there may be some obstacles)
- Student engagement training
- Improve learning spaces for student interaction, outside of classroom
- Curricular pathways (do your students seem engaged in your lecture/ class activities?)
- Birthday parties or pizza parties
- Hold debates in classroom
- ALP built around thematic units
- Combining some classes to improve focus
- Find transportation partnerships
- Find childcare partnerships
- Increase student worker pay
- Language used in emails (ex: don't put "payment due" in the subject line of an email to students)

Retention: Alternative Delivery- (Yellow Team)
Green targets (fairly easy to accomplish)
- Promoting existing pathways that are already offered hybrid/online
- Creating packaged pathways (certificates/degrees) for classes that already exist
  Ex: Steve Gellings created an accelerated Manufacturing program offering 8-week courses and a certificate degree.
  Ex: Part Time nursing program
- Utilizing the Early Alert system for online students
- Virtual Office hours (through Skype or Lifesize-May need to expand our license= $$)

Yellow targets (doable, but there may be some obstacles)
- Offer new online classes (would need to hire new staff=$$)
- Get more faculty on board to offer hybrid courses
- Lecture capturing (videotaping your lecture so students can re-watch or watch if they miss class)
- Keep consistent class times/schedule
- Offer real-life experiences. (help students set up externships or internships)
- Survey why students withdraw or drop out

- Recruit more Cohorts-Add additional 2+2 agreements with universities (students spend 2 years at Highland in a specific program and then transfer to a university for 2 years to finish the program). Add additional Reciprocity agreements with universities (where the university excepts all of Highland's credits for the agreed program)
- Add a winter session and expand on summer sessions
- Weekend options for programs

Retention: Financial Aid Warning & Termination Strategies- (Blue Team)

Green targets (fairly easy to accomplish)
- New texting system
- Maxient process (make it more efficient)
- Use the early alert system more
- Tutoring (hire more)
- Faculty discussion with students
- Structured re-entry (second chance pathway)
- Expand on invitations to see an advisor
- Financial Aid speaker (during new student orientation or Libs 199)

Yellow targets (doable, but there may be some obstacles)
- Focused (updated contact info.)
- Add more pathways like ALP, Math/PMGE
- Text notification to student struggling
- Proactive contact of FA warning students
- Mandatory new student orientation

ALL ENROLLMENT (HEADCOUNTS) BY FISCAL YEAR*

HEADCOUNTS
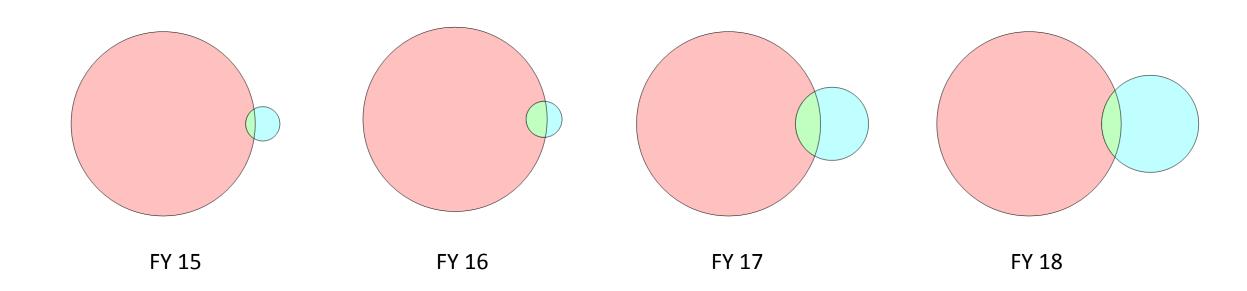
FY	Credit Only	Non-Credit Only	Both	Total
2015	4142	144	31	4317
2016	4495	172	101	4768
2017	3945	622	169	4736
2018	3478	965	116	4559

PERCENT CHANGES FROM PRIOR FY
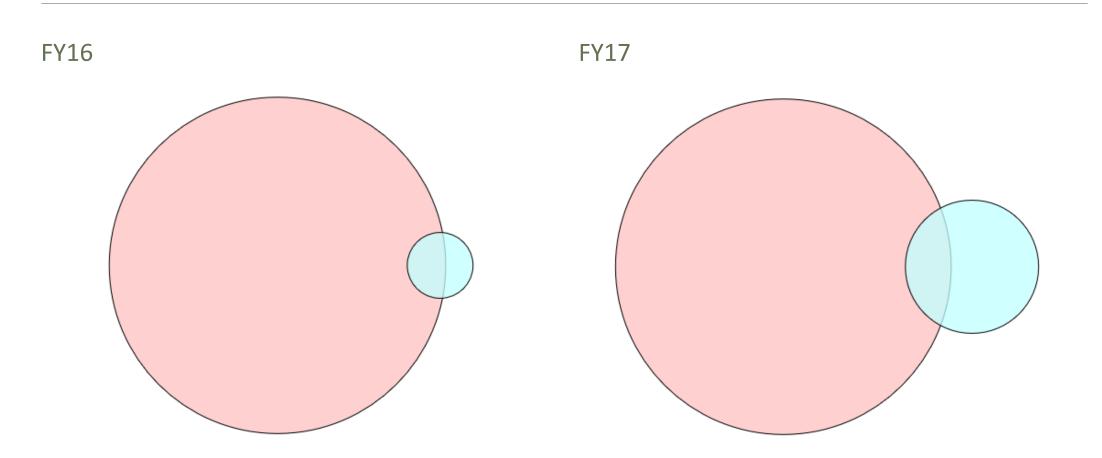
FY	Credit Only	Non-Credit Only	Both	Total
2016	8.5	19.4	225.8	10.4
2017	-12.2	261.6	67.3	-.7
2018	-11.8	55.1	-31.4	-3.7

*Not official annual enrollment data reported to ICCB

ALL ENROLLMENT (HEADCOUNTS) BY FISCAL YEAR

FY 15   FY 16   FY 17   FY 18

A closer look at just FY16 and FY17

FY16

FY17

Changes 2015 - 2017

❑ Creation of Diversity SPTP Course (for credit)

❑ Lifelong learning – Increase in number of non-credit courses

HCC Strategic Planning

2016 Process Update and Highlights

Council Participation

▶ Utilized a community-based planning process

▶ Led by Dr. Peter Flynn, retired Freeport School District Superintendent

▶ Broad participation and community involvement

▶ 40 participants invited - 19 internal staff and faculty

▶ 25 – 30 meeting attendees

▶ Sub-committee structure with internal facilitators - deans, faculty and staff

Council Information and Input

▶ 13 guest presenters provided context and information

▶ Environmental scan

▶ Reviewed updated Community Leaders Survey

▶ Enrollment related data and trends

▶ HLC information and transitional education efforts

▶ President provided vision and growth of new programs

▶ Council conducted a SWOT analysis based on what they have reviewed and heard so far

Strengths - Council

- ▶ Location
- ▶ Technology infrastructure
- ▶ Employee commitment
- ▶ Foundation
- ▶ Partnerships

Weaknesses - Council

- Increasing poverty
- Comprehensive mission?
- Perceptions – lack of job opportunities, transfer
- State budget impact
- Aging population

Opportunities - Council

- Faculty/staff involvement externally (example – internships)
- Dual credit
- Online degrees
- Western portion of district
- Multi-disciplinary projects driven by industry

Threats – Council

- Public perception in media of education - efficiency
- Regulations
- Student engagement
- Shrinking population across demographics
- Commuting patterns and Transportation

Wide Net for Community Input

- About 750 invited to participate
- Held a series of 13 community focus groups
  - 450 invited to focus groups so far
- 227 invited and 132 responded to the Community Leaders Survey Update

Focus Group Feedback Strengths

- Extraordinarily positive reception
  - Low cost, high impact
  - Quality instruction and services
  - Campus is attractive
  - Good partnerships
  - Personal touch – flexible and friendly
  - Outreach presence
  - Transfer of credits

Challenges

- ▶ Optimal use of technology – speed of change
- ▶ Communication and marketing with geographically large district
- ▶ Geographic size of service area
- ▶ Internship opportunity development
- ▶ Soft skills of area employees
- ▶ Building student confidence and initiative
- ▶ Aging population
- ▶ Funding
- ▶ Availability of online courses/programs = competition
- ▶ Campus empty at night

Opportunities

- Lifelong learning
- Expansion of dual credit
- Skilled trades
- Having local sites in the service area
- Online degree
- Entrepreneurship skills (short courses for business start-ups)
- Career planning
- Continue building programs for future workforce
- Short courses and certificates
- Mid-career changes, continuing education, and training for municipal services
- Continued increase in visibility and perceived value
- Continued increase in partnerships with businesses, non-profits, and economic development

Recommended Goals

The *resource development sub-committee* developed nine draft goals including the following:

▶ Reduce number of students no longer eligible for financial aid due to SAP

▶ Review tuition pricing strategies

▶ Further expansion/inclusion of longer-term needs relating to facilities, infrastructure, aesthetics, etc.

▶ Develop a plan to expand capability and course offerings delivered through real time interactive video systems

▶ Continue to develop short and longer-term resource planning amid uncertain state funding while growing external partnerships

The *campus leadership and human resource development sub-committee* shared eight draft goals including the following:

- Ensure class sizes are commensurate with expected level of learning
- Create and maintain staff and faculty representative of the district's population
- Recognition of teaching and collaboration between academic and non-academic personnel (culture of caring)
- Create standardized procedure for establishing/maintaining/dissolving committees

The *curriculum and instruction sub-committee* developed the following four draft goals:

▶ Provide support or resources to ensure success of our transitional students

▶ Align with secondary school system

▶ Provide faculty development on curriculum and instruction for the 21st century learner

▶ Serve the region at large through alternative delivery

The *marketing and competition sub-committee* developed the following draft goals:

- Expand Range and Rate of Marketing
- Identify and Target Underserved Demographics
- Pursue a Model of Consistent Contact with Prospective Students
- Investigate Options to Counteract Geographic Restrictions
- Expand Program Offerings

Next Steps

- ▶ Prioritize goals
- ▶ Internal action planning

Project Number	43
Project Name	Book adoption process
Project Description/Summary	As part of the fall book adoption process, the Bookstore manager met with every full-time instructor and almost every part-time instructor to explain how the bookstore works, what it supports, and to discuss and explore alternatives for more affordable course materials.
Project Entered By	Jill Janssen
Date Entered	8/1/2018
Need(s) Addressed	This addresses the need to maintain the sustainability of the Auxiliary funds. The bookstore is the profit center in the auxiliary funds that supports all other activities, organizations, teams, clubs, and budget centers in the auxiliary fund. If the
Project Origin	The project helps maintain the sustainability of the auxiliary funds and aims to keep the cost of attending Highland affordable.
HLC Criterion	
Strategic Plan 2017-2022	3. a.
Project Serves	Faculty, students, bookstore, those in clubs, activities, teams, departments that are financially supported by the bookstore.
Measurable Outcomes	Faculty awareness increased about the function of the bookstore. Fewer students reporting back to the bookstore that the textbook was never used in the class. More options for textbook rentals. Level sales with prior year.
Start Date	2/1/2018
Expected Completion	6/30/2019

Help annotations:

- Enter the project description and a summary defining the project.
- Enter the project description and a summary defining the project
- What needs does this project address?
- How does the project relate to the Strategic Plan, Long Range Plan, department goal major initiative, new idea, etc.?
- List criterion number and objective letter.
- Specify goal number and objective letter.
- Who is primarily served by this process?
  - What are their needs?
  - What are their expectations and requirements?
- Be sure to include:
  - If the project were a success, how would we know?
  - What outcomes (budget, enrollment, satisfaction score, etc.) will be impacted through this scope of work?
  - What targets should we use? Are there benchmarks?

Major Milestones	Meetings with faculty members completed, book adoption completed. Next milestone is high sales time (start of each semester) and end of each semester (student feedback available), end of fiscal year will show final financial results.	❓	- What major tasks or steps will be included in the project? - When will each major step begin and end (timeframe)?
Project Constraints	Mis-information that exists about the bookstore needs to be corrected through communication-this is why one on one meetings were held. It was very time consuming for the	❓	What constraints are being placed on this project (e.g., time, money, systems, 'sacred cows', etc.)?
Risks / Threats		❓	Are there any threats to the project? If so, what is your strategy to managing or mitigating them?
Stakeholders	Faculty or staff involved in the textbook selection process. Bookstore manager and staff, CFO.	❓	- What segments of the organization need to be involved in the improvement process? - Do any external stakeholders need to be involved and, if so, who?
Project Champion	Jill Janssen		
Project Lead	Madonna Keeney		
Internal Committee	Madonna Keeney	❓	List internal committee/task force/work group members and their titles
External Committee		❓	List external committee members and their titles.
Departments Contributing	Each faculty member contributed.	❓	List each position contributing and how they will be contributing

Positions Contributing	Bookstore staff and Manager	❓ List each department contributing and how they will be contributing
Start Up Cost	Staff time	❓ Enter the cost and a description where applicable.
Est Annual Cost		❓ Estimated on-going annual costs
Staffing Impacts	Staff time focused on this project	
Existing Budget?	Yes	
New money request?	No	❓ If yes, list budget line items?
Manager of the Funds	Madonna Keeney and Jill Janssen	❓ Who is the budget manager of funds for this project?
Project Scalability?		❓ Describe the scalability of the project.
Are alternate solutions available?	In the future, meetings may be held with new hires each year and periodically with current faculty.	❓ If so, list the solutions and the concessions and trade/offs for each.
Project Completed?	☐	
Date Project Completed		
End of Project Summary		❓ What was data for each measurable outcome? What was learned? Next Steps? Other…

Project Number: ?

Project Name: CCSSE (Community College Survey of Student Engagement) and CCFSSE (Community College Faculty Survey of Student Engagement)

Project Description/Summary: The CCSSE is a student survey which asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. A companion survey to the CCSSE, CCFSSE elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time – in and out of the classroom. More about the surveys can be found: http://www.ccsse.org/

Need(s) Addressed: Serves as a measure of student engagement and an indirect measure of student learning

Project Origin: Strategic Plan Goal – [get from Liz] Strategic Plan Objective – [get from Liz]

HLC Criterion: [Need strategic plan goal and objective project is tied in order to determine]

Strategic Plan 2017-2022: [Need strategic plan goal and objective project is tied in order to determine]

Project Serves: Ultimately administration of these surveys and utilization of these results serves our students. If students are not engaged with faculty, staff, and their studies, their quality of learning will suffer and they will be less likely to persist.

Measurable Outcomes: HCC faculty and staff will utilize CCSSE/CCFSSE results to improve student engagement on campus. 1) By December 2018, three target areas for improvement will be identified based on faculty/staff review and discussion of results; 2) By February 2019, 3-5 improvement strategies related to the target areas for improvement will be determined and integrated into the strategic plan objectives. The benchmarking/comparison data provided as part of the College's participation will determine where we stand relative to other community colleges and help identify where improvement is needed.

Start Date: 2/1/2018

Projected Completion Date: 5/31/2019

Major Milestones: Spring 2018 – CCSSE and CCFSSE will be administered to students and faculty, respectively. Summer 2018 – CCSSE and CCFSSE results will be received from the Center for Community College Student Engagement at the University of Texas at Austin. Fall 2018 – Results will be shared and discussed with faculty and staff. Spring 2019 – Improvement strategies identified and implementation of those strategies will begin.

Project Constraints: Time is the biggest constraint. It takes a lot of time to prepare for and to administer these surveys and to work with a lot of staff to determine improvement strategies.

Risks/Threats: Faculty who refuse to allow administration of the CCSSE in their classroom. Efforts to manage this threat is to continue advocating for the importance of measuring student engagement and considering alternatives, these surveys are probably the best option in terms of the quality of the data collected.

Stakeholders: Students, faculty, and staff.

Project Champion: Chris Kuberski

Project Lead: Misty Thruman

Internal Committee: Chris Kuberski, Misty Thruman, Liz Gerber, additional staff that help administer the survey

External Committee: None

Departments Contributing: All division faculty have a chance of their course sections being selected for CCSSE administration. All faculty will be invited to complete the CCFSSE. Institutional Research and other staff (mostly Student Services staff) will be assisting with the administration of the CCSSE. Many faculty and staff will be involved in the discussion of the results and determination of improvement areas and strategies.

Positions Contributing: Faculty, Student Services staff, additional staff

Start Up Cost: Roughly $6,000 - $6,500 for the CCSSE, depending on whether additional custom questions are included. An approximate additional $1,100 for the CCFSSE.

Est Annual Cost: Cost is a per administration cost. Large scale commercial surveys administered at Highland are typically on a three-year cycle.

Staffing Impacts: As cited above, it takes a lot of time to prepare for and administer these surveys and utilize the results.

Existing Budget: The CCSSE and CCFSSE were budgeted for FY18.

New money request? No.

Manager of the Funds: The funding for the CCSSE is in the Institutional Research budget. The funding for the CCFSSE will possibly come out of additional IR funds or from an Academic or the HLC budget.

Project Scalability: N/A.

Are alternate solutions available? Certainly there are other ways student engagement could be measured, but the quality of the data would most likely be less.

Project Completed?

Date Project Completed:

End of Project Summary:

1. GOAL: Strengthen and expand high quality educational pathways for diverse student populations	2. GOAL: Enhance affordable and convenient access to educational opportunities	3. GOAL: Develop sustainable models to address student financial needs and challenges	4. GOAL: Expand and strengthen educational program offerings and modes of instructional delivery	5. GOAL: Cultivate and strengthen partnerships with other educational institutions, businesses, and community organizations	6. GOAL: Continuously assist with faculty and staff professional development in order to maintain high performance learning environments and services contributing to a caring and supportive campus climate which encourages student engagement
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
HLC Crosswalk: 3D a.) Develop a matriculation pathway between high school and college level courses that aligns with secondary education and college readiness benchmarks.	*HLC Crosswalk: 5C & 5A1* a.) Develop a plan to expand capabilities and course offerings delivered through real-time interactive video systems and other related technologies as they become available.	*HLC Crosswalk: 3D & 5C4* a.) Maintain sustainability of Auxiliary Funds in order to benefit students with high quality extra-curricular and co-curricular experiences.	*HLC Crosswalk: 3A3 & 3C2, 4A & 4B1* a.) Increase and align instructional expectations, course offerings and instructional competencies in multi-instructional delivery formats including online and dual credit.	*HLC Crosswalk: 4C1* a.) Increase total number of students served by 30% in all existing and future programs.	*HLC Crosswalk: 3C4 & 3C6, 5A4 & 5C4* a.) Seek alternative funding in order to restore professional development opportunities to peak levels of FY15.
HLC Crosswalk: 5A1 & 5C5 b.) Enhance dual credit and distance education offerings through online and video streaming formats.	*HLC Crosswalk: 5A1* b.) Provide online services that enhance student convenience including online registration for Business Institute, Lifelong Learning, and student support areas.	*HLC Crosswalk: 1D3* b.) Develop methods of assisting students with emergency funding.	*HLC Crosswalk: 4A1 & 4B3* b.) Promote continuous quality improvement of the educational experiences provided through course level and program assessment of learner outcomes.	*HLC Crosswalk: 1C2, 1D1 & 1D3, 5C5* b.) Cultivate contracts with employers to provide skill development for current or prospective employees.	*HLC Crosswalk: 3D4, 3A3 & 3C4, 5C5 & 5A1* b.) Provide faculty development on Curriculum and Instruction for the 21st Century Learner, use of academic technology, teaching strategies, and assessment that support learning outcomes in face-to-face, hybrid and online classrooms.
HLC Crosswalk: 5C4 c.) Support the expected learning outcomes by having optimal class sizes.	*HLC Crosswalk: 5C3* c.) Develop an equitable, financially sustainable model for dual credit.	*HLC Crosswalk: 1C2 & 5C3* c.) Assess impact and develop recommendations for a student debt forgiveness program and policy modifications that promote lifelong learning in our communities.	*HLC Crosswalk: 3C4 & 3B4, 5A4* c.) Utilize professional and discipline related best practices, including inclusive learning methods such as universal design, across all disciplines.	*HLC Crosswalk: 1D3, 5C3* c.) Expand regional partnerships by 25% through the Business Institute, Lifelong Learning and continuing education, K-12 system, and four-year institutions combined.	*HLC Crosswalk: 3C4, 3C6 & 3D2* c.) Enhance faculty and staff development for teaching and assisting transitional students.
HLC Crosswalk: 5C d.) Analyze potential new and existing programs in order to determine their viability and sustainability.	*HLC Crosswalk: 5C & 5A1* d.) Provide delivery options that promote district-wide accessibility of general education.	*HLC Crosswalk: 1C2 & 3D* d.) Increase funding for the student worker program.	*HLC Crosswalk: 5A1 & 5C5* d.) Implement and align technology, schedule, and academic programming to meet the demand for interactive video delivered courses from dual credit through lifelong learning.	*HLC Crosswalk: 3D, 4A6* d.) Strengthen partnerships with local employers to enable workplace experiences, training, and education options.	*HLC Crosswalk: 1C & 2D* d.) Promote an inclusive environment that respects and values all individuals.
HLC Crosswalk: 5A & 5C e.) Identify viable new course offerings for existing programs.	*HLC Crosswalk: 5C & 5A1* e.) Expand and optimize the College's online presence in order to reach a wider geographic area.	*HLC Crosswalk: 4C2 & 4C3* e.) Reduce percentage of students losing eligibility for financial aid due to their academic progress.			
HLC Crosswalk: 4C f.) Improve the outcomes and goal attainment for transitional students.	*HLC Crosswalk: 1D3* f.) Increase new scholarship and grant support opportunities by 20% for Highland students enrolled in a range of educational opportunities.	*HLC Crosswalk: 5C4, 5B1 & 5A1* f.) Analyze tuition pricing strategies with a focus on the optimal balance between affordability and sustainability.			
HLC Crosswalk: 4C g.) Strengthen programs and services in ways that increase student retention and engagement.	*HLC Crosswalk: 1C2* g.) Explore new and existing partnerships in an effort to expand access to affordable childcare for students with dependent children.				

7. GOAL: In collaboration with fundraising partners, maximize new and existing alternative funding sources in order to offset decreasing state funding and to maintain quality and momentum	8. GOAL: Provide safe, comfortable, eco-friendly learning environments in terms of infrastructure, facilities, and technology	9. GOAL: Strengthen marketing mix and strategies in order to more fully showcase College strengths in ways that connect effectively with diverse audiences--especially potential new and returning students, alumni and other potential friends of the College	10. GOAL: Further develop and cultivate interactive communication channels with external constituents and stakeholders	11. GOAL: Further develop and cultivate interactive communication channels between College departments and members of the College community	12. GOAL: Exhibit commitment to engage more collaboratively in continuous improvement processes and dialogue
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
HLC Crosswalk: 1D3, 3B4, 5C4, 5C1 & 5C3 a.) Develop a plan to sustain adult education opportunities and maximize available resources.	*HLC Crosswalk: 3D4 & 5A1* a.) Develop a long-term plan for key capital investments in the facilities that improve learning and engagement in academic and student support areas.	*HLC Crosswalk: 2B* a.) Engage prospective students through consistent contact models of recruitment.	*HLC Crosswalk: 1D1 & 2C2* a.) Develop our understanding of the programmatic and service needs of our communities.	*HLC Crosswalk: 2D & 3B5* a.) Recognize teaching excellence, creativity and initiative of faculty and staff.	*HLC Crosswalk: 5A* a.) Develop and implement project management tools to assist with defining a scope of work, particularly for strategic planning projects.
HLC Crosswalk: 5C4 b.) Develop short and long-term resource plans that reduce reliance on state funding further and increase funding from alternative sources so that the College operating budget may be restored to peak FY15 levels.	*HLC Crosswalk: 5A1* b.) Develop a campus-wide infrastructure plan that addresses technology and security systems.	*HLC Crosswalk: 3B5 & 4C* b.) Involve faculty, staff and students in programs that recruit prospective students.	*HLC Crosswalk: 1D3 & 5C3* b.) Expand the strategic use of social media and technology to help foster communication with our district.	*HLC Crosswalk: 2A* b.) Ensure Highland's core values and code of conduct promote and ensure a professional and productive environment.	*HLC Crosswalk: 5C* b.) Create evaluation plans to monitor the progress and ensure success of key projects.
HLC Crosswalk: 5C3 & 5C4 c.) Maximize external partnerships and use of grants that have a positive budgetary impact and align with our mission.	*HLC Crosswalk: 3D4 & 3E1* *c* .) Enhance athletic facilities to maintain existing programs and respond to the potential for new athletic programs.	*HLC Crosswalk: 1C2 & 3B4* c.) Target communication and marketing efforts toward underrepresented students.	*HLC Crosswalk: 5C3* c.) Increase participation and engagement with external organizations, business and industry and governing bodies.	*HLC Crosswalk: 5B2 & 5B3* c.) Foster collaboration between academic and non-academic personnel.	*HLC Crosswalk: 4A4* c.) Refine criteria for ICCB program evaluation.
HLC Crosswalk: 5C3 & 5C4 d.) Increase sponsorships to support the funding of new and existing programs**.**		*HLC Crosswalk: 2B* d.) Ensure effective marketing and communication district-wide.	*HLC Crosswalk: 1D3* d.) Increase membership in the Alumni Association by 100%.	*HLC Crosswalk: 5B2 & 5B3* d.) Implement communication strategies designed to better share committee work, campus news and updates in order to create a more informed and engaged campus community that results in a 25% increase in attendance and viewership for Campus Connections.	*HLC Crosswalk: 5D2* d.) Utilize evaluation data to develop key improvement strategies and initiatives.
		HLC Crosswalk: 5C5 e.) Increase the College's presence in district high schools.		*HLC Crosswalk: 2C2 & 5C3* e.) Ensure employee needs are better understood and addressed through enhanced communication strategies.	
		HLC Crosswalk: 5C4 f.) Promote new and existing programs more effectively throughout the district.		*HLC Crosswalk: 3E1* f.) Increase efforts to raise awareness and interest in college history and tradition	

Criteria for Accreditation	**Criterion 1. Mission**	**Criterion 2. Integrity: Ethical and Responsible Conduct**	**Criterion 3. Teaching and Learning: Quality, Resources, and Support**	**Criterion 4. Teaching and Learning: Evaluation and Improvement**	**Criterion 5. Resources, Planning, and Institutional Effectiveness**

Special Core Cabinet Meeting: Strategic Planning

6/26/18

Overview – Purpose for the meeting

Several purposes were mentioned including determination that Core Cabinet was the appropriate group to develop and carry-out a follow-up structure for strategic planning, establishing how we will hold ourselves accountable for the accomplishing the strategic plan, and re-orienting ourselves to use of the project management database.

Update on Strategic Planning – SEM target setting process and handouts

Liz referred to the handout provided at full cabinet on June 12th that outlined the process used by the Strategic Enrollment Management committee to establish targets for persistence, retention, and completion. SEM is currently developing a recruitment target. The Criterion for Accreditation/Strategic Goals and Objectives cross-walk and goals and objectives document including themes and coding were handed out.

Determining Next Steps – group discussion and consensus

Consensus decisions included:

- Common reporting form will be developed by a small group of Cabinet members (If you are interested in helping to create it, please contact Liz.)
- Database must be populated and reports will be scheduled according to indicators in the database such as milestones, completion, etc.
- Reports will be provided at Cabinet – written reports disseminated with the agenda packet and oral follow-up at the meeting
- Reports may also be shared at Campus Connections, board reports, full cabinet, and at departmental meetings
- Capture titles in the database rather than names for accountable positions

Comments/discussion included:

- Whether or not to organize the board reports by theme, goal, etc.
- How to involve full cabinet and faculty
- How will we sequence reports to the board and ask about their interests
- Report on all of the goals within a year timeframe ideal
- We need to also be accountable to external stakeholders. How should we inform them of progress? Discussion included using the website and a president's letter to the council members.
- Capturing the goals and budgeting decisions employees submitted in annual processes as they relate to strategic planning projects

- Brief oral reports near the beginning of the Cabinet meetings (5-10 minutes)

Setting deadlines – group discussion and consensus

- Complete the current tasks and projects document by July 10th (Liz extended to July 11th due to timeline for getting the document prepared.)
- Projects entered in the database by August 9th
- Submit a July board report that describes the accountability and reporting process

Project Management Tool Refresh

Joan provided a demonstration of where to locate the database and how to update it. She reminded us that it is important to remember the number of your project(s) for ease in locating them in the database. Everyone agreed they would only edit another person's project after letting the originator or owner know that s/he would be updating it. The database is in our ZENworks window on the Employee Apps tab (Project Charter Database).

Progress Report ■ Strategic Plan 2017 - 2022

Project Number	11	
Project Name	Online Registration for Lifelong Learning	Enter the project description and a summary defining the project.
Project Description/Summary	Prospective students expect to be able to register for classes online.	Enter the project description and a summary defining the project
Project Entered By	Joan Miller	
Date Entered	11/30/2017	
Need(s) Addressed	Software allowing students to registration including a payment portal.	What needs does this project address?
Project Origin	Strategic Plan - Goal, enhance affordable and convenient access to educational opportunities, objective provide online services that enhance student convenience including online registration	How does the project relate to the Strategic Plan, Long Range Plan, department goal major initiative, new idea, etc.?
HLC Criterion	5A1	List criterion number and objective letter.
Strategic Plan 2017-2022	2b	Specify goal number and objective letter.
Project Serves	This project directly serves faculty and staff and indirectly serves students and other constituents on campus.	Who is primarily served by this process? - What are their needs? - What are their expectations and requirements?
Measurable Outcomes	Students will be able to register online and the registrations will be in Banner.	Be sure to include: - If the project were a success, how would we know? - What outcomes (budget, enrollment, satisfaction score, etc.) will be impacted through this scope of work? - What targets should we use? Are there benchmarks?
Start Date	5/1/2016	
Expected Completion	1/3/2017	

Major Milestones	Implementation of software. Registrations in Banner. Reconciliation of payments received from software with Highland accounting system.	- What major tasks or steps will be included in the project? - When will each major step begin and end (timeframe)?
Project Constraints	Money allocated for software, process to reconcile online registration with Banner, reconciliation of payments with Banner reporting	What constraints are being placed on this project (e.g., time, money, systems, 'sacred cows', etc.)?
Risks / Threats	People not registering for classes. Traditional process does not meet their needs.	Are there any threats to the project? If so, what is your strategy to managing or mitigating them?
Stakeholders	All	- What segments of the organization need to be involved in the improvement process? - Do any external stakeholders need to be involved and, if so, who?
Project Champion	Joan Miller	
Project Lead	Joan Miller	
Internal Committee		List internal committee/task force/work group members and their titles
External Committee	No	List external committee members and their titles.
Departments Contributing	Admissions, Cashier, Accounting	List each position contributing and how they will be contributing
Positions Contributing	Director Admissions & Records, VP of Administrative Services,; Manager, Accounting; LLL Secretary	List each department contributing and how they will be contributing
Start Up Cost	1,500	Enter the cost and a description where applicable.
Est Annual Cost	Profits will exceed costs	Estimated on-going annual costs
Staffing Impacts	LLL person	

Existing Budget?	Yes	
New money request?	No	❓ If yes, list budget line items?
Manager of the Funds	Joan Miller	❓ Who is the budget manager of funds for this project?
Project Scalability?	Yes	❓ Describe the scalability of the project.
Are alternate solutions available?	Yes	❓ If so, list the solutions and the concessions and trade/offs for each.
Project Completed?	☑	
Date Project Completed	11/30/2016	
End of Project Summary	The software, RegOnline was selected and implemented for Spring 2017 semester. During the spring semester, processes were also implemented for reconciling students registered through RegOnline and entering their registrations and payment in Banner. This project will continue as registrations increase and other software becomes available to more efficiently meet	❓ What was data for each measurable outcome? What was learned? Next Steps? Other...

Strategic Plan 2017 – 2022 – Progress Report

Community College Survey of Student Engagement (CCSSE)
Submitted by Misty Thruman

Project Database #13 - SP Goal: 12d. Utilize evaluation data to develop key improvement strategies and initiatives.

Were you able to overcome constraints?

Time was noted on the project management form as the biggest constraint because it takes a lot of time to prepare for and to administer large scale surveys. Working with many faculty and staff to determine improvement strategies also takes a lot of time. These time constraints were overcome, however, as noted in the accomplishments/milestones noted below.

Have you been able to stay on budget?

Yes, as the survey was properly budgeted for in FY18.

What are the accomplishments/milestones achieved to date?

The CCSSE and the companion survey, the CCFSSE (Community College Faculty Survey of Student Engagement) were both successfully administered in spring 2018. The online portal containing the survey data was presented to the General Education Assessment Committee in fall 2018 and the members of this committee took the lead in analyzing and discussing it. Their work was presented to and discussed with all faculty at spring 2019 Opening Days. Many actionable ideas for addressing the key improvement areas targeted based on the results were also generated. The present focus is for the General Education Assessment Committee to work on identifying both the top two or three actionable ideas and the work groups to help move these ideas forward.

Are you on track to achieve the measurable outcomes? How do you know?

Yes. The CCSSE was administered in 55 classrooms and well over 400 students completed the survey. The response rate for the CCFSSE was 72 percent. The key areas identified and targeted for improvement based on the results were Oral Communication/Presentation, Student engagement with faculty outside the classroom, and Career exploration and planning with faculty.

Optional - Other comments or written evidence related to this project.

None at this time.

Attach evidence (photos, charts, graphs) or provide the location where evidence is stored/documented.

Select slides from Spring 2019 Opening Days are included. (See page 2 of this report.)

- Gen. Ed. Assessment Committee conferred on the results
  - Data broke it down by question and by overall section
  - Overall, we were about average for our cohort but on a few questions we were slightly lower than average
- Committee decided to focus on three areas
  - Oral Communication / Presentation
    - "Made a class presentation" was slightly lower than the cohort average
  - Engaging with faculty outside the classroom
    - Multiple questions about student interaction with faculty were slightly lower than the cohort average
  - Career exploration and planning with faculty
    - Multiple questions about career planning with faculty were slightly lower than the cohort average

- Brainstorming
  - So, how can we work on improvement in these three key areas?

    - Each group should spend about 10-15 minutes brainstorming about their particular benchmark
    - Please use the rest of the time to identify 2 specific *actionable* ideas to address these benchmarks (with a focus on what we can do *as faculty*)
    - Consider obstacles or resources needed for these two ideas to be successful.

Crosswalk between Highland Community College Strategic Plan 2015 – 2020 Goals and Objectives and FY19 Budget

Goal 1.Strengthen and expand high quality educational pathways for diverse student populations	**FY19 Budget**
Objectives that will help us reach goal 1:	*Budget center(s) and short description:*
1a. Develop matriculation pathways between high school and college level courses that align with secondary education and college readiness benchmarks.	1123 Integrated Read/Write ALP. Transitional Education (mathematics courses and reading courses) faculty salary and benefits, training, supplies, equipment.
1b. Enhance dual credit and distance education offerings through online and video streaming formats.	Various. Travel and training for dual credit observation and evaluation.
1c.Support the expected learning outcomes by having optimal class sizes.	Note 1.
1d. Analyze potential new and existing programs in order to determine their viability and sustainability.	8100 President and 9100 Board of Trustees. Travel and training for program innovation conferences.
1e.Identify viable new course offerings for existing programs.	1140 Social Science. New faculty position Western Civilization. 1176 Welding. Part-time instruction for Thomson cohort. 1125 Music. New position Fine Arts Technical Coordinator.
1f.Improve the outcomes and goal attainment for transitional students.	1082 Outcomes Assessment. Assessment Management Tool. 1123 Integrated Read/Write ALP. Transitional Education (mathematics courses and reading courses) faculty salary and benefits, training, supplies, equipment. 3200 Advising. NACADA conference. 1167 Transitional Math. Travel to and attendance at League for Innovation Conference.
1g. Strengthen programs and services in ways that increase student retention and engagement.	1165 Earth Science. Geology student field trips to Montana and Utah. 8241 Staff Development. Travel to NIN Staff Exchange. 3800 VP Student Services. Travel to HLC conference. 3800 VP Student Services. New position, Executive Assistant to VP. 1140 Social Science. Travel/meeting for Art Gallery, Chamber Singers, Criminal Justice, Theater for high school outreach events/efforts.
Goal 2. Enhance affordable and convenient access to educational opportunities	**FY19 Budget**
Objectives that will help us reach goal 2:	*Budget center(s) and short description:*
2a.Develop a plan to expand capabilities and course offerings delivered through real-time interactive video systems and other related technologies as they become available.	Note 1.

2b. Provide online services that enhance student convenience including online registration for Business Institute, Lifelong Learning, and student support areas.	1139 Preservation Studies, 4811 Lifelong Learning, 1180 Dean Humanities, Social Science, Fine Arts. Costs of on-line registration systems and transaction fees.
2c. Develop an equitable, financially sustainable model for dual credit.	Note 1.
2d. Provide delivery options that promote district-wide accessibility of general education.	Note 1.
2e. Expand and optimize the College's online presence in order to reach a wider geographic area.	73164 Web Redesign. Professional services for website upgrade and maintenance.
2f. Increase new scholarship and grant support opportunities by 20% for Highland students enrolled in a range of educational opportunities.	9700 General Services and 9101 Grants/Scholarships. College funded waivers and grants.
2g. Explore new and existing partnerships in an effort to expand access to affordable childcare for students with dependent children.	Note 1.

Goal 3. Develop sustainable models to address student financial needs and challenges	FY19 Budget
Objectives that will help us reach goal 3:	*Budget center(s) and short description:*
3a. Maintain sustainability of Auxiliary Funds in order to benefit students with high quality extra-curricular and co-curricular experiences.	05 Auxiliary Funds. Fund balance maintained through transfer from Operations. 5621 Bookstore. Upgrade of Bookstore point of sale system 5000 Auxiliary fund revenue. Per credit hour activity fee increased by $3. 5623 Bookstore. Travel/training on updated technologies.
3b. Develop methods of assisting students with emergency funding.	5677 Student Government Student Emergency Fund. Funds received from Foundation.
3c. Assess impact and develop recommendations for a student debt forgiveness program and policy modifications that promote lifelong learning in our communities.	8210 Business Office. Local Debt Recovery process implemented for past due accounts.
3d. Increase funding for the student worker program.	3400. Financial Aid. Student worker program funds maintained despite being under budget in FY18.
3e. Reduce percentage of students losing eligibility for financial aid due to their academic progress.	Note 1.

3f. Analyze tuition pricing strategies with a focus on the optimal balance between affordability and sustainability.	1000 General Revenue. Tuition rate remained at Fy18 levels.

Goal 4. Expand and strengthen educational program offerings and modes of instructional delivery	**FY19 Budget**
Objectives that will help us reach goal 4:	*Budget center(s) and short description:*
4a. Increase and align instructional expectations, course offerings and instructional competencies in multi-instructional delivery formats including online and dual credit.	1153 Certified Medical Assistant. Publication and dues for accreditation site visit. Instructional supplies upgrade to meet new requirements. 3800 VP Student Services. Transfer Coordinator travel to meetings with other institutions, IAI panels and transfer update meetings.
4b. Promote continuous quality improvement of the educational experiences provided through course level and program assessment of learner outcomes.	1082 Outcomes Assessment. Overload for faculty assessment mentors.
4c. Utilize professional and discipline related best practices, including inclusive learning methods such as universal design, across all disciplines.	1082 Outcomes Assessment. Overload for faculty assessment mentors.
4d. Implement and align technology, schedule, and academic programming to meet the demand for interactive video delivered courses from dual credit through lifelong learning.	Note 1.

Goal 5. Cultivate and strengthen partnerships with other educational institutions, businesses, and community organizations	**FY19 Budget**
Objectives that will help us reach goal 5:	*Budget center(s) and short description:*
5a. Increase total number of students served by 30% in all existing and future programs.	1156 Cosmetology, 1184 Equine, 1174 Ag Science, 1177 Electronics, and 1176 Welding. Travel for student recruitment.
5b. Cultivate contracts with employers to provide skill development for current or prospective employees.	4220 Business Institute. Instructor expense for AIM training.
5c. Expand regional partnerships by 25% through the Business Institute, Lifelong Learning and continuing education, K-12 system, and four-year institutions combined.	2800 Library. Travel/training for Prairie Cat Circulation Committee. 4220 Business Institute. Training Coordinators travel. 4811 Lifelong learning. Position/hours increased.

Crosswalk between Highland Community College Strategic Plan 2015 – 2020 Goals and Objectives and FY19 Budget

5d. Strengthen partnerships with local employers to enable workplace experiences, training, and education options.	8100 President and 9100 Board of Trustees. Travel to meet with business & industry leaders and educational organizations. 3201 Career Center. On campus meetings for internal/external partners for workplace experience, student workers, career services.

Goal 6. Continuously assist with faculty and staff professional development in order to maintain high performance learning environments and services contributing to a caring and supportive campus climate which encourages student engagement	**FY19 Budget**
Objectives that will help us reach goal 6:	*Budget center(s) and short description:*
6a. Seek alternative funding in order to restore professional development opportunities to peak levels of FY15.	8241 Staff Development. Supervisory development series.
6b. Provide faculty development on Curriculum and Instruction for the 21st Century Learner, use of academic technology, teaching strategies, and assessment that support learning outcomes in face-to-face, hybrid and online classrooms.	Various. Faculty development and training funded in multiple budget centers.
6c. Enhance faculty and staff development for teaching and assisting transitional students.	Various. Faculty and staff development and training funded in multiple budget centers.
6d. Promote an inclusive environment that respects and values all individuals.	8241 Staff Development. Materials to promote and share College missions/core values/employee characteristics across campus.

Goal 7. In collaboration with fundraising partners, maximize new and existing alternative funding sources in order to offset decreasing state funding and to maintain quality and momentum	**FY19 Budget**
Objectives that will help us reach goal 7:	*Budget center(s) and short description:*
7a. Develop a plan to sustain adult education opportunities and maximize available resources.	Note 1.
7b. Develop short and long-term resource plans that reduce reliance on state funding further and increase funding from alternative sources so that the College operating budget may be restored to peak FY15 levels.	01 Education Fund. Transfers will be utilized from other funds in FY19. 3400 Financial Aid. IL veteran grants funding established for FY19. 3100 Admissions & Records. Online transcript service and fee established. 1139 Preservation Program. Budgeted to raise $200,000 in tuition revenue.

Crosswalk between Highland Community College Strategic Plan 2015 – 2020 Goals and Objectives and FY19 Budget

7c. Maximize external partnerships and use of grants that have a positive budgetary impact and align with our mission.	1179 Business. Travel to joint advisory meetings. 1178 Vocational Tech. Travel and meetings with area employers. 1174 Ag Science. Travel and meetings with advisory councils and College Foundation.
7d. Increase sponsorships to support the funding of new and existing programs.	01 Education Fund and 06 Restricted Funds. Foundation fundraising efforts included for restricted and unrestricted gifts.

Goal 8. Provide safe, comfortable, eco-friendly learning environments in terms of infrastructure, facilities, and technology	FY19 Budget
Objectives that will help us reach goal 8:	*Budget center(s) and short description:*
8a. Develop a long-term plan for key capital investments in the facilities that improve learning and engagement in academic and student support areas.	9401 Institutional Research. NCCBP, SENSE, PACE Surveys. 73083 PHS Campus Sidewalk Project 73084 Fine Arts Room 10 73085 Air Quality and Building Materials Testing 73086 Project to be determined – possibly solar array 73163 Bond projects to be determined
8b. Develop a campus-wide infrastructure plan that addresses technology and security systems.	Note 1.
8c. Enhance athletic facilities to maintain existing programs and respond to the potential for new athletic programs.	73085 Air Quality and Building Materials Testing

Goal 9. Strengthen marketing mix and strategies in order to more fully showcase College strengths in ways that connect effectively with diverse audiences--especially potential new and returning students, alumni and other potential friends of the College	FY19 Budget
Objectives that will help us reach goal 9:	*Budget center(s) and short description:*
9a. Engage prospective students through consistent contact models of recruitment.	9401 Institutional Research. NCCBP, SENSE, PACE Surveys. 4808 Leadership Institute and 4809 Leadership Forum. Program meeting expenses and retreats. 5610 Phi Ro Pi. Tournament judges and software.
9b. Involve faculty, staff and students in programs that recruit prospective students.	6693 Upward Bound. Staff, travel, materials, training for Upward Bound Program.
9c. Target more communication and marketing efforts toward underrepresented students.	Note 1.
9d. Ensure effective marketing and communication district-wide.	8300 Community Relations. Networking events with local media, attendance at NCMPR conference.

	5648 Madrigal Dinner. Advertising for event.
9e. Increase the College's presence in district high schools.	3810 Recruitment and Retention. Travel to all District high schools and Monroe, WI high schools. Cost of annual guidance counselor luncheon.
9f. Promote new and existing programs more effectively throughout the district.	3400 Community Relations. Digital Media and Creative Specialist full-time position.

Goal 10. Further develop and cultivate interactive communication channels with external constituents and stakeholders	**FY19 Budget**
Objectives that will help us reach goal 10:	*Budget center(s) and short description:*
10a. Develop our understanding of the programmatic and service needs of our communities.	Note 1.
10b. Expand the strategic use of social media and technology to help foster communication with our district.	Note 1
10c. Increase participation and engagement with external organizations, business and industry and governing bodies.	5620 Forensics. Costs for hosting National Forensics tournament and participating in tournaments.
10d. Increase membership in the Alumni Association by 100%.	8300 Community Relations. Alumni Association events, Rise and Shine Breakfast.

Goal 11. Further develop and cultivate interactive communication channels between College departments and members of the College community	**FY19 Budget**
Objectives that will help us reach goal 11:	*Budget center(s) and short description:*
11a. Recognize teaching excellence, creativity and initiative of faculty and staff.	3800 VP Student Services. Student services staff recognition event.
11b. Ensure Highland's core values and code of conduct promote and ensure a professional and productive environment.	Note 1.
11c. Foster collaboration between academic and non-academic personnel.	Note 1
11d.Implement communication strategies designed to better share committee work, campus news and updates in order to create a more informed and engaged campus community that results in a 25% increase in attendance and viewership for Campus Connections.	2220 AV. Replace digital signage monitors on campus.

Crosswalk between Highland Community College Strategic Plan 2015 – 2020 Goals and Objectives and FY19 Budget

11e. Ensure employee needs are better understood and addressed through enhanced communication strategies.	9401 Institutional Research. NCCBP, SENSE, PACE Surveys.
11f. Increase efforts to raise awareness and interest in college history and tradition	Various. Costs associated with traditional College events such as HS music festival, art gallery openings, choral festivals. 9203 Homecoming. Costs for event. 5682 Jane Addams. Meeting expenses and contest.

Goal 12. Exhibit commitment to engage more collaboratively in continuous improvement processes and dialogue	**FY19 Budget**
Objectives that will help us reach goal 12:	*Budget center(s) and short description:*
12a. Develop and implement project management tools to assist with defining a scope of work, particularly for strategic planning projects.	Note 1
12b. Create evaluation plans to monitor the progress and ensure success of key projects.	Note 1
12c. Refine criteria for ICCB program evaluation.	Note 1
12d. Utilize evaluation data to develop key improvement strategies and initiatives.	9401 Institutional Research. AIR forum/conference. 8240 Human Resources. Compliance training/webinars. 8240 Human Resources. Funding for classification and compensation study and results.

Note 1 – Although not specifically included in FY2019 budget requests, efforts to address the objective may be underway currently or in the future.

HIGHLAND COMMUNITY COLLEGE

SAMPLE OF COMPLETED PROJECT IN THE PROJECT MANAGEMENT DATABASE

Online Orientation for Students Taking Online/Hybrid Courses

Project Number	26	
Project Name	Online Orientation for Students Taking Online/Hybrid Courses	Enter the project description and a summary defining the project.
Project Description/Summary	SARA institutions are required to have an online orientation for students taking online courses. Required online orientations have proven to increase student success rate enough several Illinois community college have made it board policy to require the orientation.	Enter the project description and a summary defining the project
Project Entered By	Joan Miller	
Date Entered	12/14/2017	
Need(s) Addressed	Improved successful completion rates of students taking online or hybrid courses for the first time.	What needs does this project address?
Project Origin	The preparedness of students taking online/hybrid classes has been a concern of students, advisors, and instructors. It is hopeful an orientation before taking an online/hybrid class will	How does the project relate to the Strategic Plan, Long Range Plan, department goal major initiative, new idea, etc.?
HLC Criterion	3d2	List criterion number and objective letter.
Strategic Plan 2017-2022	1f, 2b	Specify goal number and objective letter.
Project Serves	Students are the population served.	Who is primarily served by this process? - What are their needs? - What are their expectations and requirements?
Measurable Outcomes	1. Students completing online/hybrid courses with grade of C or better will increase by 5%.	Be sure to include: - If the project were a success, how would we know? - What outcomes (budget, enrollment, satisfaction score, etc.) will be impacted through this scope of work? - What targets should we use? Are there benchmarks?

Start Date	9/19/2017
Expected Completion Date	5/31/2018

Major Milestones

Online/hybrid orientation ready to be piloted for Summer 2018 session. Online/hybrid orientation available to students Fall 2018.

- What major tasks or steps will be included in the project?
  - When will each major step begin and end (timeframe)?

Project Constraints

Time to create a quality online/hybrid orientation.

What constraints are being placed on this project (e.g., time, money, systems, 'sacred cows', etc.)?

Risks / Threats

If project not completed, would no longer be a SARA Institution.

Are there any threats to the project? If so, what is your strategy to managing or mitigating them?

Stakeholders

Students, faculty, staff supporting Moodle, staff supporting students.

- What segments of the organization need to be involved in the improvement process?
  - Do any external stakeholders need to be involved and, if so, who?

Project Champion	Joan Miller
Project Lead	Joan Miller

Internal Committee

Task force committee members are Justin Ebert, Pete Fink, Karla Giuffre, Denise Johnson, Chris Kuberski, Cassie Mekeel, Joan Miller, Juliet Moderow, Jeremy Monigold, Brian Moore, Jennife

List internal committee/task force/work group members and their titles

External Committee

List external committee members and their titles.

Departments Contributing

ATR-creation of the modules, Library technical help with Moodle and pilots, ITS technical help and pilots, Learning Services input on content, instructors on task force input on content and functionality.

List each position contributing and how they will be contributing

Positions Contributing

See above.

List each department contributing and how they will be contributing

External Committee	none	❓ List external committee members and their titles.
Departments Contributing	ATR-creation of the modules, Library technical help with Moodle and pilots, ITS technical help and pilots, Learning Services input on content, instructors on task force input on content and functionality.	❓ List each position contributing and how they will be contributing
Positions Contributing	See above.	❓ List each department contributing and how they will be contributing
Start Up Cost	$0	❓ Enter the cost and a description where applicable.
Est Annual Cost	$0	❓ Estimated on-going annual costs
Staffing Impacts	Person to put students into the orientation, oversee progress, completers, etc. Maintenance and updating of the orientation.	
Existing Budget?	No	
New money request?	No	❓ If yes, list budget line items?
Manager of the Funds	n/a	❓ Who is the budget manager of funds for this project?
Project Scalability?	Yes	❓ Describe the scalability of the project.
Are alternate solutions available?	Yes, there are companies offering orientations for $1,000 plus per year.	❓ If so, list the solutions and the concessions and trade/offs for each.
Project Completed?	☐	
Date Project Completed		
End of Project Summary		❓ What was data for each measurable outcome? What was learned? Next Steps? Other...

Phlebotomy Course Creation – End of Project Report

Project Number	24
Project Name	Course Creation -Phlebotomy

Enter the project description and a summary defining the project.

Project Description/Summary	Create a course that promotes student learning in a high needs health care area.

Enter the project description and a summary defining the project

Project Entered By	Jen Grobe
Date Entered	7/11/2018
Need(s) Addressed	Employment in entry level health care jobs in the region. Building block for nursing and allied health care careers

What needs does this project address?

Project Origin	increase students (headcount and credit hours), promote ed in an underserved population - both students and health care providers/employers

How does the project relate to the Strategic Plan, Long Range Plan, department goal major initiative, new idea, etc.?

HLC Criterion	3a, 4a

List criterion number and objective letter.

Strategic Plan 2017-2022	1e,5a,

Specify goal number and objective letter.

Project Serves	students seeking immediate employment after 1 class, introduction to healthcare, entry level class without prerequisites

Who is primarily served by this process?
- What are their needs?
- What are their expectations and requirements?

Measurable Outcomes	full class with a waitlist (15), 80% completion rate, 75% employment rate within 3-6 months after completion. Update* Completion rate after 4 cohorts is 82% for NURS 107 and 87% for NURS 108. An employment rate is not yet available from IR.

Be sure to include:
- If the project were a success, how would we know?
- What outcomes (budget, enrollment, satisfaction score, etc.) will be impacted through this scope of work?
- What targets should we use? Are there benchmarks?

Start Date	1/1/2017
Expected Completion	12/14/2018

Field	Content		Help
Major Milestones	Successfully run the first course (full with a waitlist) - accomplished in Spring 2017. Consistently run a cohort for NURS 107/NURS 108 each year in addition to NURS 108 for Medical Assistant Program - completed in Fall 2017, Summer	?	- What major tasks or steps will be included in the project? - When will each major step begin and end (timeframe)?
Project Constraints	Increased need for part-time or full-time faculty. Increased need for supplies - balanced against the increased student recruitment and headcount.	?	What constraints are being placed on this project (e.g., time, money, systems, 'sacred cows', etc.)?
Risks / Threats	Limited clinical sites could saturate the market. Suggest capping the course at 15 students per semester.	?	Are there any threats to the project? If so, what is your strategy to managing or mitigating them?
Stakeholders	Local healthcare (FHN cohort specifically)	?	- What segments of the organization need to be involved in the improvement process? - Do any external stakeholders need to be involved and, if so, who?
Project Champion	Jen Grobe		
Project Lead	Jen Grobe		
Internal Committee	Alicia Kepner and Nursing and Allied Health full-time and part-time faculty	?	List internal committee/task force/work group members and their titles
External Committee	Advisory board for nursing and allied health	?	List external committee members and their titles.
Departments Contributing		?	List each position contributing and how they will be contributing
Positions Contributing		?	List each department contributing and how they will be contributing
Start Up Cost	$50 supplies per student - included in student fees for the course	?	Enter the cost and a description where applicable.
Est Annual Cost	Instructor cost = $3,000 + Instructional supplies = $1,000	?	Estimated on-going annual costs
Staffing Impacts	Increased needs for part time instructors and weight on staffing considerations.		

Existing Budget?	Already existing as part of the Medical Assistant Program	
New money request?	No	❓ If yes, list budget line items?
Manager of the Funds	Jennifer Grobe	❓ Who is the budget manager of funds for this project?
Project Scalability?	Increase in students 15 each fall and 15 each summer - capped to prevent saturation.	❓ Describe the scalability of the project.
Are alternate solutions available?	not at this time	❓ If so, list the solutions and the concessions and trade/offs for each.
Project Completed?	☑	
Date Project Completed	7/11/2018	
End of Project Summary	This was a successful project that increased students in a course but ultimately created a pipeline for health care students into the college. This course has the potential to be linked with other courses to create a certificate program. The project was overall successful with an 82/87% completion rate.	❓ What was data for each measurable outcome? What was learned? Next Steps? Other...

Institutional Survey & Measures Plan – FY 2019 to FY 2021

Year	Target Population	Survey/Service	Survey/Service Description	Timing	Method	Estimated External Cost	Date
FY 2019	Entering Students	Survey of Entering Student Engagement (SENSE)	Includes items eliciting information from students about their first experiences with college intake processes, instructors, advisors, other students, and support services	Fall	Classroom	$6,500	Sept. 2018
	Employees	Personnel Assessment of the College Environment (PACE)	Items on this instrument are divided into four domains: institutional structure, supervisory relationship, teamwork, and student focus	Fall	Online	$6,000	Oct. 2018
	FY2018 Occupational Graduates	HCC Occupational Follow-up Survey	Formally an ICCB mandated survey, the items within ask graduates information about their current employment and satisfaction with College courses and programming.	Spring	U.S. Mail	In-house	March/April 2019
	(HCC to use for strategic improvement)	National Community College Benchmarking Project (NCCBP)	A standardized, nation-wide reporting process for community colleges, allowing for benchmark comparisons on measures related to student outcomes, institutional effectiveness, and community and workforce development	Spring/ Summer	IR/IT completes NCCBP data-collection forms	$1,300	Data due to NCCBP: June/July 2019

Year	Target Population	Survey/Service	Survey/Service Description	Timing	Method	Estimated External Cost	Date last administered
TBD	Completers	HCC Graduate survey	The purpose of this survey is to determine how the College is meeting its graduates' instructional, academic, and student support needs as well as gather information with regard to the overall value of education graduates feel they receive by coming to Highland.	Spring	Cap/Gown pick-up and U.S. Mail	In-house	May 2014
	Business Leaders, City/ County officials, School Personnel	Community Leaders Survey	The purpose of this survey is to obtain feedback from community leaders on the extent to which the College is delivering on its mission and the kinds of environmental factors that are issues for their communities. The results of this survey helps inform the College's Strategic Plan.	Fall	U.S. Mail	In-house	Feb – March 2014
	(HCC to use for strategic improvement)	Environmental Scan	Includes demographic data on the population of the College's district; impacts of recessions and other economic influences; unemployment rates and occupational and industry trends; K-12 population data, etc.	Fall	External consultant	$8,000	Fall 2014
	Current Students	Noel-Levitz Student Satisfaction Inventory	Includes items eliciting the importance students place on various services, programs, and experiences and the relative degree of satisfaction that results from their transactions with them.	Fall	Online	$2,500	Fall 2014
	Completers	HCC Transfer Survey	Includes items eliciting information from transfer students about their course transfer experience, satisfaction with transfer resources, and satisfaction with educational preparation	Spring	U.S. Mail	In-house	April/May 2016
	Selected sample of currently enrolled students	Community College Survey of Student Engagement (CCSSE)	Includes items eliciting information from students about their college experiences – how they spend their time; what they feel they have gained from their classes; how they asses their relationships and interactions with faculty, staff, and other students; how the college supports their learning, etc.	Spring	Classroom	$5,500	Feb – April 2018