

AY22-23 Assessment and Program Review Manager Annual Report

In my second year as Assessment and Program Review Manager, I was focused on three things:

- continuing to build relationships with faculty and deans,
- making some headway on processes improvements indicated from my first year in the role,
- and differentiating between assessment processes and program review processes

Student Learning Outcomes Assessment

Assessment Day

Assessment Day took place on Friday, September 9th, 2022 from 10:00 a.m. to 3:30 p.m. The day was held in-person and provided lunch for an hour between 12:00-1:00 p.m. All of the faculty attended the sessions together with one exception: there was one session in which the faculty broke out into three groups based on where their program was in the assessment cycle. The goal was to provide faculty time to work on their assessment plans, assessment reports, or curriculum maps. Then all of the faculty participated in an update to the AGECE changes being implemented throughout Arizona and a General Education assessment conversation. The afternoon closed with sessions on incorporating assessment information in the program review process and preparation for the upcoming HLC reaccreditation site visit.

There were many take-aways from Assessment Day:

- Faculty want their day to be productive:
 - During the breakout session, one group of faculty did not have assessment plans, assessment reports, or curriculum maps to work on as they were in a data collection only year. I had suggested to the faculty that they review their assessment plans to ensure that they had a system to collect the assessment data, but in the evaluations the faculty commented on the fact that they were told to “sit and think.”
 - Not all faculty need to participate in General Education assessment conversations. Many of the workforce faculty do not contribute to General Education assessment and did not find this session valuable.
- Requests:
 - The faculty wanted more work time. The goal will be to move it to the end of the day and end Assessment Day earlier.
 - Provide a new faculty orientation. While I had provided a short orientation to assessment process to new faculty the prior week, there seems to be a need for another orientation during Assessment Day.

Revision of the Assessment Processes, Canvas SLOA Shells, and Forms

The faculty and administration have continued to confuse assessment processes and program review processes. One of my main goals is to separate the two as much as I can. This year, all assessment processes (Assessment Day, submission of forms, review of forms) will be completed during the fall

semester while all program review processes will be completed in the spring semester. This will ensure that the assessment processes are completed and can be easily rolled into the program review documents.

One of the Canvas site issues from the previous year was the confusion of where faculty needed to go to submit their assessment documents. In addition there was a request to have all of the assessment videos be available to all faculty to help build assessment knowledge.

In order to address these concerns, I revised the School SLOA Canvas Shells:

- Home page: I added two tables to the front page, one in yellow and one in blue. The yellow table was for the assessment processes and includes the overall assessment cycle and lists the programs completing each part of the a-cycle for that particular year. Each program name also links directly to the assignment where the point person can find the form and instructions for complete the C-Map, A-Plan, or A-Report.
- I also added a “Need Help?” section which has a link to a list of the point people for each program. The “Need Help?” section also had links to pages for the SLO Assessment help videos and the Program Review help videos.

As for the assessment process forms, we have been using Microsoft Word templates for the C-Maps, A-Plans, and A-Reports. There have been no real issues with the C-Map template, but the A-Plan and A-Report documents seemed to be preventing faculty from seeing the connections between course-level assessment to program-level assessment. The Word document required faculty to fill out a plan for program-level assessment in one section and course-level assessment in a second section. Faculty felt that filling out this form was very redundant the way it was formatted. Another issue for faculty was connecting the A-Plan to the A-Report. There were a few cases in which the faculty assessed completely different courses or program learning outcomes from those listed on the A-Plan.

In order to address process concerns, I proposed to the SLOA Committee to change from using Word templates to simplified Excel templates. The Excel templates would house all three assessment processes in one worksheet: one curriculum map, one assessment plan, and three assessment reports. Additionally, I proposed to reduce the redundancy in the A-Plan form to just list the courses underneath an overall program-level outcome. Finally, the Excel sheets will allow the assessment plan to be copied from the A-Plan tab to the A-Report tab. This should help faculty understand the connection between the plan and the report.

The SLOA Committee voted to pilot it in the Fall of 2023.

Program/Department SLOA Processes

Using the School Canvas Shells, three forms were submitted by the point people from the programs/departments.

- Annual Assessment Reports (A-Report): All programs/departments (with a few exceptions) submitted A-Reports on September 29th, 2022 in Word format and submitted through the Canvas Shell. These were reviewed by the SLOA Committee and I aggregated the results (See attached AY22-23 A-Report Infographic).

- Curriculum Maps (C-Map) and 3-Year Assessment Plans (A-Plan): These documents are submitted together as the program should be using the most up-to-date C-Map to create the A-Plan from. More than half programs/departments (with a few exceptions) submitted C-Maps and A-Plans by November 30th, 2022. C-Maps in Word format while A-Plans were created using the Dynamic Forms process and put into PDF format. Both were submitted through the Canvas Shell. These were reviewed by the SLOA Committee (unless late than I reviewed them and provided feedback) and I aggregated the results (See attached AY22-23 C-Map and A-Plan Infographics).

General Education SLOA Processes

In the Fall of 2022, the General Education Coordinator continued to use the previously developed Dynamic Forms process in which to collect and evaluate student work products from courses that have Scientific Literacy and Diversity Awareness competencies.

As in the previous year, much of the General Education process was handled by the GenEd Coordinator who conducted all of the communication and training with the faculty. Each faculty member was asked to submit student work products, participate on a rater team to evaluate the products, and, if desired, write a reflection based on the rater scores and feedback.

I assisted on the front end to work with IER to develop a stratified student sample to use to gather student work products from faculty. The sample was developed by focusing on students who had completed at least 15 credit courses in General Education. However, this year the sample was stratified across faculty to ensure equal SWP collection. This was in response to faculty complaint that certain faculty had to submit and review more SWP other others which caused the process to be extremely burdensome in those cases.

Then over the summer, I compiled the Scientific Literacy data into infographics to be shared with the GenEd faculty in the fall of 2023 (See attached AY22-23 GE Scientific Literacy Infographic). It was decided to postpone the Diversity Awareness compilation to allow the faculty more time to submit SWP and then review the results during the 2024 Fall Assessment Day.

Co-Curricular SLOA Processes

More effort was put into spreading information and the process of cocurricular rather than working with directly programs to collect cocurricular assessment.

During the Fall 2022 Library Welcome Back Event for Faculty, I put together a Cocurricular Poster Board and answered questions throughout the night from faculty.

Then effort was dedicated to building up the infrastructure of cocurricular assessment processes in order to make the process seem more accessible by a small contingent of cocurricular representatives from the SLOA Committee. The Cocurricular Subcommittee reviewed and revised the Cocurricular Assessment Plan and Report by clarifying language and providing a separate example report instead of including it within the report template. Additionally, the committee reviewed the Canvas SLOA Shell.

Much of the work of the subcommittee focused on creating a presentation on institutional learning outcomes (which align closely with the General Education competencies) and the cocurricular process as a whole. While working on this presentation, it came to the subcommittee's attention that the

Institutional Level Outcomes (ILO) document needed to be more inclusive. The subcommittee revised sections of the ILO document and brought them to the SLOA Committee for review and approval. By the end of the year, the entire ILO document had been rewritten and approved by the SLOA Committee. I need to post the updated version to the SLOA website.

In the fall, several co-curricular areas were identified and charged with creating assessment plans in the fall and collecting data in the spring. These reports are due in late summer:

- Library: Library Instruction
- Library: Scavenger Hunt
- Library: Spanish Café
- Student Services: Title IX and Community Standards
- Student Services: Embedded Tutoring

There still seems to be confusion on what qualifies as a “cocurricular” activity or event. Effort will need to be made to help areas decide whether or not their activities or events are cocurricular. This will require more direct work with areas that could have cocurricular opportunities.

Other SLOA Activities

In addition to assisting with the SLOA work above, I also have been working on other SLO assessment related projects:

- SLOA Website Update – The college began a whole website revision. As part of that process, I took the opportunity to refresh the SLOA website in particular. Several sections were added:
 - Meetings & Meetings – This area is intended for updated meeting dates and approved meeting minutes. It should be updated monthly.
 - Assessment Plans & Processes – This area houses the SLOA Handbook, a description of the Program/Department, General Education and Cocurricular assessment processes along with examples of the plan and reporting templates.
 - Assessment Reports – This area houses the meta-assessment conducted on the assessment plans and reports submitted from the prior year. It also houses the yearly Assessment Manager report.
 - Assessment Resources & Support – This section has internal and external resources related to SLO assessment best practices.
- Canvas Sub-Accounting (STARTED Spring 2023) – Began working with the TELS Department to establish sub-accounts within the CANVAS LMS system. Throughout the spring, possibly organizational structures were reviewed and revised in the Instructional Support team. Once an organizational structure was confirmed, the TELS Department worked with IT to build it within CANVAS. During AY23-24, I will work with a pilot group of faculty program to test the sub-accounting structure and collecting SLO data through CANVAS.
- Update of SLOA Handbook (ongoing) – The SLOA Handbook was reviewed and approved by the SLOA Committee. After that it was updated on the SLOA website. However, during the fall, there was a lot of discussion among the faculty, many of the faculty committees, and the TELS Department about course outcomes and course leveling. As part of those discussions, I met with the TELS Department and we reviewed the handbook together. TELS asked that the SLOA

Handbook be revised to include the relevant pieces from the Instructional Design Guide along with suggestions from the TELS instructional designers.

Challenges and Improvements to SLOA Processes

While much of the actual SLOA process will kept the same, there will be revisions to the forms, moving them from the current Word versions into Excel. In addition, many improvements could also be made:

- Assessment Day
 - Due to the nature of the assessment cycle, the faculty in Year 1 of implementing their assessment plan who did not have much to do on the actual Assessment Day. In the future, Assessment Day will be restructured to provide sessions for faculty no matter what part of the cycle their program is in.
- Canvas SLOA Shells
 - The program modules are currently just a long list of documents. It does not assist faculty in understand where they are in their process or quickly see the documents they have completed. Additionally, the faculty are unaware the SLOA Committee has been providing feedback on the assessments documents and it is difficult for programs with high point person turnover to get to as it is only given to the faculty person who submits the forms. Both of these could be improved over the summer.
 - None of the communication features of Canvas were utilized during the AY21-22 or AY22-23.
 - An reoccurring issue is that faculty do not like that the A-Plans were created in the Dynamic Form and then had to be uploaded into Canvas. Additionally, the A-Plans form is cumbersome and repetitive. This will be revised as the A-Plans move to an Excel format for Fall of 2023.
- Program/Department SLOA Processes
 - Similarly to last year, A-Reports were completed, but many of the faculty used course success rates instead of reporting actual student learning outcome data. Another issue of note is that the student proficiencies are reported in percentages in some cases or reported as “all or some or none” in other cases. Without reporting actual student numbers, the data cannot be aggregated from a course level to a program level or beyond. This will be addressed with the change in the format of the assessment forms.
- General Education SLOA Processes
 - Many of the issues from last year still exist:
 - This process was work intensive for the GenEd Coordinator.
 - Some faculty did not appreciate the reflection portion of the form.
 - Adjunct faculty often did not participate in submitting SWPs or did not act as part of review teams.
 - In addition, the faculty are feeling overwhelmed with the collection and review of the SWPs in back-to-back semesters. The GenEd Coordinator and I discussed this issue and have agreed to try allowing an entire year to collect SWPs (to ensure we collect a representative sample) and have the faculty review the SWPs together during Assessment Day.
- Co-Curricular SLOA Processes

- The revised ILO document needs to be published on the SLOA website and a list of possible cocurricular areas throughout the college needs to be created.

PROGRAM REVIEW PROCESS

The program review process changes from last year remained in place. All of the IER data packets were uploaded to the Canvas Shells and made available by the end of January. The deadlines to turn in program review documents were at the end of April through the middle of May. Meetings with faculty were held throughout the spring semester to review program review data for those programs going through a Comprehensive Program Review as well as for those going through Annual Updates if requested.

Throughout the Summer of 2022, the Program Review Committee reviewed and provided feedback on the submitted program reviews. The committee also prepared for the first set of program review presentations that took place in October and November. The short presentations were given by faculty who had just written their Comprehensive Program Reviews. It gave the faculty and various leaders throughout the college time to share what is happening directly in the YC programs and started various conversations on budget item requests from those programs.

As a result of reviewing the program review forms and attending the presentations, the Program Review Committee requested changes to the program review forms to include a SWOT analysis. This request was to partly assist faculty in preparing for the presentations. In addition, the sections regarding curriculum and assessment reporting were simplified and drop-downs were included in the action item and budget request areas.

Additionally, as part of the presentations, it became clear that the Executive Leadership Team and faculty were reviewing different types of data to evaluate program review health. Due to this, the Program Review Committee began to talk about possible changes to the program review metrics provided in the IER data packages to align better with data being used at the leadership level.

Changes were made to the SLOA Shells to better assist the faculty in reviewing their data to complete the program review forms. First, a blue box was added on the Home page to summarize where each program was in the program review cycle. The faculty could also use the links in the blue box to quickly navigate to their program review information.

New program review pages were created to summarize all of the information provided for faculty. Links to the IER program data packages are providing along with quick information on which courses are used to develop the data package. Workforce reports are included with detailed information on which SOC codes are used to derive the information. And if the program had transfer type information, links to their ASSIST course success benchmarks and the common course matrix were added.

OTHER WORK

Accreditation

The beginning of the academic year began with preparations for the site visit from the Higher Learning Commission peer review team with mock forums taking place at the beginning of August with the actual visit taking place mid-September.

Once the re-accreditation visit happened, we began to prepare for an additional HLC visit to be evaluated for the campus readiness to offer a bachelor's degree. This visit took place in the beginning of December. Afterward the initial meetings, the visiting peer review team asked to meet with other areas to deep dive into some of YC's practices. One of those areas was to review our assessment and program review practices. I met with the team for about 20 minutes to share the Canvas shells developed to hold these particular processes.

Co-Chair of Staff Development Day Committee

Along with Karen Vail, I agreed to become the co-chair of the Staff Development Day. With a team of employees throughout the college, we held at least monthly meetings and accomplished tasks to offer a full day of sessions for staff professional development during the first week of June.

AGLS

I continued to act as an at-large board member for the Association of General and Liberal Studies. I attended scheduled meetings and helped on various projects as requested by the board. I developed a webinar in conjunction with another at-large board member to educate on the complications of general education within a community college environment. I also acted as the lead to develop a panel of community colleges practitioners to speak at the annual convening about the community college perspective on general education.

Emerging Dialogues

I began my service as the vice-chair on AALHE's Emerging Dialogues Committee. I attended monthly meetings and took notes. I also had additional meetings with the chair to anonymize and review committee feedback given on submissions.

Changes in Department

There were several changes in the Office of Instructional Support:

- Linda Hoffman retired as the Instructional Support Analyst (Credentialing).
- Becca Woodberry (Serenity) began as the Instructional Support Analyst (Credentialing)

PROFESSIONAL DEVELOPMENT

I attended (or helped offer) several conferences:

- October 2022: AGLS
- February 2023: HLC Cocurricular Webinar
- April 2023: AzTransfer Summit
- June 2023: Staff Professional Development Day
- June 2023: AALHE

All of my take-aways and actions are located at the end of this yearly report.

ADDITIONAL WORK

I also taught two sections of English in Fall 2022 and one section in Spring 2023 for another community college.

COMMITTEE WORK

SLOA Committee

- August:
 - o Reviewed the proposed committee charter as developed by Dr. Ryan and Bill Swenson over the summer. Reviewed changes to the SLOA Handbook for the AY22-23. Completed a run-down of the agenda for the upcoming A-Day.
- September
 - o Discussion of whether or not HPER needed to conduct SLO assessment. Shared Cocurricular Subcommittee plans. Reviewed process to provide feedback on A-Reports in Canvas.
- October
 - o Dr. Fisher presented on the B.S. in Business degree and the course-leveling document. Reviewed suggested modifications from the Cocurricular Subcommittee to the ILO document. Voted on SLOA Committee charter and SLOA Handbook changes. Reviewed A-Report feedback trends.
- December
 - o Confirmed Fall 2023 A-Day date. Reviewed feedback from A-Day and created a rough draft for Fall 2023 A-Day. Continued review of suggested modifications from the Cocurricular Subcommittee to the ILO document. Reminder to reach out to faculty to submit late A-Plans and C-Maps.
- January
 - o Reminder for members to finish A-Report feedback as well as reach out to faculty to submit late A-Plans and C-Maps. Reviewed tentative A-Day. Worked through an example of how to provide feedback on C-Maps using the rubric.
- February
 - o Continued review of suggested modifications from the Cocurricular Subcommittee to the ILO document. I presented on the impending AGECE revisions and asked for all faculty to provide feedback to Karen Palmer. Discussed the difficulties of using DynamicForms to write A-Plans.
- March
 - o Continued discussion of using Dynamics Forms vs. Microsoft 365 for A-Documents. Discussed the A-cycles for short certificates and large programs. Determined which faculty would return to the committee in the fall.
- April
 - o Reviewed faculty feedback on the proposed Microsoft 365 forms and changes to the A-Cycle. Finalized A-Day. Finalized ILO changes.

Curriculum Committee

- September
 - o Overview of Curriculum Committee purpose, resources, and processes and review of the charter developed by Dr. Ryan and Liz Peters over the summer.
 - o Began review of curriculum and continued review of committee charter.
- October
 - o Review of curriculum
- November
 - o Review of the Bachelor of Science in Business courses, concentrations, and program.
Review of curriculum
- December and January
 - o Review of curriculum
- February
 - o Review of the BSN courses and program.
- March
 - o Review of Curriculog forms and course-leveling document
- April
 - o Review of course leveling document and curriculum processes
- May
 - o Development of program planning and deletion procedure

General Education Committee

- August
 - o Review of the charter developed by Dr. Ryan and Karen Palmer over the summer.
Update on new AGECE progression. Review of Gen Ed assessment plan for the year for Scientific Literacy and Diversity Awareness.
- September
 - o Dr. Joani Fisher provided an update on the B.S. in Business and its Gen Ed requirements and presented the proposed course-leveling document. Information about Gen Ed assessment will be emailed to faculty in the next week.
- October
 - o Update on new AGECE – groups were formed to redesign the categories and criteria.
Update on Gen Ed assessment – Emails have gone out and Gen Ed reps will share the Critical Thinking course list with their representative areas.
- November
 - o Update on new AGECE – Gen Ed ATF met and has sent out a form to collect feedback on the categories and criteria from each of the community colleges. Update on Gen Ed assessment – Gen Ed reps brought back feedback about which courses should remain or be removed from the Critical Thinking category.
- December
 - o No meeting held. Met with HLC peer review team for the B.S. Substantial Review.
- January
 - o Update on new AGECE – AzTransfer has provided a presentation and information to share prior to gathering feedback. The committee made a plan to present it to their various

representative areas. Update on Gen Ed Assessment – Less than 50% response rate.
Updates to the Critical Thinking list have been sent to the Curriculum Office to change.

- February
 - o ...
- March
 - o Update on AGEC – Presentations were held and feedback is being gathered by Karen Palmer. Update on Gen Ed Assessment – Karen is working to get student work products to evaluators. Update on Gen Ed What and Why – Team has reached out to Marketing to get revisions on websites.
- April
 - o Update on AGEC – Will gather more faculty feedback at the Summer Institute prior to sending to AzTransfer. Update on Gen Ed Assessment – Reviews are coming in. There were some issues of what faculty need to do. Will hold off and host a session on Assessment Day. Update on Gen Ed What and Why – Blurbs can be found on a shared document.

Program Review Committee

- July
 - o Committee provided insights from program review documents as well as feedback on the review process itself. Deans reviewed their point people lists. Committee reviewed budget schedule and program review budget requests.
- August
 - o The committee reviewed and approved the AY22-23 program review deadlines and finalized the presentation dates.
- September
 - o Tom Hughes presented on the HLC preparation and the committee considered whether program review process was used to sunset programs.
- October
 - o Debriefed on the program review presentations. Reviewed the upcoming program review process timeline and reviewed AY22-23 program review forms.
- November
 - o Provided an update on the program review data revisions and Progression Day. Reviewed the AY22-23 Program Review Handbook and forms.
- December
 - o Voted on AY22-23 Program Review Handbook and forms.
- January
 - o Began discussion about new program review metrics for AY23-24.
- February
 - o Introduced Michael Merica as the new Director of IER. Reviewed the Canvas SLOA Shells and an example IER data package. Provided an update on the comprehensive program review faculty meetings.
- March
 - o ...
- April

- Reviewed Curriculum Committee's Program Deletion Procedure. Discussed better integration of program review and budget processes. Evaluated program review rubrics.
- May
 - Final review of program review rubrics and assignments of program review evaluations.
- June
 - Reviewed particular program review sections that had been previously difficult for reviewers and began review of program review template.

LOOKING INTO THE FUTURE

The processes for learning outcomes assessment and program review are still evolving. All are in line with best practices and the literature recommendations and the ultimate goal is to make the process itself less burdensome and more focused on making changes that improve student learning and success. For now, there is still room for improvement based on feedback from faculty and faculty committees.

In addition to the possible improvements already noted, there are some other areas that also could be addressed in the upcoming academic year:

- Work to establish ILOs – While institutional-learning outcomes were established, the process to gather and evaluate ILO data has not been created. Additionally, there is some work to be done to teach the college-wide community about ILOs and their purpose.
- Build assessment training – While I have videos and step-by-step instructions to complete the assessment and program review forms, it would be worthwhile to build an actual training program to develop SLOA Committee members and the college-wide community understanding of assessment and program review.



Assessment Day
Friday, September 9th, 2022
10:00 am – 4:00 pm
IN-PERSON: Prescott Campus, Room 19-147

Agenda

10:00 am	Welcome & Introductions <i>Ms. Stacey Hilton, Dean, Instructional Support</i>
10:15 am	Changes to the Assessment Cycle <i>Presented by: Dr. Bill Swenson, Professor, Student Learning Outcomes Committee (SLOA) Chair</i>
10:30 am	Overview of Canvas SLOA Shells – Where’s Your Information? <i>Presented by: Mrs. Sarah Southwick, Assessment and Program Review Manager</i>
11:00 am	Assessment Reports – We have student learning data! Now what? <i>Presented by: SLOA Committee Representatives</i>
12:00 pm	LUNCH BREAK (1 HOUR)
1:00 pm	Assessment Plan Review and Updates – What is Your Program Doing This Year? <ul style="list-style-type: none"> • Getting on the Same Page <ul style="list-style-type: none"> ○ <i>Dr. Bill Swenson, Professor, Student Learning Outcomes Committee (SLOA) Chair</i> • Submitting a New 3-Year Assessment Plan <ul style="list-style-type: none"> ○ <i>Presented by: Mrs. Sarah Southwick, Assessment and Program Review Manager</i>
1:45 pm	Upcoming AGECE Changes <i>Presented by Dr. Karen Palmer, Professor, General Education Committee Chair</i>
2:00 pm	GE SLO Analysis & Assessment Plan Review* <i>Presented by Dr. Karen Palmer, Professor, General Education Committee Chair</i>
2:30 pm	BREAK
2:45 pm	Incorporating SLO Assessment into Program Review – Is Learning Aligned with Overall Program Data? <i>Presented by: Mrs. Sarah Southwick, Assessment and Program Review Manager</i>
3:00 pm	HLC PREP – What will HLC ask YOU about SLO Assessment? <i>Presented by: Dr. Tom Hughes, Institutional Effectiveness & Research</i>

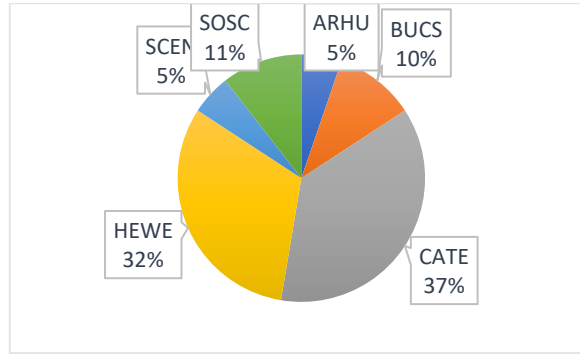
Thank you for participating in Assessment Day

**All attendees should bring a laptop and student learning data/information gathered from a course taught last year per the Assessment Plan*

Thank you for participating in Assessment Day

YAVAPAI COLLEGE ASSESSMENT REPORTS AY 22-23

Assessment Reports (A-Reports) are turned in annually and are report the student learning data (Students that met, did not meet, and did not complete the criteria) measuring particular Program-level Learning Outcomes (PLO) and Course-level Learning Outcomes (CLO) as written in the 3-Year Assessment Plan (A-Plan).



19 Assessment Reports

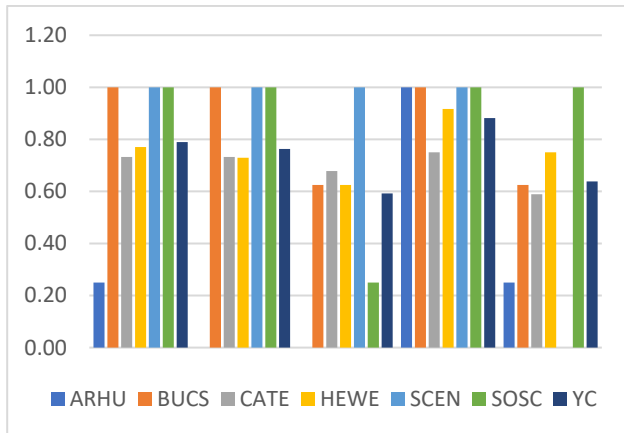
19 Completed

28 Did Not Complete

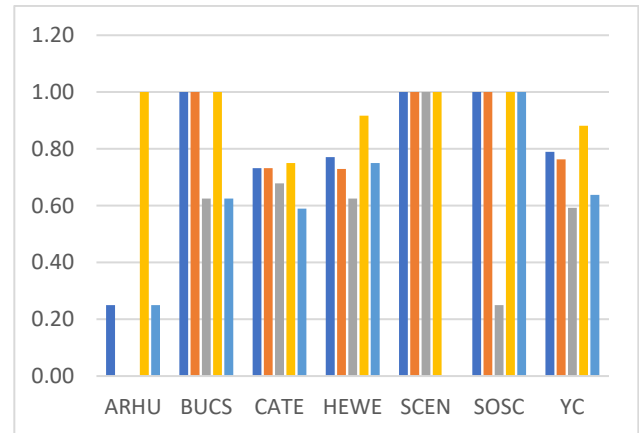
5 Postponed

10 On-Time

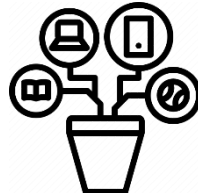
9 Late



School Performance by Rubric Criteria



Rubric Criteria Performance by School



All Outcomes Assessed	Use of Evidence	Modalities	Faculty/Staff Involved	Direct/Indirect Methods Used
0.79	0.76	0.59	0.88	0.64
<p><i>Rubric Criteria</i></p> <p>According to the 3-Year Assessment Plan: All PLOs and CLOs for the academic year were assessed</p>	<p><i>Rubric Criteria</i></p> <p>Student Performance Information data is provided per outcome AND Strengths and Area of Improvement were identified based on the data</p>	<p><i>Rubric Criteria</i></p> <p>Student Performance per modality is discussed</p>	<p><i>Rubric Criteria</i></p> <p>All Faculty are identified and engaged in discussions around the student learning data</p>	<p><i>Rubric Criteria</i></p> <p>PLOs were assessed with both direct and indirect measures AND CLOs were assessed with direct measures, at a minimum</p>

YAVAPAI COLLEGE ASSESSMENT REPORTS AY 22-23

There are a number of reasons why a program would not complete an annual assessment report or postpone it altogether:

ARHU

- **Graphic Design** (Misc) has been combined with the AAFA-Art Department for assessment purposes as the two areas share learning outcomes, students, and faculty.
- **Humanities** (Postpone) restarted their assessment process cycle. Instead of writing an assessment report, the department reviewed and revised their curriculum map and created a new assessment plan. This was due to some of the Humanities courses being shifted to the Art Department for assessment purposes.

BUCS

- **Programming** (Postponed) restarted their assessment process cycle. Instead of writing an assessment report, the program reviewed and revised their curriculum map and created a new assessment plan. This was due to a change in faculty as the previous lead faculty member retired.
- **Computer Networking Technology** (Sunset) was sunset and now only has the Cybersecurity concentration.

CATE

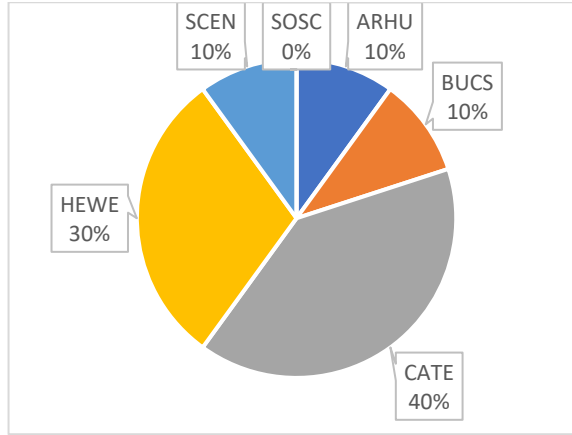
- **Fire Science** (Postponed) experienced a change in lead faculty and will be making changes to the section-level curriculum in order to equalize student learning across the courses.
- **Brewing** (Postponed) is a new program that is continuing to grow and evolve. The dean, in accordance with the VPAA, determined that the program's assessment processes needed to be postponed.
- **Equine** (Sunset) program was sunset.

HEWE

- **Paramedicine and EMS** (Postponed) experienced section and course-level changes as directed by their external accreditation. In addition, the program experienced a change in the lead faculty.
- **Athletic Coaching** (Sunset) program was sunset.

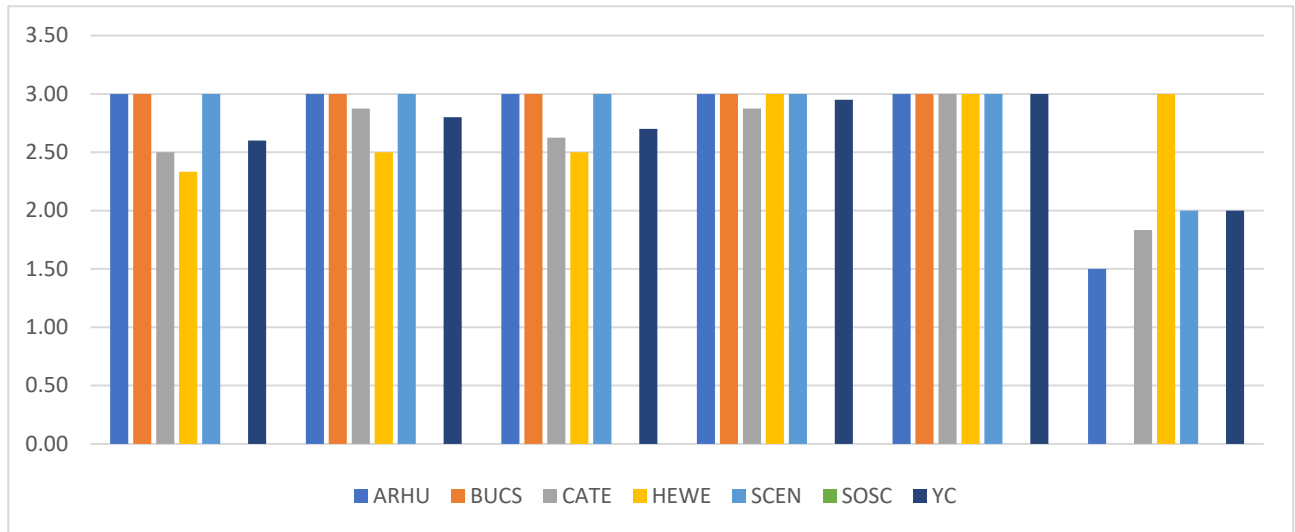
YAVAPAI COLLEGE CURRICULUM MAPS (C-MAP) AY 22-23

Curriculum Maps (C-Map) required twice. When a program makes a change to the program or starts a new program, C-Maps are turned into the Curriculum Committee. Then every three years, at the beginning of an assessment cycle to ensure the 3-Year Assessment Plan is create for accurate curriculum.

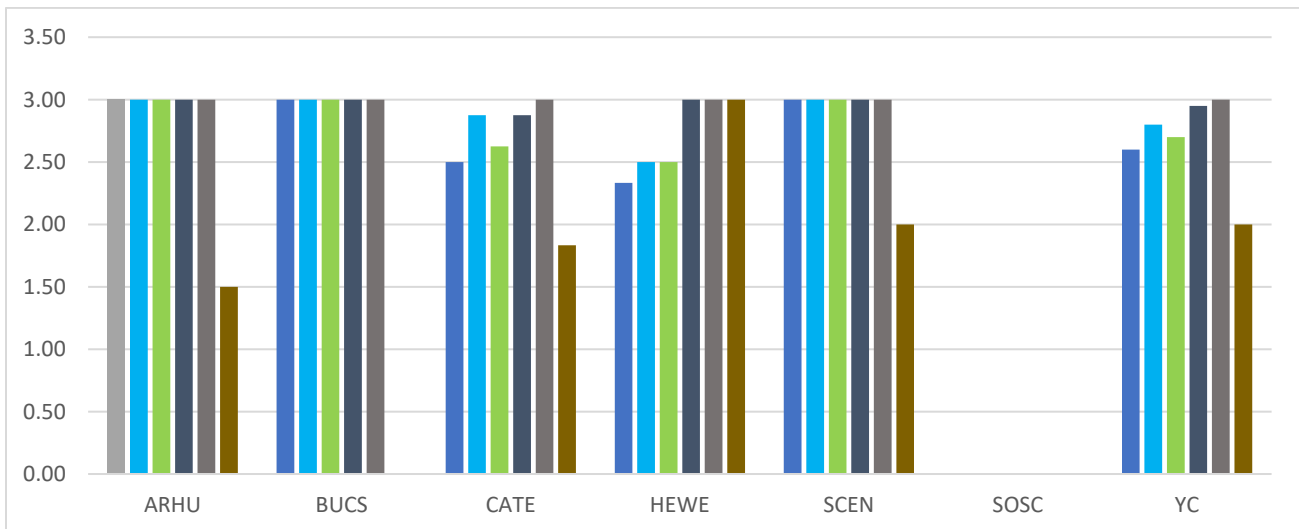


10 Curriculum Maps

2 On-Time
8 Late

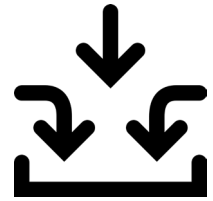


School Performance by Rubric Criteria

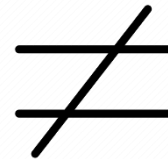
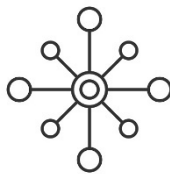
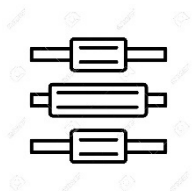


Rubric Criteria Performance by School

YAVAPAI COLLEGE CURRICULUM MAPS (C-MAP) AY 22-23



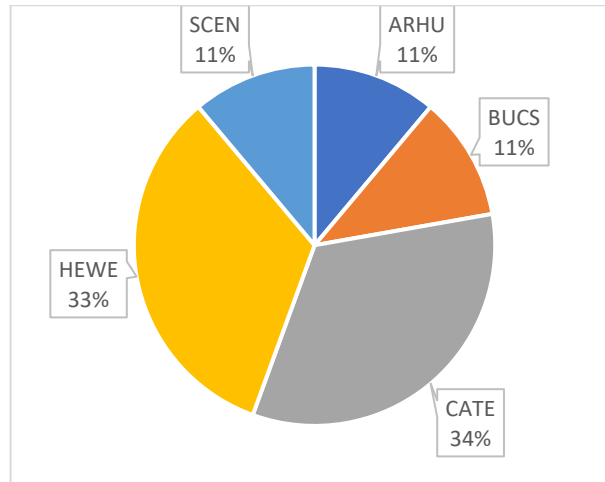
Mission Statement	PLOs Current in Field	PLOs General / Measurable	CLOs Specific / Measurable	One C-Map
-	-	2.6	-	2.8
<p><i>Rubric Criteria</i></p> <p>Program has mission statement that aligns with program outcomes and YC's mission and goals</p>	<p><i>Rubric Criteria</i></p> <p>PLOs align with current industry and/or professional standards and/or similar programs at other colleges</p>	<p><i>Rubric Criteria</i></p> <p>PLOs reflect general competencies attained by students after taking a series of aligned courses</p>	<p><i>Rubric Criteria</i></p> <p>CLOs contain specific competencies that can be developed in a single course</p>	<p><i>Rubric Criteria</i></p> <p>One curriculum map is developed for all degrees/certificates or aligned department courses that share outcomes</p>



CLOs Align with PLOs	PLOs in Multiple Courses	No "Overkill" of PLOs	No PLO in Only One Course	Aligned with ILOs
2.70	2.95	-	3.0	2.0
<p><i>Rubric Criteria</i></p> <p>The map indicates alignment between specific CLOs with specific PLOs</p>	<p><i>Rubric Criteria</i></p> <p>PLOs are developed in multiple courses in the degree/certificate or aligned department courses</p>	<p><i>Rubric Criteria</i></p> <p>PLOs are not aligned to every CLOs in every course</p>	<p><i>Rubric Criteria</i></p> <p>PLOs do not occur in just one course</p>	<p><i>Rubric Criteria</i></p> <p>A minimum of one course, one PLO is aligned to one ILO</p>

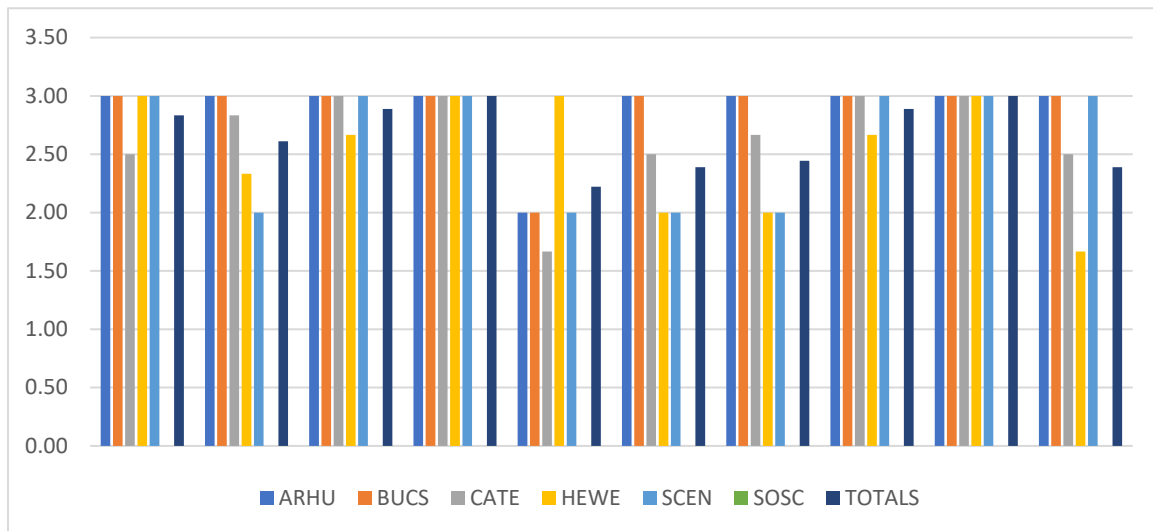
YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLAN) AY 22-23

3-Year Assessment Plans (A-Plan) are a program guide to gathering student learning assessment data. Using an updated C-Map, assessment plans identify courses, assignments, and faculty that will collect student learning data for three-years. These plans should be reviewed and, if needed, modified each year to ensure that student learning information is collected.

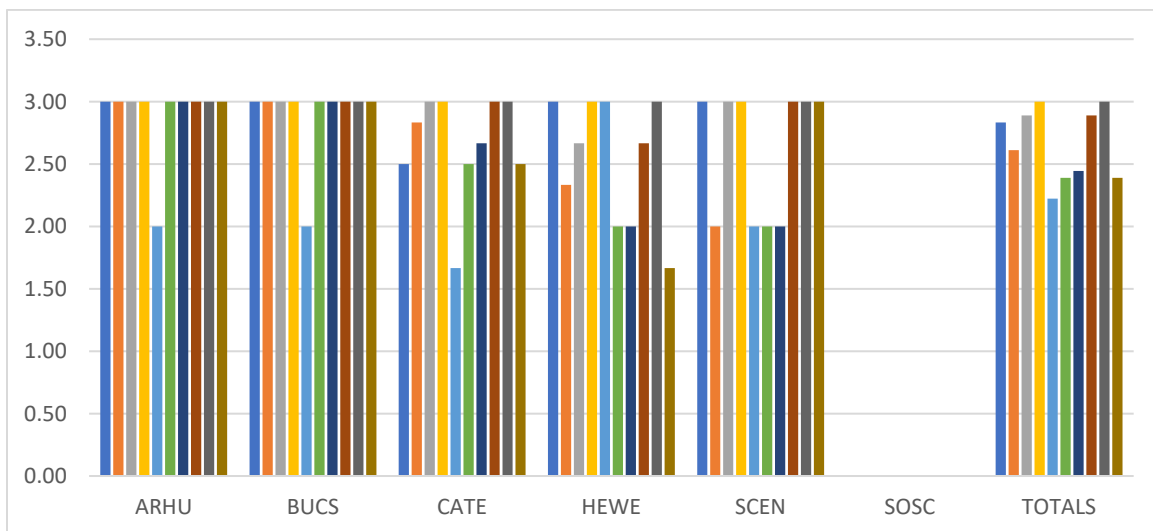


9 Curriculum Maps

**2 On-Time
7 Late**



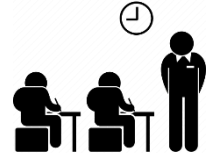
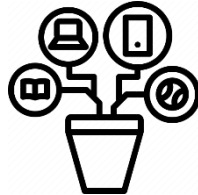
School Performance by Rubric Criteria



Rubric Criteria Performance by School

YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLANS) AY 22-23

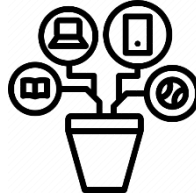
PROGRAM-LEVEL LEARNING OUTCOME PLANNING



All PLOs Assessed in Years 1 & 2	PLO Methods, Scoring, Targets Set	Plan for PLO Modalities	PLO Faculty/Staff Involved	Direct/Indirect Measures
2.83	2.61	2.89	3.0	2.22
<p><i>Rubric Criteria</i></p> <p>Plan includes assessment of all program/ department-level learning outcomes in the first two years</p>	<p><i>Rubric Criteria</i></p> <p>A brief, clear description at the program-level is provided for each type of assessment / assignment, scoring method / criteria, and performance target / benchmark</p>	<p><i>Rubric Criteria</i></p> <p>If program outcomes are taught in different modalities (online, face-to-face, dual or concurrent enrollment, hybrid, etc), plan includes description on how to compare student performance</p>	<p><i>Rubric Criteria</i></p> <p>All faculty and staff are involved in the collection of program-level learning assessment process are identified</p>	<p><i>Rubric Criteria</i></p> <p>Direct assessments measure student performance based on samples of their work (test, project, demonstration, etc). Indirect assessments gather information about opinions / thoughts about student knowledge, skills, attitudes (survey, focus groups, course evaluations, etc)</p>

YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLANS) AY 22-23

COURSE-LEVEL LEARNING OUTCOME PLANNING



CLOs Assessed in All Years	CLO Methods, Scoring, Targets Set	Plan for CLO Modalities	CLO Faculty/Staff Involved	Aligned with ILOs
2.39	2.44	2.89	3.0	2.39
<p><i>Rubric Criteria</i></p> <p>All core courses in the program are assessed in the three-year cycle, but not every course outcome is assessed AND Selected courses and outcomes are aligned with the PLOs in Years 1 and 2.</p>	<p><i>Rubric Criteria</i></p> <p>A brief, clear description at the course-level is provided for each type of assessment / assignment, scoring method / criteria, and performance target / benchmark</p>	<p><i>Rubric Criteria</i></p> <p>If course sections are taught in different modalities (online, face-to-face, dual or concurrent enrollment, hybrid, etc), plan includes description on how to compare student performance</p>	<p><i>Rubric Criteria</i></p> <p>All faculty and staff are involved in the collection of course-level learning assessment process are identified</p>	<p><i>Rubric Criteria</i></p> <p>Plan indicates alignment between a particular course and at least one ILO</p>

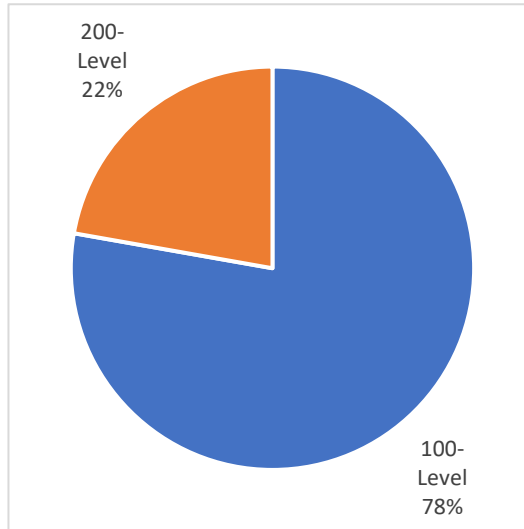
AY22-23 GENERAL EDUCATION SCIENTIFIC LITERACY COMPETENCY

Following a restructure of YC General Education, all student who participate in GE coursework should graduate with several essential skills that students are expected to develop over time. Those essential skills are as follows:

<p><u>COMMUNICATION</u> Written Communication</p>	<p><u>CRITICAL THINKING</u> Quantitative Literacy Scientific Literacy Critical Thinking</p>	<p><u>SOCIAL RESPONSIBILITY</u> Diversity Awareness</p>
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YC assessed Scientific Literacy during the first year using shared rubrics; selected faculty were tasked with student work product selection and submission. The same faculty as reviewed and scored the SWPs.

Work products served as representative samples of Scientific Literacy and were rated using a modified VALUE rubric: 1 = Limited/No Proficiency (1st-year college); 2 = Developing Proficiency (2nd-year college); 3 = Proficiency (completing gen ed-level); 4 = Advanced Proficiency (completing BA/BS level)



27 Student Work Products Submitted by 22 Faculty from 11 Unique Courses

All students with +15 credits in General Education

Course Modality
26% Face-to-Face
59% Online
15% Hybrid



SCIENTIFIC LITERACY COMPETENCY

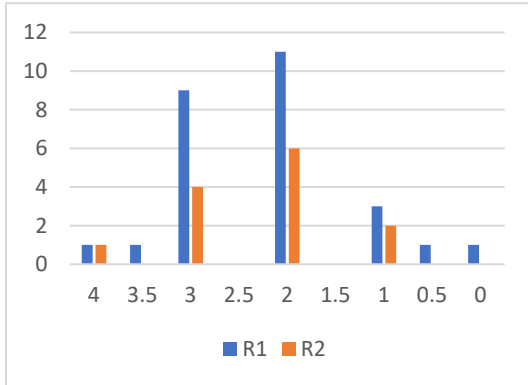
2.19

Scientific Approach	Scientific Information	Scientific Sources
2.31	2.33	2.10
<i>Rubric Criteria</i>	<i>Rubric Criteria</i>	<i>Rubric Criteria</i>
<ul style="list-style-type: none"> • Comprehends the scientific approach 	<ul style="list-style-type: none"> • Produces scientific information in a variety of formats 	<ul style="list-style-type: none"> • Uses scientific sources to support an argument or discussion

Inter-Rater Reliability

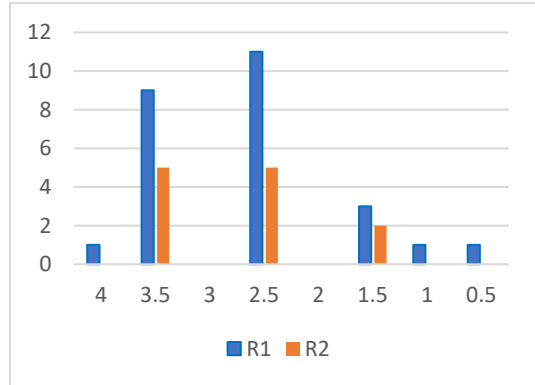
Scientific Approach

15% Agreement



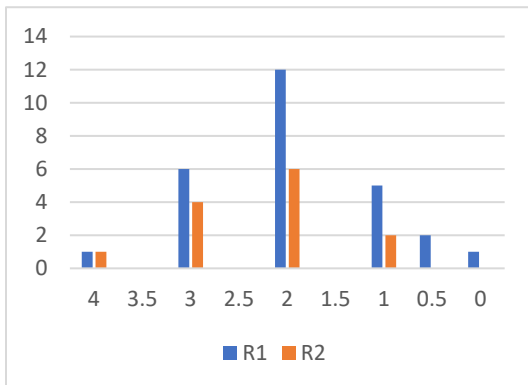
Scientific Information

19% Agreement



Scientific Sources

15% Agreement



2022 AGLS Conference Take-Aways

SESSION	TAKE-AWAYS & ACTIONS
<p>Opening Session</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • The “perfect” Gen Ed proposal meets a lot of raised hands and questions <ul style="list-style-type: none"> ○ Present “real” data of old program not working ○ Old program haphazard, no one loves it ○ Looked into what employers want and AACU ○ Learning outcomes – universally approved by faculty; students exposed at least once to each outcome ○ Student voice – Surveys or focus groups, reminder of what Gen Ed trying to accomplish, students on committee ○ Keep coming back to table and keep talking ○ Show “Here is what you said” and “Here is what we did” ○ Consider a transcribed minor ○ Connect and make connections from GE to “major” work ○ Leverage alums – How essential is GE to life? ○ Use assessment in transparent ways, follow the curiosity ○ When go to revise – No legacy courses, everyone has to reapply. Fast track curriculum is matches current categories. <p>ACTIONS</p> <ul style="list-style-type: none"> • ... <p>RESOURCES</p> <ul style="list-style-type: none"> • NY Times article – Gen Ed totally worthless
<p>Assessing Gen Ed/Core – Involve Faculty and Still Smile</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • With GE revision, curriculum must adapt or adopt <ul style="list-style-type: none"> ○ Need to sit; pause; and reflect • Challenges and Obstacles <ul style="list-style-type: none"> ○ Address curriculum drift ○ Engagement – all faculty including adjuncts ○ Assessing GE is burdensome, labor intensive <ul style="list-style-type: none"> ▪ Map GE – should be on website and send to new faculty to show how their class fits ▪ What do we gain through assessment? ▪ Make the process as routine as possible ○ Faculty not engaging – siloed in disciplines, causes conflict <ul style="list-style-type: none"> ▪ Ask why not engaging, don’t assume ○ Asking people to do things they are not skilled in • Must have pressure, but not too much • Who is making the decisions? Be clear! • Planning Stage – don’t rush this! Be sure to “confirm” the outcome

	<p>at every step</p> <ul style="list-style-type: none"> ○ Recertify the courses – ask has the field shifted at all? <p>ACTIONS</p> <ul style="list-style-type: none"> ● Determine if have a c-map for GE <p>RESOURCES</p> <ul style="list-style-type: none"> ● GE Potholes
<p>Canvas Assessment</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● Previous Process <ul style="list-style-type: none"> ○ 3-Year Process <ul style="list-style-type: none"> ▪ Step 1: Fall – Assessment ▪ Step 2: Summer – Scoring and reporting ▪ Step 3: Fall Closing the Loop ○ Scoring Sessions – all together in one room ○ Share! - w GE Committee, Faculty Senate, Faculty Groups ○ Scoring Issues: <ul style="list-style-type: none"> ▪ Difficulty scoring outside of discipline – issues with technical areas like STEM ▪ Faculty did not feel valid or reliable ● Shifted to Outcomes Tool in Canvas: <ul style="list-style-type: none"> ○ Faculty needed to have multiple assignments in Canvas ○ Worked with IT – university folder – input outcomes <ul style="list-style-type: none"> ▪ Faculty then imported into own rubrics ○ Outcomes do not add points ○ Faculty only have to complete one assignment ○ Faculty exported Learning Mastery Gradebook and uploaded to “GE” Canvas Shell ○ Leveraged PowerBI to share GE results ○ Faculty review results and provide a “closing the loop” form back to Assessment Office ● Things that went well <ul style="list-style-type: none"> ○ Faculty choice was a win ○ Faculty thought more about the assignments ○ More discussions and progress towards common assignments <ul style="list-style-type: none"> ▪ Moving Forward <ul style="list-style-type: none"> ● Will include on-going assistance and F/U ● Conversations about not assigning all “4”s ● Concerns <ul style="list-style-type: none"> ○ How to adjunct faculty learn about tool? ○ Faculty do not like that students see the outcomes/mastery gradebook ○ Some created a “fake” assignment ● Professional Development <ul style="list-style-type: none"> ○ Review the outcome and share a sample from previous

	<p>cycle</p> <ul style="list-style-type: none"> ○ Some depts scored together ○ When sat together, more conversations together. Now get result and make changes as a much smaller group. <p>ACTIONS</p> <ul style="list-style-type: none"> ● Present process to GE Committee as possible use <p>RESOURCES</p> <ul style="list-style-type: none"> ● Frederick Burrack – Canvas as a means for effect SLA
<p>Leveraging Opportunities and Addressing Challenges with DEI</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● John Ryan – Boston University <ul style="list-style-type: none"> ○ eportfolios to assess Boston and London trips all students must go through for experiential learning ● Wynn Yarbough <ul style="list-style-type: none"> ○ Hiring adjs – look for assessment and DEI as set of skills ● Alex – Arcadia <ul style="list-style-type: none"> ○ Students finish two courses to end Black racism ● Skills students should gain: <ul style="list-style-type: none"> ○ Sense of global perspectives ○ Think of community as “communities” ○ Reflective – where do they fit? ○ Incorporate throughout – multiple chances to intersect with DEI ○ Self-awareness, be curious, be culturally aware ○ JEDI – Justice, Equity, Diversity, Inclusion – help be transformational when leave campus ● Support for faculty <ul style="list-style-type: none"> ○ Faculty Director of Inclusive Pedagogy ○ Students linked in – DEI ribbon on LinkedIn ○ Faculty Peer Pairing – incentive for antiracist teaching ○ National Conference on Race & Equity ● Part of hiring practice <ul style="list-style-type: none"> ○ Partners in capstone experience ○ DEI statement ○ All hires respond to DEI question <p>ACTIONS</p> <ul style="list-style-type: none"> ● Increase awareness <p>RESOURCES</p> <ul style="list-style-type: none"> ● N/A
<p>GE Assessment and Maintain University Identity</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● Revised 220 courses to 110 courses ● Biennial assessment to be used annually

	<ul style="list-style-type: none"> • Least performing faculty – received in depth training • Created GE Handbook with “General Goals” ie learning outcomes – Had 77 LOS, now have 14 – developed rubrics, benchmarks, milestones, capstones – Disciplines made own rubrics • Cycle <ul style="list-style-type: none"> ○ ID General Goal – ie LO ○ Review goal and how addressed in curriculum ○ Establish an assessment tool ○ Collaborate with course faculty to collect data ○ Complete A-Report • DE throughout state <ul style="list-style-type: none"> ○ State of Missouri has CORE42 – Ensures transferability (public to public) and adopted at tech schools • Reaching out to students to ask how GE serves them and what they want out of GE <ul style="list-style-type: none"> ○ “When am I going to use this?” <p>ACTIONS</p> <ul style="list-style-type: none"> • N/A <p>RESOURCES</p> <ul style="list-style-type: none"> • Look at Missouri 42
Hawkes and Weave	An OER resource creation company
Dismantling the GE Program from Within	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Context: Long-standing GE director moves back to faculty; dean doesn’t understanding GE; interim Exec Director does not consult with faculty; and faculty have long problematic understanding of GE • Program: 1st year freshman inquiry – 1st signature course; collaborative with peer mentoring • Faculty: some discipline faculty; some GE faculty • Very distributed governance structure and deans and faculty can change curriculum • Relationships matter! <ul style="list-style-type: none"> ○ Faculty activated networks; activated relationships; held meetings • Perceptions <ul style="list-style-type: none"> ○ Misguided attempts to improve program ○ Misusing assessment data – not social scientists ○ Structured outcome to get results wanted ○ Unethical results and discussions <p>ACTIONS</p> <ul style="list-style-type: none"> • N/A

	<p>RESOURCES</p> <ul style="list-style-type: none">• N/A
Innovation Software to Move GE	<p>TAKE-AWAYS</p> <ul style="list-style-type: none">• Built PowerBI dashboard for GE<ul style="list-style-type: none">○ 900 courses contributing• Built with partners – IER, Accessibility Resources – and offered training F-2-F on campus <p>ACTIONS</p> <ul style="list-style-type: none">• N/A <p>RESOURCES</p> <ul style="list-style-type: none">• N/A

2023 HLC Co-Curricular Webinar Series

SESSION	TAKE-AWAYS & ACTIONS
<p>Optimizing Co-Curricular Assessment</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Definitions: <ul style="list-style-type: none"> ○ Curricular – lessons and academic content taught in a school or in a specific course or program ○ Cocurricular – learning activities, programs, and experiences that reinforce the institution’s mission and values and complement the formal curriculum ○ Extra-curricular – activities not in support of the student’s course of study. They may help the student grow efficacy or socially but not specifically designed to support the curriculum • Why assess? <ul style="list-style-type: none"> ○ Identify institutional purpose ○ Build evidence – Are we doing what we say we do? Are we doing what we do well? ○ Ensuring connections to mission, goals, and outcomes ○ Responding to external demands ○ Competition – providing evidence of accomplishment and successful outcomes ○ “focus on the student as a whole person, the concept that the total environment is educational” ○ “to promote the improvement of programs and services to enhance quality of student learning and development” • Learning <ul style="list-style-type: none"> ○ Not exclusively classroom based ○ Multi-dimensional ○ Process based on: <ul style="list-style-type: none"> ▪ Understanding academic content and processes ▪ Student development ▪ Identity formation/maturation

Curricular Assessment	Cocurricular Assessment
Faculty and administrators develop and link learning outcomes for: Course/Program/Institution	Frontline staff and administrators develop and link learning outcomes for: Activity/Division/Student Affairs/(sometimes)Institution
Learning outcomes typically build throughout course sequences (from beginning to advanced students)	Learning outcomes may be based on singular learning experiences (beginning and advanced students in the same group)
Assessment tasks are completed by classes of students who have been exposed to the learning experiences over a period of time	Assessment tasks are completed by groups of students who may have varying levels of exposure to the learning experience
Assessment tasks are usually mandated	Assessment tasks may be voluntary
Assessment is usually Direct	Assessment may be either Direct or Indirect
Should use formative and summative assessments	May use formative, primarily uses summative assessments

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- Curricular vs Cocurricular
 - CIVIC - Political Science/Philosophy courses VS Student government, service learning
 - OTHER CULTURES - Language/Anthro/Socio courses VS Study abroad, cultural days, residence halls
 - QUANTITATIVE – Standardized tests VS club money management
 - COMMUNICATION – Research essays VS club newsletter, proposals, minutes of student clubs

Complimentary Alignment

Through research and consultation, Co-Curricular Learning Outcomes have been aligned with College Learning Outcomes, as well as domains from leading professional organizations in the field of learning assessment.

CAS DOMAINS	Learning Reconsidered	AAC & U	Degree Qualifications Profile	College Learning Outcomes	Co-Curricular Learning Outcomes
Knowledge Acquisition, Construction, Integration & Application	Knowledge Acquisition, Integration & Application	Knowledge of Human Cultures, the Physical & Natural World	Specialized knowledge, Broad & Integrative Knowledge	Communication	Communication
Cognitive Complexity	Cognitive Complexity	Intellectual & Practical Skills	Intellectual Skills	Critical & Creative Thinking	Critical Thinking
Intrapersonal Development, Interpersonal Competence, Humanitarianism & Civic Engagement	Intrapersonal & Interpersonal Competence, Humanitarianism & Civic Engagement	Personal & Social Responsibility	Civic & Global Learning	Global Citizenship & Civic Responsibility ----- Personal Responsibility & Life Skills	Community Involvement ----- Goal Setting
Practical Competence	Practical Competence, Persistence & Academic Achievement	Integrative & Applied Learning	Allied & Collaborative Learning	Information & Technology Literacy	Navigating Processes

SOURCE: The Council for the Advancement of Standards in Higher Education (CAS). CAS Learning and Development Outcomes (2008)

22

- Program Evaluation

	<ul style="list-style-type: none"> ○ Collecting, analyzing, and using information to answer questions about projects, policies, and programs, particularly about their effectiveness and efficiency ○ Focuses on amount and quality of inputs: <ul style="list-style-type: none"> ▪ Design and key components of program ▪ Numbers, credentialing, and training of providers ▪ Participant numbers ▪ Resources for program <p>ACTIONS</p> <ul style="list-style-type: none"> ● Share information with SLOA Cocurricular workgroup ● Share information with Tania ● See if need to add information to Cocurricular handbook <p>RESOURCES</p> <ul style="list-style-type: none"> ● Learning Reconsidered ● Rutter and Mintz_Oct 20, 2016_Insider higher education ● Administration for Children and Families_2010_The Program Manager’s Guide to Evaluation_Ch 2: What is program evaluation? ● NIOLA_2018_Mapping Learning: A Toolkit
<p>Institutional Examples and Conversations with Practitioners</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● Cocurricular assessment projects could include: <ul style="list-style-type: none"> ○ Student affairs and enrollment management leaders ○ Priorities from VP of Student Affairs ○ Institutional plans – strategic plan, DEI ○ Accreditation activities ○ Desire to demonstrate POI ○ Mission, visions, and values ● Continuum <ul style="list-style-type: none"> ○ Establishing – Integrating – Revitalizing ● Ideas to move forward <ul style="list-style-type: none"> ○ What already doing that could be cocurricular vs extracurricular vs program evaluation ○ Define which cocurricular activities align with GE outcomes ○ Launch activities in coordination with faculty ○ Ensure activities have: goals/learning outcomes; part of annual performance review goals; mapped to strategic plan; collect qualitative and qualitative feedback; changes are made based on findings ○ Build shared rubrics for cocurricular activities ○ Have all areas focus on one activity/outcome each year ○ Align professional development – one speaker per year ○ Student ambassador program ● Ideas to share information <ul style="list-style-type: none"> ○ Have program directors present and share reports ○ Grant writing and resource allocation

	<ul style="list-style-type: none"> ○ Impact reports ○ Annual reports <p>ACTIONS</p> <ul style="list-style-type: none"> ● Determine what the Student Affairs/Library goals are and see if can tie to learning assessment <p>RESOURCES</p> <ul style="list-style-type: none"> ● N/A
Application Basics	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● Determining what should be assessed: <ul style="list-style-type: none"> ○ Is it meaningful? ○ Learning or practice of knowledge or a skill through experience, study, or being taught ○ Experience – practical contact and observation of facts or events ○ *”A meaningful learning experience is learned information more fully understood allowing connections with previously known knowledge, building further understanding” ● Learning Activities <ul style="list-style-type: none"> ○ Inform ○ Practice ● Consider <ul style="list-style-type: none"> ○ Does the program/activity primarily inform, support practice, or both? ○ What cognitive practice will assessment focus on? ○ How is program/activity linked to other institutional components? ● Typical assessments: rubrics; surveys; focus groups; interviews; observations; document analysis; portfolios ● Focus Groups <ul style="list-style-type: none"> ○ Put everyone at ease ○ Explain purpose and structure ○ Ask introductory “lead-in” question ○ Ask key questions ○ Summarize and move to conclusion ○ Ensure prompts are not directive: why do you like parking in the garage vs where do you like to park ● Surveys <ul style="list-style-type: none"> ○ Can you use a survey already in place? ○ Use national surveys as measures ○ Tips for survey questions <ul style="list-style-type: none"> ▪ Write single questions (not compound) ▪ Avoid jargon ▪ Make response exclusive ▪ Be prepared for middle ▪ Ask about the learning

- Ask about a specific instance that learning occurred
- PILOT!

- Rubrics

- Customizable
- Tool for learning improvement
- Transparent communication to learners
- Steps
 - ID outcome for assessing
 - What does meeting that outcome look like?
 - What are you assessing and where will the info come from?
 - Choose a type of rubric – holistic or ?
 - List criteria (rows)
 - List levels of achievement (Columns)
 - Pilot and revise!

- Use data!

ACTIONS

- Review toolkit with SLOA Cocurricular workgroup and see how would like to use
- Share toolkit with Tania

RESOURCES

- Cocurricular toolkit
- NIOLA indigenous knowledge acquisition

2023 AZTransfer Summit Take-Aways

SESSION	TAKE-AWAYS & ACTIONS
<p>The Transfer Experience</p> <p>The Gardner Institute w/ John Gardner w/ Drew Koch</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Neither presenter transfer student themselves, both traditional students <ul style="list-style-type: none"> ○ Learned about transfer students when larger CC couldn't transfer credits to state UNI ○ Friends who took the transfer route • Transfer students <ul style="list-style-type: none"> ○ More transfer students in US than 1st time/1st degree ○ If consider "transfer" a bureaucratic process – move credits form one inst. to another, a student "phase" - will solve it from bureaucratic view point. ○ Transfer is the sum of all the student experiences from dual enrollment in high school and beyond. ○ Must create academically ready students that will graduate ○ Must increase productivity to move transfer students to degree completions ○ Transfer students are not identified – but have different and unequal experiences ○ 80-85% of students indicate will transfer – only %15 actually do • Transfer experience <ul style="list-style-type: none"> ○ Unequal system – This is how it has always been done ○ Perceived as "vertical" transfer from 2YR to 4YR – but other transfer experiences in that path ○ P&P advantage one type of student – 1st time/1st degree ○ Designed after WWII, expanded CC as UNIs didn't want "those" students, based on social class • Gateway Courses <ul style="list-style-type: none"> ○ Transfer students often take gateway courses more than once ○ PSY, MAT, HIS, ENG, CHM, BIO, ACC – lowest DFW in these courses because take more than once ○ MAT – highest DFW rate – Time away from MATH is never good and Co-Req models good for ALL students, not just transfer • FYE <ul style="list-style-type: none"> ○ Not all students participate – not transfer or any others with college xp • Don't label programs as "terminal programs" as never know when a student is truly done with their formal education. <p>ACTIONS</p> <ul style="list-style-type: none"> • Consider the question – "What would our institution have to do in order for students to have an exceptional transfer experience?" • Assist faculty in reviewing transfer student performance in courses through assessment and program review.

	<p>Resources:</p> <ul style="list-style-type: none"> ● The Transfer Experience – Environmental scan and case studies of transfer students and programs ● Rosenberg and Koch
<p>Education Forward AZ</p> <p>Jennifer Murphy Rich Nickel</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● Statewide Non-Profit Organization <ul style="list-style-type: none"> ○ Programs: AZ Scholarship Foundation, Achieve68 AZ, AZCan College, Adelante Scholars, Ask Benji ○ Mission: Advance education to improve AZ life and Keep eye on state/national legislature ○ Guiding Principles: Equity, Impact, Data, Innovation, Engagement ○ Goals: By 2030, 60% of 24-65 year-olds will hold degree. Currently at 48% ● Education after high school IS for everyone <ul style="list-style-type: none"> ○ But popular opinion, loudest opinion, say it is not <ul style="list-style-type: none"> ▪ Often excludes minorities, poor, working class people ▪ Social media and social influencers driving stu decisions ○ After COVID <ul style="list-style-type: none"> ▪ HSers not pursuing HE – data shows there is negative growth for students without HS, much less college ○ College improves socioeconomic improvement, lifeblood of a community, stay out of penal system, don't use social services <ul style="list-style-type: none"> ▪ "Exciting" places – Denver Seattle – have highest achievement rates ● Steps forward <ul style="list-style-type: none"> ○ Make college affordable ○ Links from HS to college ○ Long-term P20 funding system ● AZCan <ul style="list-style-type: none"> ○ K12 – HE – BUS members ○ Networking and advocacy group ○ Provide professional development – free to members – CAP training, newsletter, student data from Clearinghouse, *soon annual conference <p>Resources:</p> <ul style="list-style-type: none"> ● AZ Progress Meter ● Economic Impact Report
<p>AGEC Listening Session</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● What is the AGECEC buzz on campus? <ul style="list-style-type: none"> ○ Need high ratio of advisors to students

	<ul style="list-style-type: none"> ○ Matching required to use for transfer – manual process, difficult if course falls into multiple categories ○ Losing special tags ○ Faculty want to be in multiple categories ○ Student double dipping benefits them ○ The AGECE revision date keeps getting pushed back – prevents movement in other areas ○ Students don't need to know "AGECE" designation ● What have you heard about this project from colleagues? <ul style="list-style-type: none"> ○ Game of telephone among faculty – causing concern about loss of jobs ○ Blank slate – Collaborative discussion only for faculty, not beyond ○ What's wrong with current process? ○ Why do it? All same courses will be used ● What is something we may not have considered or planned for? <ul style="list-style-type: none"> ○ What is athletes go out of state? ○ Shift focus from 2YR completions to get 35 credits only ○ Where are the student voices in the redesign? ● In what ways does this simplify transfer? <ul style="list-style-type: none"> ○ Students don't know "AGECE" – easier to award ○ Without tags, easier to transfer to CCs ○ Push to finish AGECE in HS ○ NAU – correct wrong MAT – Currently 3 credits instead of 4-credit MAT ● How will changes impact work? <ul style="list-style-type: none"> ○ Something on the website doesn't apply ○ UNI redesign – So CCs must redesign too? Do all CCs need to match? ○ Currently each CC gets to decide what goes into categories ○ Gen Ed outcomes assessment should align <p>ACTIONS</p> <ul style="list-style-type: none"> ● Keep eye on revision as may effect Gen ED assessment
<p>Advancing Equity Through Cloud-based Student Success Suite</p> <p>MCCCD</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● MCCCD – 136K students, 10 colleges, more than 50% attend multiple CC <ul style="list-style-type: none"> ○ Enrollment 32% Retention 10% Ratio of adv to stu 900 to 1 ○ Minority males largest population that doesn't retain from 10% up to 24% ● System – Leverage tech to provide equitable service to all students <ul style="list-style-type: none"> ○ Central knowledge bank; escalation of cases to District; Early Alert process; access to student records and cases across CCs; ability to send record/case to internal departments ● Early Alert – Based on GPA, recent low grades, last time logged into Canvas – Advisor can send PDF to faculty to follow up

	<ul style="list-style-type: none"> • System Training – Provides quick user guides and a customer service suggestion box – “Voice of the customer” program • Data Lake – visualizations <p>ACTIONS</p> <ul style="list-style-type: none"> • Look into OER process MCCCCD used to see if something can adapt for AMS purposes <p>Resources:</p> <ul style="list-style-type: none"> • Assistforhighered.org
<p>The 90s</p> <p>Chuck Klusterman</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • When writing about contemporary history, audience have memories and information tied to it as compared to writing about the 1890s. • Different audiences: <ul style="list-style-type: none"> ○ Students born after 90s – distant, 2nd hand info, get information based on tvs shows like Friends or movies like Reality Bites ○ People who lived through 90s – 90s seems recent as if just happened, nostalgia – enjoy memory of life when thing/event happened ○ People who missed the 90s – family/career – the 90s happened around them, not really a part of it • 90s Decade <ul style="list-style-type: none"> ○ Decades not determined by calendars – more by important events. 90s – Berlin wall fall or Nirvana’s Nevermind ○ Kurt Cobain defined 90s – humiliated to be famous, embarrassed to be seen trying too hard ○ 2nd 90s – after Cobain suicide – Bspears, Boy Bands, Quentin Tarantino ○ All ends at 9/11 – nothing frivolous will happen again • 90s is the LAST decade <ul style="list-style-type: none"> ○ Decades defined by several factors – interest in a certain decade prior ○ Now – cancellation of the future – have access to all the things all of the time ○ Social classes or subcultures used to exist based on liking old things – this is just a normal occurrence now • METAPHOR <ul style="list-style-type: none"> ○ Time as a highway with cultural milestones along the side fo the road. If want to revisit a milestone, have to U-turn and go back to visit it. It may or may not be there, depending on how significant it was. ○ NOW – culturally significant items are a shallow ocean and we can go out and scoop whatever we want <p>Resources:</p> <ul style="list-style-type: none"> • The 90s book

<p>Intentional Student Support Across the P20 Journey</p> <p>MCCCD and YC</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● Pipeline AZ <ul style="list-style-type: none"> ○ Focusing on end-to-end student journey ○ Addressing AZ workforce challenges – talent needs are dire, workforce not integrated ○ Providing a single-stop infrastructure – Key stakeholders, CC connection, student connection to meaning while in school, assisting students in creating future goals ○ Outcomes – Guided pathways, navigation of academic programs, ID and participation in career placement, employer talent pipeline, access to platform in HS ● Students <ul style="list-style-type: none"> ○ “Turns out college wasn’t for me” ○ Working 2 or 3 jobs instead of just one with a living wage ○ Not convinced ROI of college “worth it” ● Platform <ul style="list-style-type: none"> ○ Career exploration, interest assessment, program navigation, advising, academic exploration, continuous student support, skills profile, work based learning, job matching ○ Uses Monster, Indeed and Jobbing posting as well ● Results <ul style="list-style-type: none"> ○ MCCCD loses 30% S2S – feel that there has been an improvement since introduction of AZ Pipeline, but unsure what it is now. ○ MCCCD requires all students to go through 1st year exploration course and meet with an advisor afterwards – 17% more students persisted after participating in FYE <p>ACTIONS</p> <ul style="list-style-type: none"> ● Questions <ul style="list-style-type: none"> ○ Why not share all CC throughout the AZ Pipeline platform? Not all CC students will stay in one place. ○ When discussing skills, should there be a link to the program outcomes? Or course outcomes? <p>Resources:</p> <ul style="list-style-type: none"> ● Arizonaacci.org
<p>Using Comics in the Classroom</p> <p>Faculty Presentation</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> ● Graphic Notes <ul style="list-style-type: none"> ○ Research shows that students that can create visuals related to what learning are more likely to make deeper, richer

connections and retain information longer. Increases high order learning.

- Tried blank pages, dot journals – FAILED
- Comic book structures
 - Provides lecture prior to having students complete visual notes.
 - As class discuss – diagrams, text, headings, font size
 - 20 minute exercise with 5 minute warning
 - Help students understand how to determine important vs extraneous information
 - As classes look at worksheet and talk through shapes and how each one could be used – provide ideas, scaffold
- Rubric
 - Use two colors
 - Use all spaces in comic
 - Provide text and illustrations
 - Must be able to defend choices
 - Focus only on most important points/topics – no extraneous information

ACTIONS

- Lots of uses in work and teaching
- Invite to A-DAY in future STa

2023 AALHE Take-Aways

SESSION	TAKE-AWAYS & ACTIONS
<p>CAEP Criteria for Evaluation of EPP – Pre-session</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Session was about CAEP (Council for the Accreditation of Educator Preparation) for their EPPs (Education Provider and Programs). Useful for ideas about assessment overall. • Ideas for getting faculty onboard: <ul style="list-style-type: none"> ○ Do it for accreditation ○ Create an easy process (Use Google Forms, essential vs. non-essential, establish a timeline) • Key assessments: Performance tasks and clinicals, content tests, observations, assignments, surveys • Content Validity Ratio: <ul style="list-style-type: none"> ○ Maintain a spreadsheet that has the content validity ratio for each program and the methodology behind it – a tab for each program/assessment tool • Validity (Instrument) – Process/Collects evidence; describes assessment instrument • Reliability (Measure) – test score reflects actual knowledge <p>Process to establish validity:</p> <ol style="list-style-type: none"> 1. Establish a working group – should be experts in the field, not just faculty 2. Define performance domains (outcomes) 3. Develop shared program-level rubrics 4. Q-Sort – Study subjectivity through ranking <ol style="list-style-type: none"> a. Have each expert rank the items – Essential, Useful, Not Essential/Necessary b. NOTE – If using SurveyMonkey/Qualtrics, will calculate Q Sort 5. $CVR = (ne - N/2) / (N/2)$: ne = # of Essential responses; N = # of participants <ol style="list-style-type: none"> a. If have a standard for an item that is mandated by the state or an external accreditor and not ranked as Essential, need to have a conversation 6. Use Lawshe’s Content Validity Ratio 7. Now create or revise – Align assessment/performance tool to each domain <ol style="list-style-type: none"> a. Grading rubric vs performance rubric – can mix them, but put standards at top of rubric and grading pieces below b. Cannot be a checklist – need at least four performance levels c. Sophomores cannot be an “expert” on this type of rubric d. Once establish rubric, gather student products and inter-rater reliability <p>Construct Validity</p>

	<ul style="list-style-type: none"> • Meet quarterly with panel of experts – have evaluate the tool against the rubric – have panel use Representative & Clarity rubric • Calculate using Chronbach’s Alpha <p>Minutes</p> <ul style="list-style-type: none"> • Detail the data reviewed and next steps – this shows decision made • NOTE – Keep running minutes and put items in Excel to show the closing of the loop <p>ACTIONS</p> <ul style="list-style-type: none"> • Document assessment practices in an Excel spreadsheet; a tab for each program/department • Share validity/reliability process with CATE area <p>Resources:</p> <ul style="list-style-type: none"> • Chronbach’s Alpha and others • Lawshe’s Content Validity Ratio and others
<p>Engaging Students in General Education Assessment Conversations</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Research shows that students do not feel safe to share feedback on a class evaluation • Reports used for GE Assessment: National surveys such as NSSE, Indirect assessment, Key assignments from GE courses with shared rubrics • Bias in GE – faculty decide all of the curriculum: outcomes, goals, targets <ul style="list-style-type: none"> ○ Students don’t know the results and many don’t know the outcomes ○ Disaggregate information in GE by major/program; identify what courses they are taking and their performance in those courses • Currently GE models are about being well-rounded and testing skillsets and knowledge – Does not assess values and beliefs • Georgia Tech project: <ul style="list-style-type: none"> ○ Get 1 hour with students and offer the survey online (Open forum for 3 weeks) ○ Allowed students to create own concept drawing – Articulate GE outcomes and ties to careers as transferable skills ○ Results: <ul style="list-style-type: none"> ▪ Students did not see dimensions/performance criteria in class ▪ Saw outcomes on syllabus, but faculty did not make connections to instruments ▪ Students felt increased sense of belonging by participating in survey • Faculty often think that student involvement is “cute” but that faculty are the experts – Use lit review to help support inclusion of students

	<p>ACTIONS</p> <ul style="list-style-type: none"> • Email Sarah Wu for online guidance for students • Review Slide 29 for improvement actions <p>RESOURCES</p> <ul style="list-style-type: none"> • ...
<p>Get a Clue – Developing Creative Ways to Assess Experiential Learning</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Ideas for experiential learning opportunities for students: <ul style="list-style-type: none"> ○ Lean into working ○ Travel abroad programs ○ Client consulting practicum – student accountants provide free tax services • Principles: <ul style="list-style-type: none"> ○ Completing the assessment is valuable to the students ○ Results are interpretable/actionable ○ Equity and inclusion are considered; not always listening to the loud voices ○ Consider the institution’s capabilities <p>ACTIONS</p> <ul style="list-style-type: none"> • Use Activity for Small Groups with co-curricular areas • Share example assessment tools in Co-Curricular Handbook <p>RESOURCES</p> <ul style="list-style-type: none"> • Kobb’s model of experiential learning • Barkley & Major’s LATs Interconnected Model
<p>Whipping Up Assessment</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Culinary is the very essence of experiential/CBE learning • Presenting institution considering moving to a portfolio system that showcases the dishes students can make • FUNDIES – Fundamentals use flipped classroom, reading and videos outside of class • Rubrics should allow an outsider to come in and evaluate the students <p>ACTIONS</p> <ul style="list-style-type: none"> • Determine if our CUL program is American Culinary Federation Education Foundation Accredited Commission (ACFEFAC) accredited or wants to be. • Request rubrics from presenters • Consider if San Antonio can be a transfer partner • Share rubric with Max/CATE for consideration <p>RESOURCES</p> <ul style="list-style-type: none"> • CIA of Malan’s (2000) Six Essential Tenants for CBE

<p>Engaging Adjunct Faculty in Assessment</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • NOTE – This information is from University of Phoenix • Faculty are Key! <ul style="list-style-type: none"> ○ One faculty member writes the course – lots of faculty teach it. Adjuncts provide feedback on course which goes back to the College and the College changes it. • Job skills are tied all the way through the course: <ul style="list-style-type: none"> ○ Start with job skills from EMSI or Lightcast ○ Teams evaluate the skills and use to build outcomes ○ Build assessment tools (tied to each outcome) *mainly rubric assessed although moving to more authentic assessments now • FALs – Faculty Assessment Liaisons <ul style="list-style-type: none"> ○ Adjuncts paid as staff, ratio 32 to 85,000 ○ Role duties: promote assessment, develop relationship with faculty, run 4-6 surveys per quarter ○ Hold 4 quarterly meetings (4 hours) and have 6-8 hours budgeted (usually do 4-6) • 2 Assessment Processes <ul style="list-style-type: none"> ○ Comprehensive Assessment Process (CAP) – faculty engagement at a program-level – Do student know this much at this level? How do they get there? ○ Rapid Assessment Process (RAP) – faculty engagement at a course-level – improve student learning, course improvement • Forms <ul style="list-style-type: none"> ○ Built a survey ○ FALs meet with colleges and ask where the concerns are, use standard language ○ FALs write an analysis and do the presentation for the college ○ Uni of Phoenix has all summative assessments tied in their LMS and can pull student performance from PowerBI – Faculty must have 3 summative assessments that are the same <p>ACTIONS</p> <ul style="list-style-type: none"> • Email presenter to get an example of a survey <p>RESOURCES</p> <ul style="list-style-type: none"> • None
<p>AZ Meeting Ideas</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • None <p>ACTIONS</p> <ul style="list-style-type: none"> • Mass email Arizona assessment professionals to see if interested in building an assessment infrastructure within the state <ul style="list-style-type: none"> ○ Only need to reach out to Julie for MCCCDC as they have assessment group

	<ul style="list-style-type: none"> • If there is interest, reach out to universities to see if one if willing to host an Arizona assessment website/listserv • NOTE – Maybe use MCCC CD OER advisor model to build a platform for AZ assessment • Find assessment contacts <ul style="list-style-type: none"> ○ Reach out to AzTransfer Org and Leadership Team as a place to start <p>RESOURCES</p> <ul style="list-style-type: none"> • None
<p>Co-Curricular Assessment</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Grand Challenges team working on improving student learning in co-curricular space <ul style="list-style-type: none"> ○ Starting with definition (*see card) ○ Survey will be sent out in Fall • Considering co-curricular as a way to build into life-long learning • Co-curricular should tie to programmatic outcomes OR career goals • Could be optional OR required – consider FYE, even though has credit • Based on Kobb’s Experiential Learning Theory • All based on idea of practice: <ul style="list-style-type: none"> ○ Intentional embedding within a program ○ Educate whole person, authenticate learning ○ Practice within context of field • Challenges: <ul style="list-style-type: none"> ○ Who owns co-curricular? Very decentralized ○ Operational and program metrics vs. learning assessment ○ Lack of communication between curricular and co-curricular • Future: <ul style="list-style-type: none"> ○ Survey, focus groups, interviews by group ○ Trying to shape best practices <p>ACTIONS</p> <ul style="list-style-type: none"> • Share “7 Key Components of Co-Curricular Learning” with Co-Curricular subgroup <p>RESOURCES</p> <ul style="list-style-type: none"> • Kobb’s Experiential Learning Theory
<p>Student Voice and Agency in Assessment</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Established Provost Assessment Scholarships – six students were trained and worked with departments to aid in the program’s assessment efforts • Strategies for inclusion: beyond surveys and class evals, have a focus group every summer • Ask students: <ul style="list-style-type: none"> ○ Who are you?

- What is it that you value?
- How would you rewrite our institutional stories we tell ourselves?
- Use Hearts before Heads as a resource
- Ask, Explore, and Disaggregate
 - Institutional Data (IER)
 - Program data (messy)
 - Course data (LMS)
- Don't share assessment results with students. Why? We should have transparency.
- Ideas:
 - Student listening sessions (1 hour) OR Student voice survey across degree programs
 - Course redesign for equity with professional development for faculty
 - Storytelling with students at town hall meetings
 - See students as partners – Students are the expert on being students
- Project Quality Scorecard: 5 Areas of Quality
 - Data strategies; cross-functional collaborations; adj faculty professional development
- Explore places and parts of courses students voices are valued and perceived as valued?
- ACE Framework:
 - Alliance – Build Relationships
 - Collaboration – Must be Together
 - Empowerment – Step back and let students own the process

ACTIONS

- Unknown at this time

RESOURCES

- John Spencer – Empowering learners:
<https://spencerauthor.com/empower/>
- NIOLA – Framework for Developing Student-Faculty Partnerships
- NIOLA – Planning for Effective Communication of Assessment
- Jankowski, Baker, Brown, Tess, Montenegro - Student Focused Learning and Assessment
- Hearts Before Heads
- StARS – Students As Researcher Scientists -
<https://www.umsl.edu/~sep/STARS/index.html>
- Annotate the syllabus – Chronicle of HE
- Cook-Sather – Learning from the Student Perspective
- Your Students Aren't Giving Useful Feedback – And Here's Why
- Students Perceptions of Alternative Grading Systems
- Henning – Reframing Assessment to Center Equity

<p>Jam Session</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Suggestions on how to include students in assessment: <ul style="list-style-type: none"> ○ Have students provide feedback on syllabi and assessment – determine if faculty and students are on the same page ○ Have students provide feedback on course and program learning outcomes ○ Do students understand processes? Every course has outcomes and Curriculum Committee processes ○ Provide a micro-credential in leadership for participation on committees – SGA or leadership students ○ Utilize work study students <ul style="list-style-type: none"> ▪ Review outcomes; survey for programs; act as mentors in community ○ Have students define learning goals in organization/group and identify where they accomplish those outcomes • Faculty consider - Program outcomes are one of the first marketing tools for a program • Badging for skills/outcomes – Add to catalog by courses and in advertising co-curricular events • Embed outcomes discussion in FYE course or orientation or build a Canvas course • Incorporating advisors – Embed outcomes in campus tours, put badges/icons on co-curricular events <p>ACTIONS</p> <ul style="list-style-type: none"> • Create an Assessment Committee orientation for the student on the committee. Advocate for their point of view inclusion. <p>RESOURCES</p> <ul style="list-style-type: none"> • None
<p>Returning to the Scene</p>	<p>TAKE-AWAYS</p> <ul style="list-style-type: none"> • Learning Improvement Community presentation <ul style="list-style-type: none"> ○ JKenzie – NIOLA & NSSE – how organizations use data to improve learning, what actions have been taken, closing the loop remains a mystery • The real quest of assessment has been unrealized <ul style="list-style-type: none"> ○ Faculty maintain too many variables to really determine student learning – i.e. I recycle. Why is climate change still happening? ○ Lack of admin support for data analytics – there is no one to help build and collect data ○ It used to be collect data on all outcomes and now it is pick a few and reflect ○ Sustainability of the process – there is a lack of institutional investment in establishing and maintaining a process without changing it

	<ul style="list-style-type: none"> • Definition of assessment: Demonstrated improvement in student performance within intentional interventions – Weigh the pig, Feed the pig, Weigh the pig. Needs to focus on: <ul style="list-style-type: none"> ○ Higher order skills ○ Scaffolded learning across courses ○ Program-level outcomes ○ Faculty collaboration with professional support ○ Faculty must feel curriculum is cohesive • While cannot assert causality, can infer <p>ACTIONS</p> <ul style="list-style-type: none"> • Unknown at this time <p>RESOURCES</p> <ul style="list-style-type: none"> • Banta and Black – Closing the Assessment Loop 				
<p>Action in Terms of SLOA</p> <p>Coral Bender, LSU</p>	<p>TAKE-AWAYS</p> <p>Perception – Faculty unsure of what a “meaningful intervention” means which leads to the inability to “close the loop”</p> <p>Many faculty copy same A-Report from year to year</p> <ul style="list-style-type: none"> • Revisions made to A-Reports <ul style="list-style-type: none"> ○ Removed “No Action Needed” option or faculty as target met means no action needed ○ Defined actions that were compliant and actions that were quality ○ Created a one-sheet info that has actions and clarifies which ones are quality vs. which ones are compliant and which ones are curricular vs. which ones are process <table border="1" data-bbox="649 1218 1218 1312" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Process/Curricular</td> <td style="text-align: center;">Quality/Curricular</td> </tr> <tr> <td style="text-align: center;">Process/Compliance</td> <td style="text-align: center;">Quality/Compliance</td> </tr> </table> <ul style="list-style-type: none"> • Found most faculty postpone actions and are in the process/compliance corner. Often use “need to gather more data” every year without following up • Emphasizing that “quality” is what changes student learning <p>ACTIONS</p> <ul style="list-style-type: none"> • None <p>RESOURCES</p> <ul style="list-style-type: none"> • Suskie, 2009 • Ory, 1992 • Check LSU website for guidance sheets • LSU website for SLAR rubric 	Process/Curricular	Quality/Curricular	Process/Compliance	Quality/Compliance
Process/Curricular	Quality/Curricular				
Process/Compliance	Quality/Compliance				
<p>KEYNOTE</p>	<p>TAKE-AWAYS</p>				

- Audience – always think of who your trying to share information with
- Example story – eye color story (one blue and one green) – people always ask about eyes, started saying ate all the crayons in the box and eyes changed – Energy shifted from making eye color a bad thing to creating a positive connection
 - Brain is Lazy – focuses on making predictions; wants to zone out; doesn't want to waste calories
 - Brain Predicts and Makes Assumptions – Either feed into the assumptions or add something unpredictable
 - Brain Categorizes Info into Library – Create a picture, a visual with details, add emotion and the brain will store it in the library
 - Brain Seeks Groups – In or Out – In = safe and comfy; Out = new and scary
 - Brain Remembers Dopamine – a feel good story or an uncomfortable one
- Data doesn't change behavior – Emotions do
- Build a story telling toolkit:
 - Professional experiences
 - 1st job, best/worst day, best advice
 - Personal experiences
 - Hidden talent, 1st concert/car
 - Customer/Client experiences
 - Misc
- Frame them: Listen to how people talk to you, reflect recommendations back in that same frame
- Consider what you want your audience to: know or do; feel or think. Change a current mindset. Overcome an obstacle.
 - Consider when to tell a story and then review story ideas and see which one is the best vehicle
- Use vivid imagery – create a reality that mimics real life – put in emotional details
 - Names for characters
 - Make characters relatable
 - Create a messy or complicated conflict
 - Connect – emotions, senses, experience
 - Generic statements are not memorable
 - Blew up phone vs came back to 27 messages
 - Small scar vs paperclip sized scar
- Data never speaks for itself
 - 0 products finished by 308 students
 - Assumed laziness
 - High enrollment conflicted with scheduled speaker times
- “Simple data leads to complex conversations” “Help leadership see things they can't unsee”

ACTIONS

- None at this time

	<p>RESOURCES</p>
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- Wall Street Story – Wall Street Girl vs. cow
- TED TALK – How your brain responds to stories

2023 YCSA Staff Professional Development Day

LEARNING KEEPS YOU Growing

1-Day Event: Thursday, June 1st, 2023, 8:00 a.m. – 4:30 p.m.

Zoom Event with In-Person Breakfast and Lunch on the Prescott and Verde Valley Campuses

TRACKS	PRESCOTT VIEWING ROOMS	CLARKDALE VIEWING ROOMS
Health & Wellness	03-105	G-103
Learning	03-106	G-106
Communication	03-269	M-137
Leadership Building	03-270	I-118
Job Skills	03-271 / 19-223*	I-125 / M-202*

**Used for 1:40-2:30 p.m. session only*


AGENDA

8:00-8:50 a.m.	SOCIAL NETWORKING EVENT with Continental Breakfast
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8:50-9:00 a.m. BREAK

9:00-9:15 a.m.	YCSA Welcome and Roger Runyan Award Presentation Welcome & Keynote Session Recording	Julie Galgano, YCSA President
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	<i>*This video will be the same for the YCSA Welcome, Dr. Rhine's Welcome Address and Relationships Matter Keynote Address</i>	
9:15-9:30 a.m.	<p>Welcome Address</p> <p>Welcome & Keynote Session Recording</p> <p><i>*This video will be the same for the YCSA Welcome, Dr. Rhine's Welcome Address and Relationships Matter Keynote Address</i></p>	Dr. Lisa Rhine, Yavapai College President

9:30-10:30 a.m.	<p>KEYNOTE ADDRESS</p> <p>Relationships Matter: Teaching for Learning, Equity, and Well-Being</p> <p>Decades of research demonstrate that the quality of student-faculty, student-staff and student-student interactions are foundational to engaging, inclusive, and purposeful learning. Educational relationships profoundly influence motivation, learning, belonging, and achievement for all students, and particularly for students from groups that have been marginalized in higher education. Drawing on more than 400 interviews with students, faculty, and staff in the U.S., this interactive session will explore relationships as a flexible, scalable, equitable, and humane approach to ensuring that all students experience welcome and care, become inspired to learn, and explore the big questions that matter for their lives and our communities.</p>  <p>Peter Felten is Professor of History, Executive Director of the Center for Engaged Learning, and Assistant Provost for Teaching and Learning at Elon University. During the 2022-2023 academic year, he was named Fulbright Canada Distinguished Chair in the Scholarship of Teaching and Learning, at Carleton University in Ottawa. Peter has published six books (with Leo Lambert) about undergraduate education including Relationship-Rich Education: How Human Connections Drive Success in College which is currently available through the YC Library.</p> <p>Welcome & Keynote Session Recording</p>	
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	<p><i>*This video will be the same for the YCSA Welcome, Dr. Rhine’s Welcome Address and Relationships Matter Keynote Address</i></p> <p>HANDOUTS: Access to Menti Poll Presentation https://muse.jhu.edu/pub/1/oa_monograph/book/111986 Menti Results – Build Relationships with Students <i>This link will allow you to download Peter Felton’s new co-authored book on relationships. Dr. Felton suggests that you start with the Introduction and the chapter that best aligns with your role in Part II.</i></p>
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10:30-10:40 a.m. BREAK

10:40-11:30 CONCURRENT SESSIONS			
	<p>Setting Boundaries Between Home & Work</p>	<p>Learn how we can hone our skills to delegate and keep that healthy work-life balance.</p> <p><i>There was no video recording for this session.</i></p> <p>HANDOUTS: Attitudes of Mindfulness Presentation</p>	<p>Nancy Donnell</p>
	<p>Transfer As a Social Justice Imperative</p>	<p>In this session, Dr. Koch will share key themes and lessons learned from a recently published book on the transfer experience. He will also draw on Gardner Institute work done to improve transfer with nearly 100 colleges and universities across the United States.</p> <p>Transfer as a Social Justice Imperative Session Recording</p> <p>HANDOUTS: Presentation Momentum Stopper Chapter Reframing Justice as a Social Imperative Chapter</p>	<p>Dr. Drew Koch</p>
	<p>Non-Violent Communication</p>	<p>A session for everyone! Discover and refine a simple yet profound way to speak your mind without having to get bitter or salty.</p> <p>Nonviolent Communication partners practical skills with a powerful consciousness and vocabulary to help</p>	<p>Jessica Hawk</p>

		<p>you get what you want peacefully. In this internationally acclaimed text, Marshall Rosenberg offers insightful stories, anecdotes, practical exercises, and role-plays that will dramatically change your approach to communication for the better. Discover how the language you use can strengthen your relationships, build trust, prevent conflicts, and heal pain. Revolutionary, yet simple, NVC offers you the most effective tools to reduce violence and create peace in your life--one interaction at a time.</p> <p>Non-Violent Communication Session Recording</p> <p>HANDOUTS: Presentation NVC Process.gif CNVC Needs Inventory.pdf Practices Feeling Sensations.pdf</p>	
	Fun & Games with the YC Budget	<p>Everything you ever wanted to know about YC's Finances & Budget.</p> <p><i>There was no video recording for this session.</i></p>	Dr. Clint Ewell
	Unlocking Opportunities: The Merits of Being a Higher Learning Commission Peer Reviewer	<p>In this session, we will discuss the merits of becoming a peer reviewer for the Higher Learning Commission (HLC) and how it can advance your professional growth while positively impacting higher education. By serving as a peer reviewer, you will gain valuable experience in assessing institutional quality and promoting continuous improvement, expand your network and knowledge of best practices, and contribute to the accreditation process that ensures the quality of higher education institutions. Join us to learn more about this rewarding opportunity and how to become an HLC peer reviewer.</p> <p>Unlocking Opportunities Session Recording</p>	Dr. Tom Hughes

11:30-12:30 p.m. LUNCH
 Prescott Campus Room 19-147
 Verde Valley Campus Room M-137

12:30-1:30 p.m.	<p>KEYNOTE ADDRESS</p> <p style="text-align: center;">Leading with Love</p> <p>Learning about ourselves and others can improve our lives in many ways. The learning never ends and is not always easy, especially as we juggle all that we do. Our days are so filled with responsibilities, how can we make the time and space to learn? How can we navigate all of this with love for ourselves and for others? In this interactive session, we will talk about the roles that self-awareness and emotional intelligence play in community building as well as examine the possibilities and challenges of "leading with love".</p> <div style="text-align: center;">  </div> <p>Christina Waszak has over 20 years of experience in education and currently serves as Brooklyn Law School's Director of Student Life. She has also held positions at Borough of Manhattan Community College and Brooklyn College.</p> <p><i>There was no video recording for this session.</i></p> <p>HANDOUT: Padlet Padlet 2</p>
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1:30-1:40 p.m. BREAK

1:40-2:30 CONCURRENT SESSIONS		
<div style="background-color: #90EE90; width: 10px; height: 100%;"></div> Understanding Credit & Ways to Protect It	Credit overview, along with current trends in the market, as well as additional ways to protect your credit. Understanding Credit & Ways to Protect It Session Recording HANDOUTS: Presentation Credit Frauds Flyer	Edgar Medina

<p>My Life as a Spy: Going Undercover as an Online Student</p>	<p>This presentation will provide a firsthand account of my experience taking classes from our online competitors. By examining their strategies and techniques, we can gain valuable insights to inform our practices and stay ahead in the competitive landscape.</p> <p>My Life as a Spy Session Recording</p> <p>HANDOUT: Secret Shopper Results</p>	<p>Ivonne Zuniga & Dr. Clint Ewell</p>
<p>Collaborating with an Outward Mindset</p>	<p>In this session we'll review some Outward Mindset concepts and tools that can help us collaborate.</p> <p>Collaborating with an Outward Mindset Session Recording</p>	<p>Jeremy Poehnert</p>
<p>Harnessing the Power of ChatGPT</p>	<p>By the end of this workshop, participants will be equipped with the knowledge and skills to integrate ChatGPT into their day-to-day operations, fostering a more innovative and technologically advanced campus environment. No prior experience with AI is required. This workshop is suitable for all staff members who are keen to explore the cutting-edge tools that can revolutionize the way we work and communicate.</p> <p>Harnessing the Power of ChatGPT Session Recording</p> <p>HANDOUTS: https://tinyurl.com/YCSDD2023</p>	<p>Robyn Bryce</p>
<p>The Six Thinking Hats: Thinking for Individuals and Groups</p>	<p>Learn about the Six Thinking Hats by Edward de Bono, a method for brainstorming and creative thinking individually and in groups.</p> <p>Six Thinking Hats Session Recording</p> <p>HANDOUTS: Six Thinking Hats</p>	<p>Carol Beard</p>
<p>Exploring Project Management Software Tools</p>	<p>In this session we will be evaluating project management software tools that can help you organize and manage your tasks, facilitate stakeholder management, and promote collaboration while working on projects. Whether you're a Project Manager on a large team, or an individual wanting to organize your tasks, this session will show you how tools like Clickup, Wrike, Monday.com, and others can help your projects succeed.</p>	<p>Sean LaJeunesse</p>

	<p><i>There was no video recording for this session.</i></p> <p>HANDOUT: Project Management Software Tools</p>	
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2:30-2:40 p.m. BREAK

2:40-3:30 CONCURRENT SESSIONS			
	<p>The Power of Positive Relationships in the Workplace</p>	<p>Supervisors influence employee engagement and are the engine of productivity in the workplace. Employees, especially today, are more eager to find purpose and fulfillment in the workplace. It is no longer about the paycheck. How can positive relationships between supervisors and employees drive productivity, purpose, and engagement, thereby increasing employee communication? Join this session to hear ideas and share tips to help you build positive relationships with your team.</p> <p>Power of Positive Relationships Session Recording</p>	<p>Biridiana Martinez</p>
	<p>From Average to Best-in-Class Completion Rates</p>	<p>We will explain Promise scholarship programs, how YC's is different and how it has transformed our on-time (2 year) degree completion rate within 2 short years!</p> <p><i>There was no video recording for this session.</i></p>	<p>Meghan Paquette & Dr. Clint Ewell</p>
	<p>Student Behavioral Health - Responding to and Referring Students of Concern</p>	<p>This session provides a thorough overview of YC's student support services. Attendees will learn about YC's free tele-therapy student program through the BetterMind counseling network of Arizona. Additionally, attendees will learn about other high-utilized services and interventions for students such as the YC CARE Team, the Student Conduct & Community Standards Office, the Campus Safety Office, the Disability Resources Accommodations Office and the Strong Foundations Office which provides wrap-around basic needs support to students. Additionally, attendees will learn When, Where and How to access these college services & interventions. This includes steps on how to respond to concerning and/or escalating behaviors. Attendees</p>	<p>Monica Belknap</p>

		<p>will have an opportunity to share challenging student situations experienced (without mentioning student names) and as a group, we will review best practices on how to respond to mental health concerns, behavioral health disability concerns and threatening or disruptive behavior concerns in violation of the Student Code of Conduct.</p> <p>Student Behavioral Health Session Recording</p>	
	<p>Empowered to Chart Our Own Course: Using the AACC Competencies for Community College Leadership Development</p>	<p>In 2023, the American Association of Community Colleges (AACC) published the 4th edition of the Competencies for Community College Leaders. The Competencies were developed as a "fully comprehensive document to guide the development of employees dedicated to the community college mission, vision, and values." The 4th edition is organized by five categories including Faculty, Entry-Level, Manager, Executive, and Chief Executive Officer - which descriptions of what each competency means to jobs within each specific employment level. This presentation will focus on the Entry-Level competencies which target development for roles such as administrative assistants, advisors, analysts, chairs, coordinators, counselors, designers, operators, and specialists.</p> <p>Empowered to Chart Our Own Course Session Recording</p> <p>HANDOUTS: Presentation Professional Development Planning</p>	<p>Laura Shepherd</p>
	<p>Tech Tools for a Collaborative Work Environment</p>	<p>What technology tools does YC have that could make your workflow easier? How can we more easily share information and collaborate with co-workers? How can we make sure our Zoom meetings are productive and don't take over the day? What technology would you like to see added to the YC portfolio? Let's talk about these things and explore some tools in this session.</p> <p>Tech Tools for a Collaborative Work Environment Session Recording</p>	<p>Ryan Gray</p>

3:30-3:40 p.m. BREAK

3:40-4:30 CONCURRENT SESSIONS			
	<p>Effective Habits for Time Management</p>	<p>A habit is a powerful tool that can help or hinder us. Healthy habits reduce the decision-making process that saps our limited willpower. In contrast, unhealthy habits can decrease our productivity and keep us from our desired outcomes. Join me as we explore how habits impact time management and learn steps to create fulfilling habits to reach your goals.</p> <p>Effective Habits for Time Management Session Recording</p>	<p>Ustadza White</p>
	<p>Planting Seeds with SSS TRIO</p>	<p>Learn about how SSS TRIO works with first-generation, low-income students and students with disabilities to help grow and mentor their college journey. Meet the team, get a history of these national programs, and work together to find ways to collaborate and support this special population of students together.</p> <p>Planting Seeds with SSS TRIO Session Recording</p>	<p>Carolyn Heath</p>
	<p>Introduction to Outward Inclusion: Creating Space for Diversity, Equity & Belonging</p>	<p>Come get a taste of Outward Inclusion, a one-day facilitated session, that guides participants through a process of self-discovery to uncover unconscious bias and become equipped with practical tools that promote belonging. Participants engage in transformational conversations that change the way they see and work with those around them. Outward Inclusion calls people in rather than calling people out. Addressing mindset first encourages authentic conversations that get to the heart of the behaviors we want to change and an organizational culture of belonging that we want to create together.</p> <p>Introduction to Outward Inclusion Session Recording</p>	<p>Haley Green</p>
	<p>Critical Response Process: A simple and healthy method for giving and receiving feedback</p>	<p>The moment of giving or receiving feedback can be a joyful, creative, and connective exercise, or it can be plagued with bias, difficulty, and awkwardness. We are often asked to give and receive feedback constantly, without any solid framework for how it can be done best. The Critical Response Process (CRP), a 4-step method for giving and receiving feedback, is designed to help the maker get excited to get back to work. During our workshop we will talk about the history and</p>	<p>Heather Fauland</p>

		<p>purpose of the process, teach and demonstrate the steps, and help imagine its application in higher education.</p> <p>Critical Response Process Session Recording</p> <p>HANDOUT: The Critical Response Process</p>	
	Building Forms: A Beginner's Guide	<p>Forms are an integral part of many business processes, enabling organizations to gather and analyze data quickly and efficiently. Microsoft and Adobe offer powerful tools for creating forms that are user-friendly, visually appealing, and customizable to meet specific requirements. In this session, attendees will learn how to build forms using Microsoft Forms and Adobe Acrobat DC. We will explore the capabilities of both platforms from basic form creation to more advanced features like branching logic, conditional formatting, and data validation.</p> <p>Building Forms Session Recording</p>	Colter Culwell

About Our Presenters:

Edgar Baray Medina	My name is Edgar, I've been in the financial industry close to a decade. I am passionate about empowering our community and especially the youth. I have hosted financial literacy courses in the past for non for profits as well as high school.
Carol Beard	My name is Carol Beard. I've been with the college as a regular employee since 2014. I've been an advisor and coach with the SSS TRIO program since 2017. I have a MS in Leadership Studies and love helping people grow and learn.
Monica Belknap	Monica Belknap works in Student Development as Director of Student Conduct & Community Standards, Title IX and Student Social Services. Monica chairs the YC CARE Team which responds to students needing behavioral intervention services.
Robyn Bryce	Robyn Bryce is an instructional designer in the TeLS department and is an adjunct faculty member in the Film and Media Arts department. She is an educational technology specialist and certified Google Teacher and Trainer. She received her Bachelor's in English from Carlow University in Pittsburgh, PA. With a strong 23-year tenure in the education field, Robyn has developed and presented professional development opportunities for educators, administrators, and students at conferences and workshops across the country

	<p>focusing on student-centered instructional experiences and emerging technology integration. She is a rescue mom of two fur kids and a bonus mom to three smart and talented young men. In her time outside of work, she likes to tinker with all things tech, spend time outdoors, play games, and seek out live music events.</p>
Colter Culwell	<p>Colter Culwell has been with Yavapai College since September 2022. He is the IT Support Specialist and takes pride in helping people with their IT needs.</p>
Nancy Donnell	<p>Nancy Donnell-Pineda is a Health Coach with the Wellness Council of Arizona. She has a Bachelor of Science in Sport Management from California University of Pennsylvania with a focus on Fitness and Wellness. She is a certified personal trainer with the National Academy of Sports Medicine, is CPR certified through the American Heart Association, and has been a certified doula and childbirth instructor since 1985 with the American Academy of Husband-Coached Childbirth. In love with the outdoors, Nancy enjoys hiking, camping, rock climbing, cycling and running. She is the mother of three children, all who are avid rock climbers. Having participated in her first national body building contest after the age of 40, she believes that it's never too late to get in shape and make a positive change in life. Born in Wisconsin, Nancy has lived in California, New York, Pennsylvania, and Colorado. She moved to Tucson in 2001 and enjoys working and living in the beautiful desert southwest most of all.</p>
Dr. Clint Ewell	<p>Student-success supporter, recovering numbers nerd, and part-time game show host.</p>
Heather Fauland	<p>Heather Fauland is the Associate Director for Program Evaluation in the University Office of Evaluation and Educational Effectiveness (UOEEE) at Arizona State University. She oversees a team of analysts who provide consultation, monitoring and reporting for a myriad of university- and externally-funded projects. She has over 15 years experience working in various administrative and research positions within higher education, and a strong belief in molding universities as diverse places of inquiry in service to the public good. She holds a Bachelors degree in Anthropology and Near Eastern Studies from UArizona; a Masters degree in Quantitative Methods in the Social Sciences from Columbia University; and is currently an EdD candidate at ASU.</p>
Ryan Gray	<p>Ryan Gray, M.Ed., CTS, is Assistant Director of Information Technology Services at Yavapai College based in Prescott, AZ. He holds bachelor's Degrees in Political Science and Media Arts from Arizona State University and a Master of Education in Educational Technology and Instructional Design from Northern Arizona University. He is a proud AVIXA CTS holder and has numerous manufacturer certifications including the Crestron Masters Certified Programmer and Architect. Ryan serves on the Board of Directors of HETMA, the Higher Education Technology Managers Alliance, is a columnist and contributor to HigherEdAV.com, and is the host of the AV/IT Amplifier Podcast.</p>

Haley Green	Haley Green is YC’s Human Resources Manager since May 2022. Haley joined YC from Cascadia Community College, in the Seattle-area, where she was their Human Resources Operations Manager for four years and an HR Generalist for eight years. Prior to that, Haley owned a professional coaching business as well as worked for Edmonds Community College as their Organizational Development & Employee Training Representative. Haley has her Master’s in Organization Development & Adult Learning and her Bachelor’s in Business Administration with an emphasis in Psychology. She is a Society for Human Resources Management (SHRM) Senior Certified Professional and a certified Professional Coach. When Haley is not working, she loves to attend her 11-yr old son’s basketball and soccer games, sing, dance, read/listen to podcasts, hang out with family & friends, and appreciate the simple joys of life.
Jessica Hawk	Scientist, teacher, artist, and mom of three. Jessica has worked as Biology adjunct faculty since 2013 and has a strong passion for life. Learning about non-violent communication was a game changer and internal paradigm shift. She has studied NVC as a way to connect better with her children, peers, co-workers, and herself. The changes have been profound.
Carolyn Heath	Carolyn Heath, MSP -SSS TRIO Success Coach.
Dr. Tom Hughes	Tom Hughes is the Executive Director of Institutional Effectiveness, Research, and Grants. Tom loves using quantitative and qualitative data to make improved and evidence-based decisions.
Dr. Drew Koch	Dr. Andrew (Drew) Koch is a husband and father of 6, hiker (when both body and time permit), ageing lacrosse player, educator, son of immigrants, and Chief Executive Officer at the Gardner Institute. His 30+ year career in higher education has been dedicated to expanding access and success in both public and private colleges and universities. He has been a PI or co-PI on more than four dozen grants focused on postsecondary education learning and success. His scholarship explores the role colleges and universities play in shaping culture and democracy in the United States with a particular emphasis on students of color, low-income, and first-generation students. His most recent book, co-written and compiled with John N. Gardner and Michael Rosenberg and published by Stylus in 2021, is The Transfer Experience: A Handbook for Creating a More Equitable and Successful Postsecondary System. He also co-authored Talking about Leaving Revisited: Persistence, Relocation, and Loss in Undergraduate STEM Education published by Springer in 2019. Dr. Koch is currently working on a single-author book that exposes and calls for transforming the gateway course experience. That book is scheduled to be published in 2024 by Stylus.
Sean LaJeunesse	Sean is an MBA graduate and recent recipient of the Project Management Professional certification who is passionate about streamlining business processes through the use of technology.

Biridiana Martinez	<p>Biridiana (Biri) Martinez has worked her way to the Admissions, Outreach, and Recruitment Coordinator position, having started at Arizona Western as a work-study student directly out of high school in the Financial Aid Department. She also has experience in Registration, Curriculum and Articulation, Career and Tech education, and the office of Learning Services. She’s a First-Generation college graduate and a proud immigrant. Her parents worked in Agriculture in the Yuma area, so she’s also a Migrant Student. She received her Bachelor’s Degree in Public Administration from Northern Arizona University and is working on a Master’s in Educational Leadership in Higher Education. Biri’s ongoing work and successful recruitment strategies have led the recruitment team to meet institutional goals and objectives. She has continued to expand collaboration and partnerships within the Yuma Community to assist prospective students in meeting their educational and career goals.</p>
Meghan Paquette	<p>Director of Early College and Promise.</p>
Jeremy Poehnert	<p>Jeremy is the Coordinator for Enrollment Management, and one of the Yavapai College Outward Mindset facilitators.</p>
Dr. Lisa Rhine	<p>Dr. Lisa B. Rhine, the tenth president of Yavapai College, has over 34 years of leadership experience in colleges and universities in Ohio, Kentucky, Virginia and Arizona. Dr. Rhine is committed to ensuring college access and support to those for whom opportunities may have been historically limited or denied.</p> <p>Throughout her career, Dr. Rhine has served and continues to serve on numerous local, regional and national commissions, task forces and boards including service on the Commission for Diversity, Inclusion & Equity and the Commission on Economic and Workforce Development for the American Association of Community Colleges. As a member of the Inaugural class of Aspen Presidential Fellows, Dr. Rhine is committed to the moral imperative to improve student lives by leveraging the capacity of our colleges to improve learning, access, equity and labor market outcomes.</p> <p>She has served (2021-2023) on the Aspen Presidential Fellows Inaugural Alumni Advisory Council, the Advisory Committee on Differential Accreditation for the Higher Learning Commission (2022), and is the presidential liaison for the state of Arizona for Women In Higher Education with the American Council on Education. Rhine was named Pacific Region CEO of the Year for 2021 by the Association of Community College Trustees, named one of five finalists for CEO of the Year for 2023 by the American Association of Community Colleges and received the Paragon President’s Award 2021 from Phi Theta Kappa. In May 2023, Dr. Rhine was nominated by the Governor of Arizona, Katie Hobbs, to represent the educational needs of the western states by serving on the Western Regional Advisory Committee to the U.S. Department of Education.</p>

<p>Laura Shepherd</p>	<p>Laura Shepherd is an Academic Success Coach at Central Arizona College – where she provides individualized academic and personal support to students. Laura also serves as the district’s Title IX Coordinator. In this role, she provides individual students and employees with support and guidance when sexual misconduct, harassment, or discriminatory incidents occur. Additionally, she provides direction and oversight for the college’s violence prevention and awareness efforts, annual employee trainings, bystander intervention training, and leads inclusion and belonging programming. In previous roles, Laura has served as a TRIO Student Support Services Program Coordinator/Advisor developing programming and support for first-generation students and students with disabilities. Laura also served in non-profit leadership positions for 10 years with the Western Association of Educational Opportunity Personnel at both the state and regional levels providing development and advocacy training for educational equity professionals. More recently, Laura has become a trained community mediator through the AZ Attorney General’s office to assist individuals in resolving personal disputes in the county justice system and is working towards her doctorate in Organizational Leadership.</p>
<p>Ustadza White</p>	<p>Ustadza White is the Library Manager for Technical Services & Technology and Marketing & Communication at Yavapai College Library, the Program Director for the Literary Southwest, and an Outward Mindset Facilitator. She received her MA in Information Resources and Library Science from the University of Arizona. Time management is a topic very close to her heart due to her many roles and hobbies.</p>
<p>Ivonne Zuniga</p>	<p>Coordinator for the VP of FAS & Adjunct Faculty at YC.</p>