

Self-Evaluation:

The College meets this Standard. Established procedures are followed in the design and approval of curriculum, including the writing and assessment of student learning outcomes and the scheduling and delivery of courses. One innovation in Fall 2010 that has helped the College more systematically adhere to its established procedures is the practice that any course five years or older goes on a warning list and is given one year to be revised. If the course fails to be revised during this probationary period it is automatically inactivated [doc. 104].

The adoption of CurricUNET has improved workflow in many ways. It is easier to develop and collaborate on proposals with co-contributors, obtain input in technical review, and archive records. Faculty and staff have encountered problems with the usability and performance of CurricUNET, such as a temporary lack of access to the data or disruptions in the technical review process [doc. 107]. That said, the problems surrounding CurricUNET are gradually being resolved, and overall the system is a vast improvement over the prior document and file system. The Assessment Module of CurricUNET is a tremendous asset to the College, centralizing the location of assessment plans, data, and collaboration and better enabling the tracking of assessments college-wide.

The development of the program pathways has been an important step forward in institutional growth. They have had the effect of increasing dialogue on campus about scheduling not based on personal, department, or administrative expertise, intuition, or past practice, but concretely on what students need to complete courses and programs. The Fall 2012 schedule contains courses indicated by the pathways, as departments transition to this de facto long-term schedule [doc. 312]. Pathways have already led to better dialogue, more efficient course scheduling, and altogether more constructive decision-making. They hold out the possibility of more effective cohort building and greater student success.

Actionable Improvement Plan:

None

II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary:

Competency levels are determined by faculty and approved through the curriculum process.

Minimum reading and writing proficiencies for the Associate degree are set by the English faculty. Computational competencies are set by the math department. The College participated in the recent state-wide alignment of proficiency standards with CB21 codes; development levels in English and math were closely aligned with expected standards. Computer and internet literacy competencies are set by the computer and library faculty. Some academic transfer programs align their courses with professional or non-profit organizations that serve to establish standards for academic areas. The Chemistry department uses the American Chemical Society's standards for required topics, a defined level of rigor, and the quality of lab experience. The Association of College and Research Libraries is used as a touchstone for requirements in information competency. The Web Design program that obtains guidance from the World Organization of Webmasters, a non-profit organization that seeks to establish standardized educational objectives and competencies for the industry

CTE programs rely on advisory committees that are comprised of local employers and professionals in related fields [doc. 23]. Their input provides crucial guidance in ensuring that the SLO's and course content continue to be relevant for labor market needs. Some vocational programs also rely on guidance from professional organizations, such as Nursing, Administration of Justice, and Emergency Medical Technology. In addition to these efforts, employment competencies are identified through advisory committees, mandating external agencies, occupational projections, job skills assessment, certification preparation and evaluation, curriculum measurements against current trends, technological changes, and employment statistics.

The College has also done targeted conferences with industry. Three Employer Summits have been held over the past six years to get industry feedback in mining, manufacturing, trades and renewable energy. The Summits surveyed employers in the skills sets required for technicians, engineers and the general workforce, and the work done has resulted in the development and substantial modifications of programs such as industrial technology and engineering [doc. 128]. In November and December 2010, the College brought together ten wind technician experts to gather information on the skill competency sets for a wind technician. A DACUM process was used (Developing A CurricuLUM) to identify the work tasks that successful workers are expected to perform, and the technical and support skills that are critical to performing these job requirements. Faculty used the information generated to develop new courses and update existing courses and learning activities to prepare the current and future wind technician workforce [doc. 383].

Competency levels required for the successful completion of coursework are institutionalized by means of course pre-requisites, co-requisites, or advisories in the course outline of record. Requisites of any type require content review, which are captured in the electronic course outline of record in CurricUNET and justified via a narrative description [doc. 95]. The curriculum committee carefully reviews the content review to ensure that linkages of prior course skills to

target course skills are reasonable and appropriate.

Self-Evaluation:

The College partially meets this Standard. Both faculty expertise and advisory committees inform the development of competency levels and student learning outcomes.

What the College recognizes it has not done well is validate the continued use of requisites with statistical analysis. Content review provides one level of scrutiny. When it comes to minimum proficiencies, standard II.B.3.e describes in more detail how the institution evaluates placement instruments and practices. But the College does not currently have a standard report, process, or timeline for completing ongoing statistical analyses of standard requisites that are not part of English, math, and reading placement. This is especially important now in light of the fact the College is experimenting with making more out-of-discipline courses prerequisites for certain general education courses that faculty feel would be more successful if students came in better prepared. Four such transfer courses were approved in Spring 2012 for English and reading prerequisites (PSYC C101, BIOL C251, BIOL C255, BIOL C261), with more interest out there among faculty.

Actionable Improvement Plan:

Develop a process, report, and schedule for ongoing statistical analysis of requisites.

II.A.2.c

High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary:

Breadth, depth, rigor and synthesis of learning are captured in the outlines of record for all courses and programs [**doc. 97**]. Dialogue about them is assured by faculty presentation at CIC meetings and demonstrated in committee minutes [**doc. 102**]. The College adheres to the Carnegie unit for the appropriate amount of work inside and outside the classroom. Each lecture hour equivalent requires between one and two hours of outside reading, writing, research, or other self-monitored activity. No outside hours are required for laboratory or activity hour equivalents as this is consistent with the Carnegie unit.

Prerequisites, co-requisites, and advisories also help to establish appropriate rigor for courses as well as assist in course sequencing. CIC strongly advises transfer-level preparation as the minimum reading and writing levels (Reading Level 1 and Writing Level 2) for all Associate degree and transfer level courses [**doc. 102**]. This sets a standard for what is cognitively expected