

Welcome to
Assessment Tuesday
Fall 2024 PD Week



August 27, 2024

9:00-9:15 : Opening Words

Dr. Alycia Marshall, Provost and Vice President for the Division of Academic and Student Success

Dr. Shannon Rooney, Vice President for the Division of Enrollment Management and Strategic Communications

Dr. Sesime Adanu, Associate Vice President for Institutional Effectiveness



Assessment Tuesday

OVERVIEW

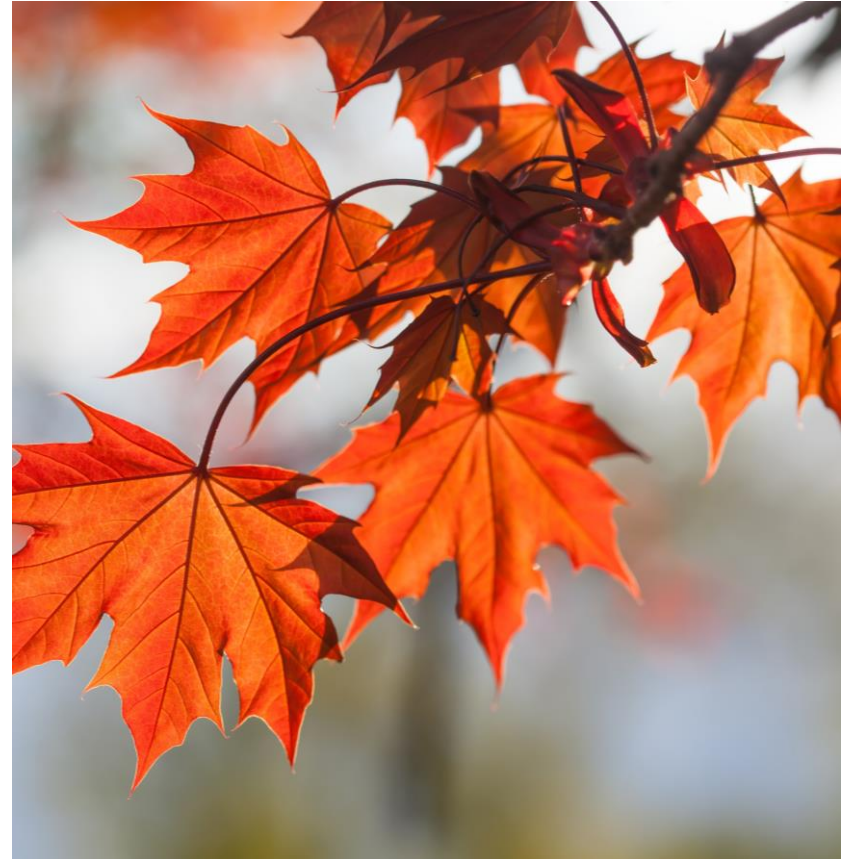


- 9:20-10:15** You Asked for It: Our New Assessment Management System, **Insights by eLumen**
- 10:20-11:15** Updates from the **DCAF**
- 11:20-11:35** **General Education & You**
- 11:40-11:55** Non-Academic Assessment? A Preview of **Watermark Planning & Self-Study**
- 12:00-12:55** **LUNCH BREAK**
- 1:00-3:30** MSCHE **Guiding Principles Sessions**
- 3:35-3:50** Wrap-Up and Drawing for



PRIZES? YES, PLEASE! Just attend today's afternoon sessions!

- **FIVE** MSCHE Guiding Principles-related sessions available between 1:00 and 3:30
- **Wrap-Up Session and Drawing** from 3:35-3:50
- **THREE** fantastic prizes:
 - iRobot Roomba Vac **Robot Vacuum!**
 - 32GB FRAMEO 10.1-inch Smart Wi-Fi **Digital Photo Frame!**
 - SONY SRS-XB100 **wireless speaker!**
 - **Your name** will be entered into the drawing for **every session** you participate in!
 - **MUST BE PRESENT TO WIN**
- Also, the sessions will be **awesome.**



9:20: You Asked for It! Our New Assessment Management System, **Insights by eLumen**



9:20: You Asked for It! Our New Assessment Management System, **Insights by eLumen**



AMS SEARCH PROCESS
RECAP



INSIGHTS PREVIEW



IMPLEMENTATION
OVERVIEW

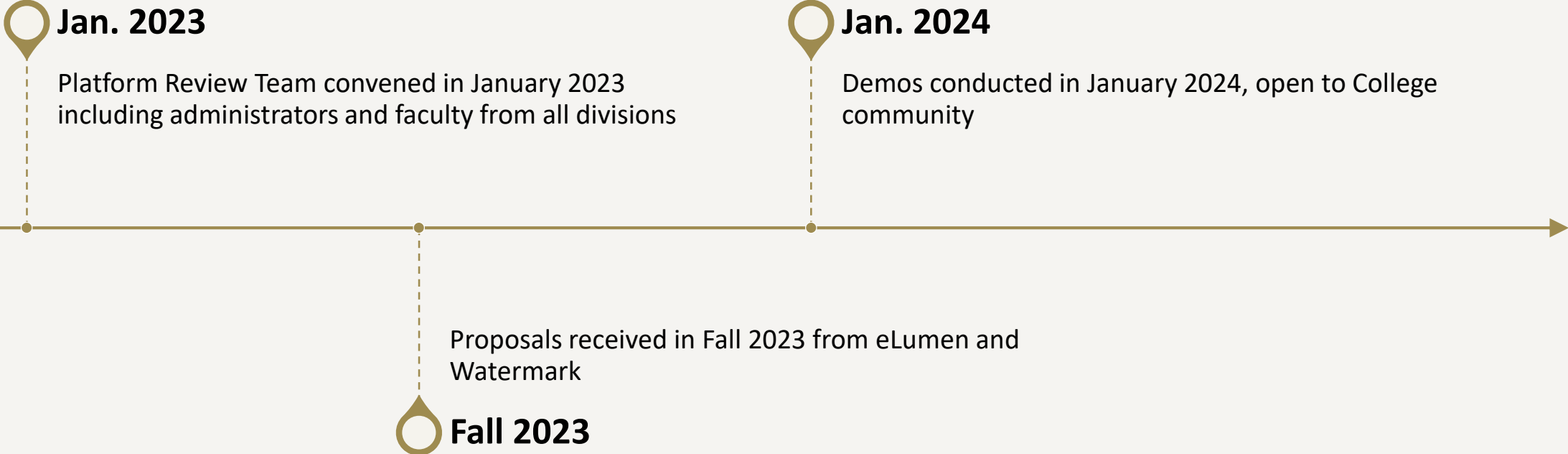
AMS Selection Process

- Fall 2022 Assessment technology survey
 - Most common methods to assess course learning outcomes (CLOs):
 - Total grade on exam or quiz (25.6%)
 - Total score for an assignment submitted through Canvas, not an exam or quiz (23.62%)
 - Most commonly used assessment technology was Canvas (62%)
- January 2023 Luncheon and Open Forum on Assessment Technology
 - Best experiences with assessment technology:
 - Having someone other than themselves do the math
 - Embedding learning outcomes in Canvas rubrics
 - Top characteristics for assessment technology
 - Flexible customization options for pulling reports (11%)
 - Tech that does not increase workload (11%)
 - Flexibility in what is measured and how (8%)
 - Tech that is specific to divisions, departments, or programs (8%)

AMS Selection Process

- Spring 2023 Assessment Focus Groups Themes
 - Improving Teaching and Unit Performance
 - Faculty were consistent in listing **personal growth** and **teaching improvement** as a primary purpose for assessment
 - Department Heads, Program Coordinators, administrative unit leaders, and participants who had served in these capacities previously all discussed using assessment as a tool to determine the **effectiveness of program/curriculum/unit performance overall and to improve cohesion.**
 - Frustration with Frequent Change, Perceived Inconsistency
 - Many participants expressed cynicism about the actual value of assessment to their supervisors and to the College overall, citing as evidence the **frequency of changes to assessment systems** and processes. The selection and implementation of the current assessment management system, AEFIS, was cited as another area of inconsistency – the selection criteria and process were perceived as **opaque**, and the need for change from previous assessment reporting methods was not adequately articulated.
 - The Best Assessment Technology is One That Works

AMS Selection Process



AMS Selection Process

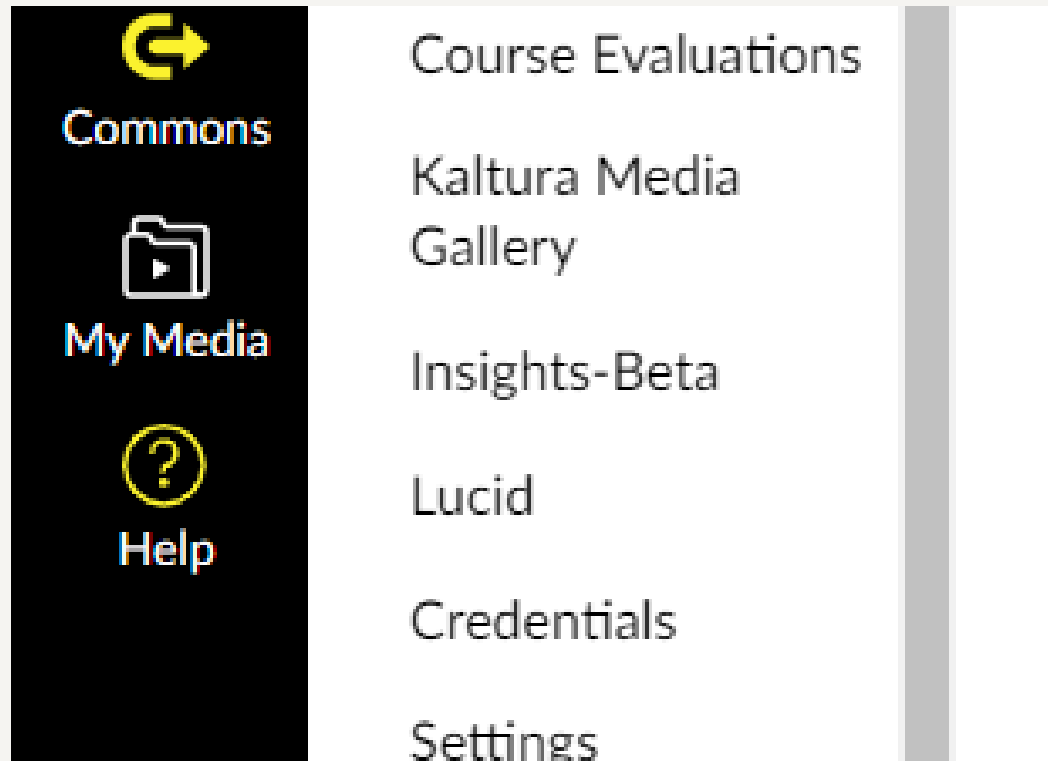
PRT SCORES

	eLumen Insights	Watermark P&SS and SL&L
Usability	3.57	4.10
Reporting	4.02	4.27
General Features	3.77	4.21
Training and Support	3.97	4.30
Security/Performance	4.12	4.25
Overall	3.85	4.21

DEMO SCORES

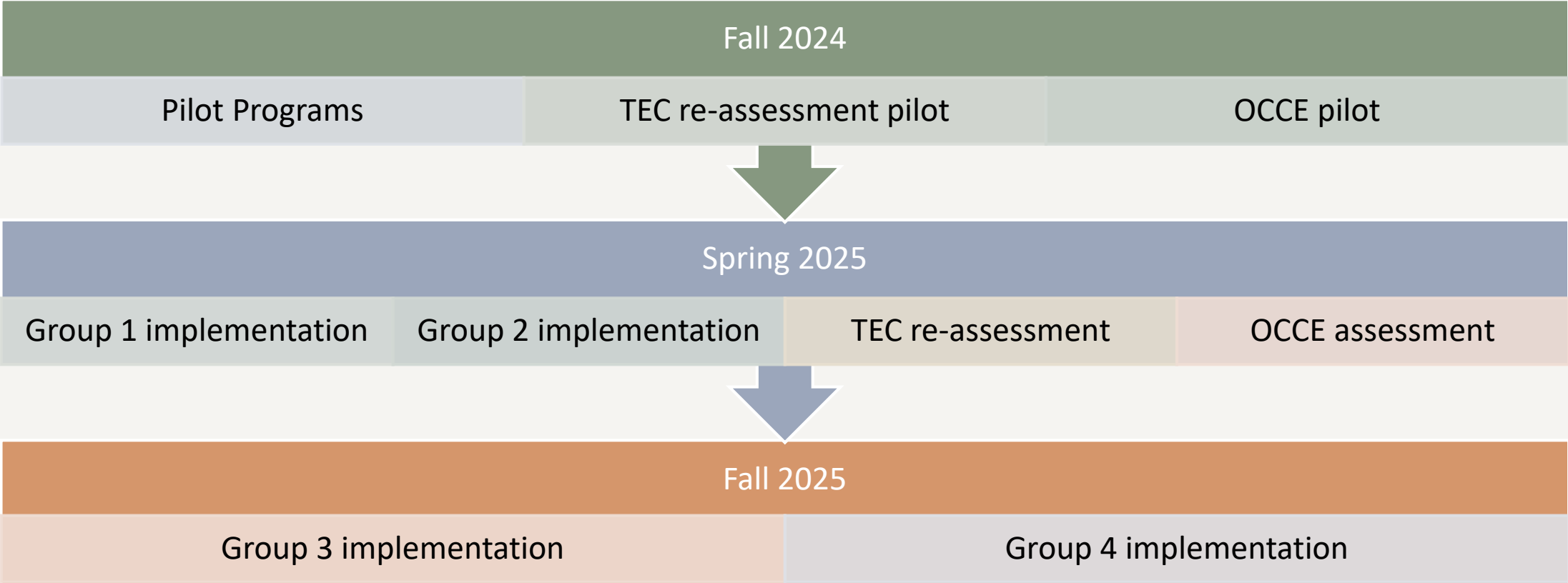
	eLumen Insights	Watermark P&SS and SL&L
Usability	4.37	3.55
Reporting	4.11	3.95
General Features	4.32	3.76
Training and Support	4.11	3.81
Security/Performance	4.16	3.55
Overall	4.21	3.65

What is Insights by eLumen?



- Course and Program Assessment
- Closely integrated with Canvas
- Implementation Plan

Implementation Timeline



Pilot Programs



Business & Technology

- Automotive Technology A.A.S.
- Fashion Merchandising & Marketing A.A.S.
- Insurance PC

Liberal Studies

- American Sign Language/English Interpreting A.A.S.
- Criminal Justice A.A.S.
- Education - Early Childhood (Birth to 4th Grade) A.A.

Math, Science, & Health Careers

- Chemistry A.S.
- Diagnostic Medical Imaging A.A.S.

Training Preferences Survey

<https://bit.ly/insightscap>





Courses

🔍 : Current View

📅 : Planned Assignment



Courses



Signout

Composition and Reading

ENG110

Fall 2024

📄 Assignments



Critical Think/Comp Literature

ENG111

Spring 2024

📄 Assignments



Composition and Reading

ENG110

Spring 2024

📄 Assignments



Composition and Reading

ENG110

Fall 2023

📄 Assignments



Critical Think/Comp Literature

ENG111

Fall 2023

📄 Assignments



Critical Think/Comp Literature

ENG111

Spring 2023

9 / 9 / 2 0 2 4

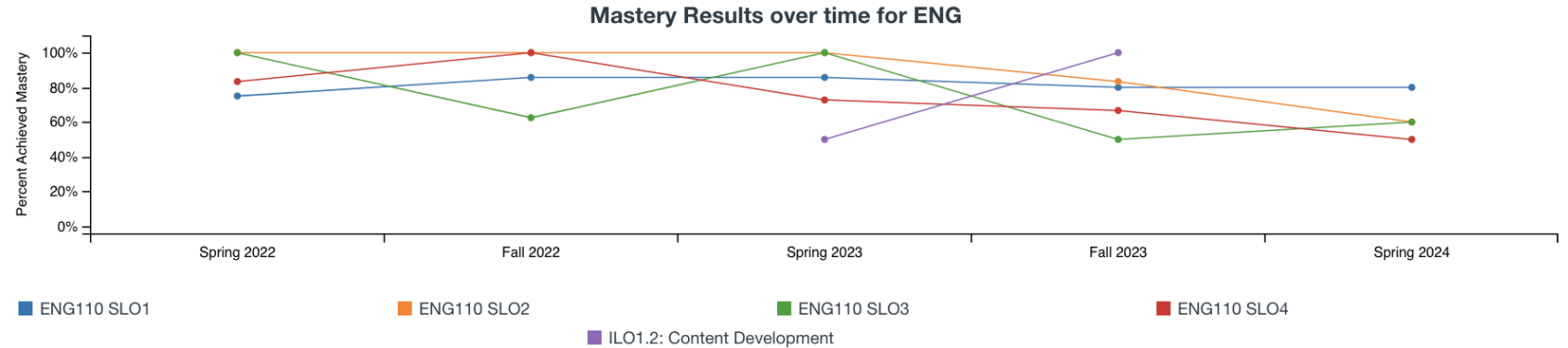


Status

Details for: Composition and Reading

Learning Outcome Results

Disclaimer ⓘ



LO Type

ILO PLO CLO

Display Results For

Learning Outcomes Standards

Dept: English Results Course: ENG110 Results Offering: ENG110 Results

> More info

Results Type

Achieved Mastery %

Score Average %

Terms

Course Levels

Apply

Associated to an Assessment Plan

Approved Outcomes

Unapproved Outcomes

ENG110 - CLO3: Analyze and interpret diverse texts, articulating informed responses in both written and oral form. [My Outcome Variant](#)

> View Current Outcome Version ⓘ

ENG110 SLO2: Writing - Write coherent, thesis-driven academic prose that is grammatically and syntactically appropriate

Reflections

Actions

Reflections

Add Reflection

> students faired a lot better when they were peer reviewing writing assignments - perhaps we should do more peer review in the future?

Leah Cunningham - 8/7/2024, 1:26:54 PM





Courses

68 : Current View
⚙️ : Planned Assignment

Courses

Signout

Composition and Reading

ENG110
Fall I 2024

Assignments

Insights Assignment: Writing Assignment

Insights Assignment: Writing Assignment

Critical Think/Comp Literature

ENG111
Spring 2024

Assignments

No assignments in course section

Composition and Reading

ENG110
Spring 2024

Assignments

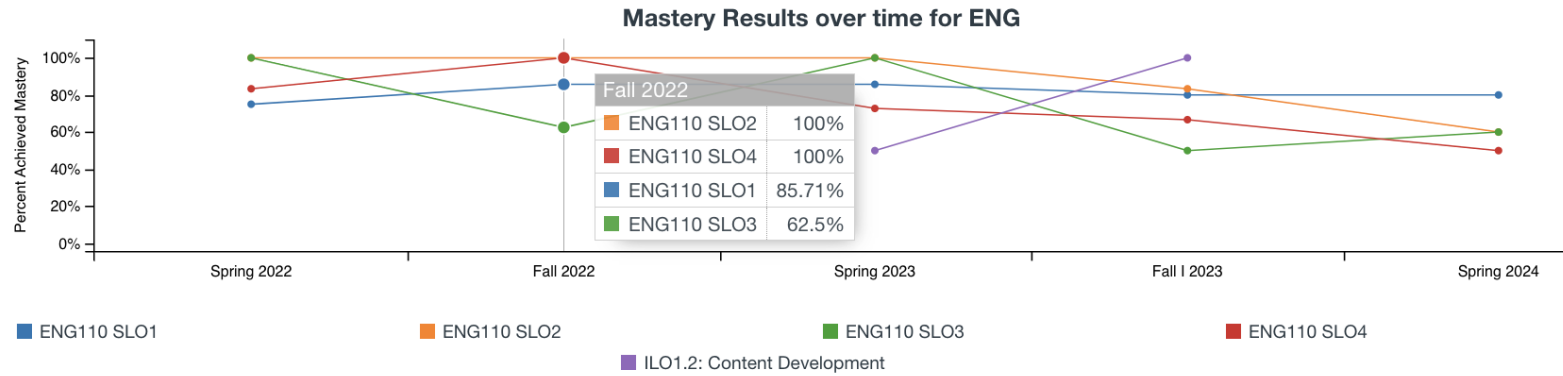
Student Assessment for CLOs

Insights Assignment: Writing Assignment

Details for: Composition and Reading

Learning Outcome Results

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LO Type
 ILO PLO CLO

Display Results For
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 Dept: English Results Course: ENG110 Results Offering: ENG110 Results

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> More info

Associated to an Assessment Plan

Approved Outcomes Unapproved Outcomes Reflections Actions

Associated to an Assessment Plan

Approved Outcomes

Unapproved Outcomes

ENG110 - CLO3: Analyze and interpret diverse texts, articulating informed responses in both written and oral form. [My Outcome Variant](#)

> View Current Outcome Version 

ENG110 SLO2: Writing - Write coherent, thesis-driven academic prose that is grammatically and syntactically appropriate.

ENG110 SLO3: Research - Gather, evaluate, and synthesize sources in an appropriately documented essay

Reflections

Actions

Reflections

Add Reflection

> students faired a lot better when they were peer reviewing writing assignments - perhaps we should do more peer review in the future?



Leah Cunningham - 8/7/2024, 1:26:54 PM

Associated to an Assessment Plan

Approved Outcomes

Unapproved Outcomes

Outcomes pending coordinator action. Once approved, their results can be collected. Results for recent terms are refetched weekly.

ENG110 - SLO4: Produce coherent, thesis-driven academic prose demonstrating appropriate grammar and syntax

ENG110 - CLO1: Analyze and interpret various forms of written works to enhance critical thinking and writing skills.

Reflections

Actions

Actions

Add Action

> Signed us up for a workshop highlighting peer review techniques - will use what we have learned to rework assignments for next term.



Leah Cunningham - 8/7/2024, 1:27:56 PM



Cycle

Nursing Self-Study Review

Search

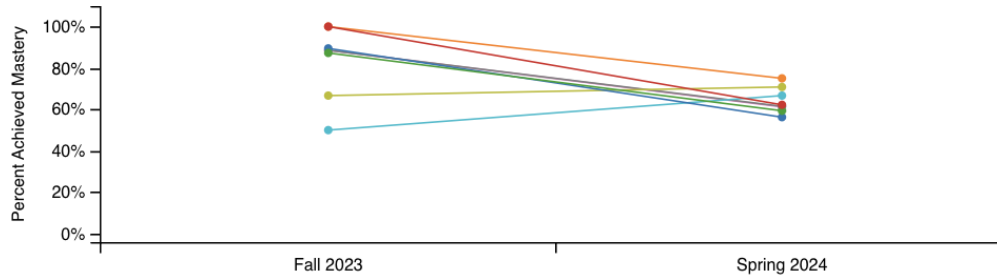
Learning Outcome Results

NURS Outcome Quality: 62%

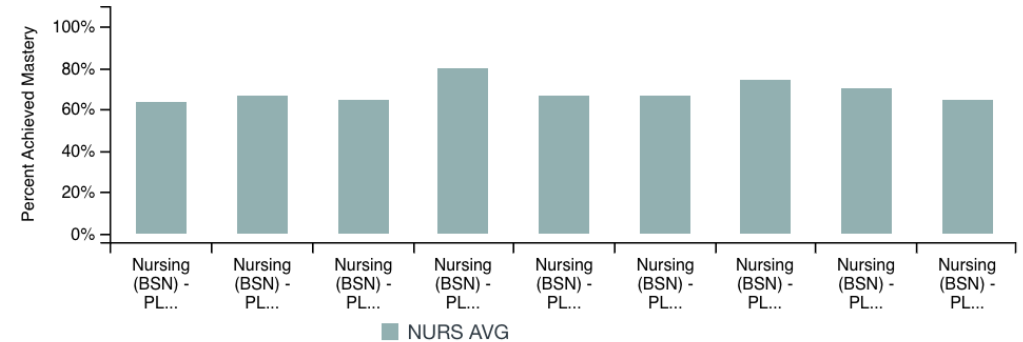
Unapproved Outcomes: 21

Disclaimer [?](#)

Mastery Results over time for NURS



Mastery Results Average for NURS



- Nursing (BSN) - PLO1: Apply theoretical
- Nursing (BSN) - PLO2: Utilize evidence-based
- Nursing (BSN) - PLO3: Provide holistic patient
- Nursing (BSN) - PLO4: Collaborate within
- Nursing (BSN) - PLO6: Practice safe and
- Nursing (BSN) - PLO7: Promote health and
- Nursing (BSN) - PLO8: Exhibit leadership and
- Nursing (BSN) - PLO9: Engage in lifelong

Select Level & Department

Select Level...

Nursing

LO Type

ILO PLO

Display Results For

Learning Outcomes Standards

Select Program & Category

Select Program...

Select Category...

Results Type

Achieved Mastery %

Score Average %

Terms

Spring 2024 X

Fall 2023 X

Apply

Course Levels



Dashboard



Account



Admin



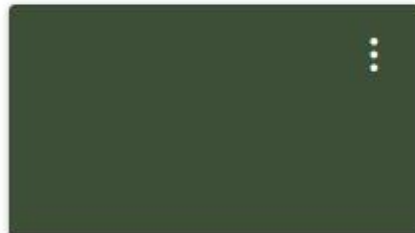
Dashboard



Courses



Published Courses (9)



Assessment - Business & Technolo...
Assessment - Business & Tech...



Assessment - MSHC
Assessment - MSHC



Assessment Academy
Assessment Academy

To Do

- 1 Grade My Success Plan- Unit 2 ×
AH 101 008 ONL 15A FA20
100 points • Oct 11, 2020 at 11:59pm
- 1 Grade Week 2 Gradable Discussion- Teacher Characteristics ×
ED 290 003 ONL 15A FA21
10 points • Sep 19, 2021 at 11:59pm

Outcomes

+ Create

🔍 Find

Manage Outcomes

Manage

Alignments

Outcome Groups

> Concepts of Biology - refetch

Concepts of Biology - refetch Outcomes

Search within Concepts of Biology - refetch



All Concepts of Biology - refetch Outcomes

15 Outcomes

- > **BIOL PLO.1** ⋮
Identify, retrieve, and properly interpret and apply published and electro...
- > **Adherence to Principles** ⋮
Demonstrate commitment to ethical standards
- > **BIOL100 SLO1** ⋮
Ecology - Recognize ecological relationships between organisms and thei...
- > **BIOL100 SLO2** ⋮
Evolution - Recognize evolution as the central paradigm of Biology, and e

Rubric

Traditional

Instructor Score

0 pts

BIO 101 Assignment

Criteria						Points
Completion view longer description	Exceeds 4 pts	Mastery 3 pts	Near 2 pts	Below 1 pts	No Evidence 0 pts	-- /4

Comment

Leave a comment

APA view longer description	Exceeds 4 pts	Mastery 3 pts	Near 2 pts	Below 1 pts	No Evidence 0 pts	-- /4
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Comment

Leave a comment

BIOL100 SLO1 view longer description Threshold: 2 pts	The student has gone beyond the expectation on the outcome or criteria. 4 pts	The student demonstrated mastery and developing further knowledge or skills. 3 pts	The student demonstrated mastery on the outcome or criteria. 2 pts	The student is developing mastery on the outcome or criteria. 1 pts	The student does not show any evidence of mastery on the outcome or criteria. 0 pts	-- /4
--	---	--	--	---	---	-------

Rubric



Traditional



Instructor Score

0 pts

Outcome Assessment

Criteria						Points
BIOL100 SLO1 view longer description Threshold: 2 pts	The student has gone beyond the expectation on the outcome or criteria. 4 pts	The student demonstrated mastery and developing further knowledge or skills. 3 pts	The student demonstrated mastery on the outcome or criteria. 2 pts	The student is developing mastery on the outcome or criteria. 1 pts	The student does not show any evidence of mastery on the outcome or criteria. 0 pts	-- /4

Comment

Leave a comment

BIOL100 SLO2 view longer description Threshold: 2 pts	Student demonstrated understanding of concepts beyond required materials 4 pts	Student demonstrated understanding of concepts beyond required materials 3 pts	Student demonstrated understanding of learning 2 pts	Student demonstrated partial understanding of learning 1 pts	Student performed below the expected standard 0 pts	-- /4
--	---	---	---	---	--	-------

BIO Quiz Results for Holly Allen

Score for this quiz: **8** out of 10
Submitted Aug 21 at 5:28pm
This attempt took less than 1 minute.

Question 1 2 / 2 pts

What is the function of the ribosome?

Correct!

- Protein Synthesis
- Energy Production
- Cell Division
- DNA replication

Additional Comments:

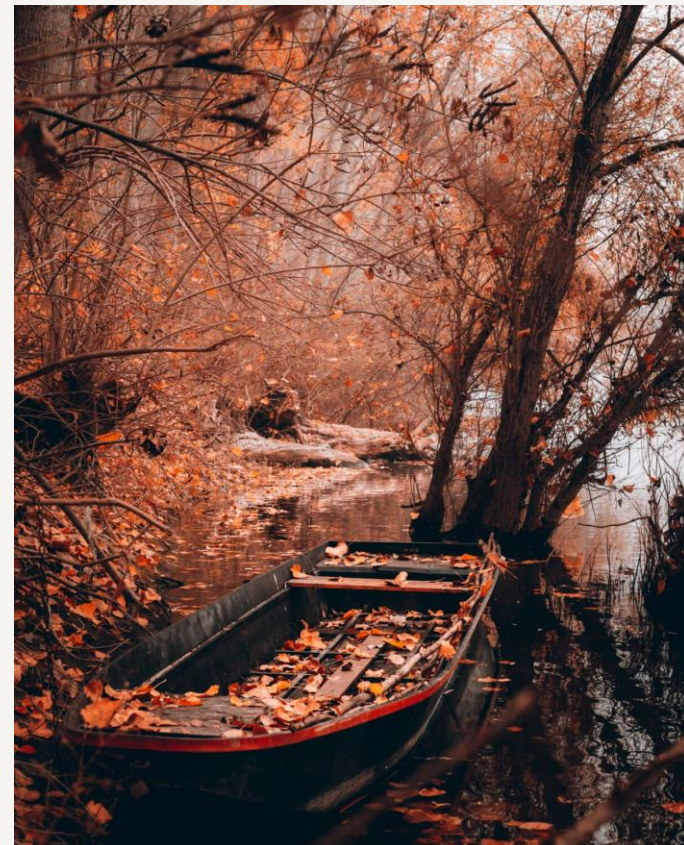
Traditional ▾

Instructor Score 0 pts

BIOL Quiz		
Criteria		
<p>BIOL100 SLO1</p> <p>BIOL100 SLO1</p> <p>view longer description</p> <p>Threshold: 2 pts</p>	<p>The student has gone beyond the expectation on the outcome or criteria.</p> <p style="text-align: right;">4 pts</p>	<p>The student demonstrate mastery and developing further knowledge o skills.</p> <p style="text-align: right;">3 p</p>
Comment		
<p>Leave a comment</p>		
<p>BIOL PLO.1</p> <p>BIOL PLO.1</p> <p>view longer description</p> <p>Threshold: 3 pts</p>	<p>Exceeds Expectations</p>	
	<p>5 pts</p>	

What's next?

- Pilot and troubleshooting
- Prepare to be (on)boarded
- Assessment Handbook
- Get in touch:
 - egordon@ccp.edu
 - assessment@ccp.edu



10:20: Updates from the DCAF

- **Business and Technology:**
Rebecca Garvin & Chris Popescu
- **Liberal Studies:** Joel Tannenbaum & Paula White
- **Math, Science, and Health Careers:** Richard Chu





DCAF

Fall 2024

Business and Technology



COMMUNITY COLLEGE OF PHILADELPHIA

B & T DCAF Objectives for Fall 2024

- Dynamic Forms for Annual Assessment files
- Collected 100% of Syllabi in Concourse
- Assessment data collection 2023-2024
- New platform **Insights** by **eLumen**
 - Starting in Fall 2025
 - Pilot for Fashion Merchandising & Marketing AAS, Automotive Technology AAS, and Insurance PC



RISE FROM WITHIN



COMMUNITY COLLEGE OF PHILADELPHIA

B & T Assessment Cycle

- Creation of the assessment plan (CLOs and PLOs)
- Individual course assessment
- CLOs mappings to PLOs
- PLO reports and discussion
- Closing the loop discussion and documentation
 - Minutes for the meetings





B & T Assessment Process for 2024 - 2025

Step 1: Course-specific excel assessment file completed by faculty

Step 2: All files collected and reviewed for quality control by DCAFs

Step 3: All data combined and analyzed through R program

Step 4: Faculty review process and Annual Assessment Reports write-ups



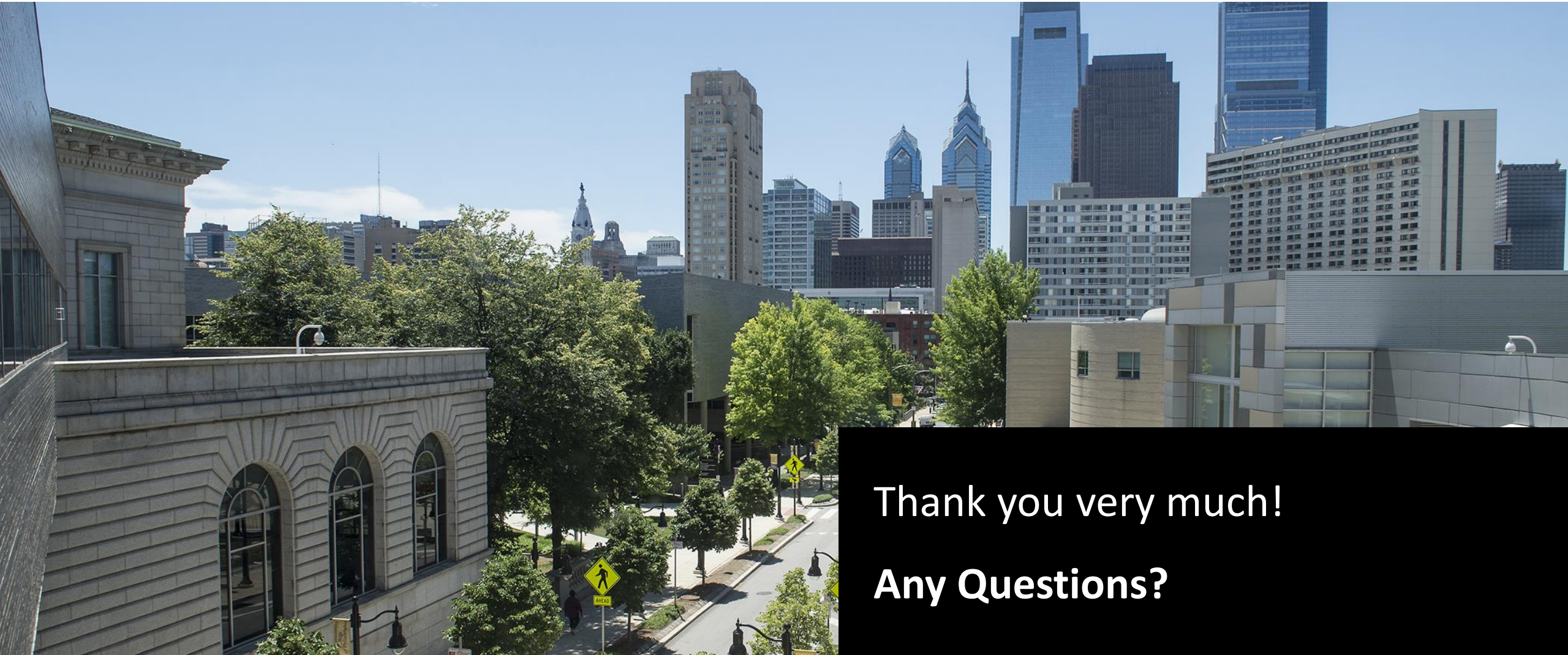
Closing the Loop: Faculty Meetings with Department Heads and Coordinators

- Course and Program Review
- Teaching practices, what works, and what could work better?
- Textbooks, open education resources, etc.
- Assignments and quizzes: are they accurately reflecting the learning objectives?
- Are there any changes that should be done?





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Thank you very much!
Any Questions?

RISE FROM WITHIN

The Liberal Studies DCAF Experience (So Far)



Presented for Assessment Tuesday 2024

Liberal Studies DCAFs as a Resource For Faculty

1. Linking CLOs to AEFIS each semester
2. Supporting course-level reflection on AEFIS Data
3. “Closing the loop”

Liberal Studies DCAFs as a Resource for Program Coordinators

1. Provide AEFIS data reports on CLOs and PLOs
2. Track assessment data and provide action plans from prior year
3. Assist with report preparation and loop-closing

The Future!

Insights by eLumen Pilot Programs for Liberal Studies:

- a. American Sign Language/Interpreting
- b. Criminal Justice
- c. Early Childhood Education



Assessment Is Not Just Numbers

Richard Chu

Tuesday, August 27

Housekeeping Updates



Biology

APR for AS in Biology (Spring 2025)

APR for AA in Biological Science (Spring 2025)



Chemistry

Pilot for eLumen



Dental Hygiene

Will be undergoing accreditation this Fall (APR in Spring 2024)

New Accreditation standard



Diagnostic Medical Imagine (DMI)

Re-accredited (APR in Spring 2024)

Pilot for eLumen



Math

Course updates (150, 161)

Dental Hygiene's New Accreditation Standard

“The program must have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.”

- **Intent:** The program should ensure collaboration, mutual respect, cooperation, and harmonious relationships between and among administrators, faculty, students, staff, and alumni. The program should also support and cultivate the development of professionalism and ethical behavior by fostering diversity of faculty, students, and staff, open communication, leadership, and scholarship.
- Examples of evidence to demonstrate compliance may include:
 - Established policies regarding ethical behavior by faculty, staff and students that are regularly reviewed and readily available
 - Student, faculty, and patient groups involved in promoting diversity, professionalism and/or leadership support for their activities
 - Focus groups and/or surveys directed towards gathering information on student, faculty, patient, and alumni perceptions of the cultural environment

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How Has Dental Hygiene Meet The New Standard?



The values are written into the program's student handbook



Developed a faculty calibration course to add activities that promoted diversity



Helping students set goals and figure out pathways to achieving those goals at the beginning of each semester



Mentoring students at least once a month to discuss clinical requirements and provide support



End of examination session reviews



Study skills workshops

Lessons Learned

- Data from assessments needs to be read within context
- A department doesn't have to do something drastic to have a significant impact
- Equity creates a more level playing field so that our assessments are a fairer measure of a student's progress



11:20: General Education & You





General Education & You

JENNIFER TRONT

AMY BIRGE

LIZZIE GORDON & DIAEL THOMAS

Introduction

- Associate Professor of Biology
- PhD in Molecular Biology & Genetics
- Joined CCP in 2019
- Gen Ed is a one-course release
- Biology Club Advisor, Biotech Committee Chair, PD Week Committee Member and more.



Kahoot Time

- https://kahoot.it/challenge/08845311?challenge-id=71eeca1d-28e7-4927-83cb-725082d9186e_1724282252715



General Education at CCP



General Education Requirements

Useful Links

General Education Page – <https://www.ccp.edu/college-catalog/general-education-requirements>

Assessment handbook - <https://www.myccp.online/assessment-handbook/institutional-assessment>

Essential Skills

Minimum Credits

21 credits

Writing, Research & Information Literacy

6

Oral Communication/Creative Expression

3

Quantitative Reasoning

3

Scientific Reasoning

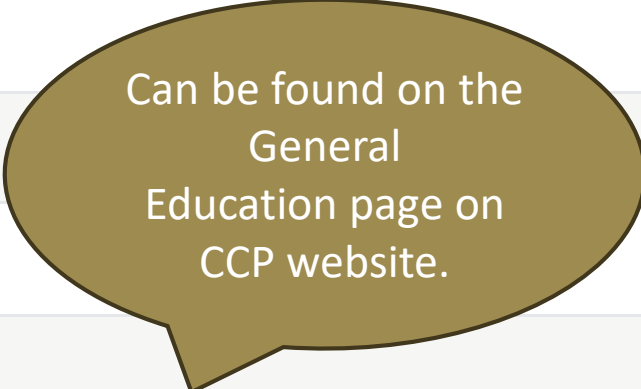
3

Cultural Analysis and Interpretation

3

Technological Competency

3



Can be found on the
General
Education page on
CCP website.

FACULTY...
HOW DOES THIS
CONNECT TO YOU?

Most of you teach General
Education Courses!

Cultural Analysis and Interpretation

As there are a large number of courses that meet the Cultural Analysis and Interpretation requirement, they are divided by sub-categories based on course content: 1) Study of Human Diversity, 2) Study of Human Behavior and Systems, & 3) Study of Creative Works. 4) Study of Material Artifacts, and 5) Study of World, Country, Region, or Language. Students should consult the [college catalog](#) for their program for more information.

Courses	Credit Hours	Courses	Credit Hours
BIO 141 - World Literature: From Aristotle to 1700	3 Creds	AUG 101 - Survey of Criminal Justice	3 Creds
BIO 142 - World Literature: From 1700 to the Present	3 Creds	AUG 122 - Race and Justice	3 Creds
BIO 201 - Survey of African American Literature: From Captives to the Harlem Renaissance	3 Creds	MUS 100 - Introduction to Music	3 Creds
BIO 202 - Survey of African American Literature: From the Harlem Renaissance to the Present	3 Creds	MUS 101 - Music of the Baroque and Classical Eras	3 Creds
ENGL 204 - African Literature	3 Creds	MUS 106 - Great Romantic Music	3 Creds
ENGL 206 - African Literature	3 Creds	MUS 120 - Music of African Americans	3 Creds
ENGL 209 - Literature in the Context of Intellectual History: Ancient and Medieval Eras	3 Creds	MUS 121 - Modern American Music	3 Creds
ENGL 209B - Literature in the Context of Intellectual History: Modern Eras	3 Creds	PHI 100 - Introduction to Philosophy	3 Creds
ENGL 209 - Special Topics in Literature	3 Creds	PHI 101 - Introduction to Philosophy: Basics	3 Creds
ENGL 210 - Theology	3 Creds	PHI 103 - Introduction to Philosophy: Basics	3 Creds
ENGL 211 - European History	3 Creds	PHI 105 91 - World Religions	3 Creds
ENGL 212 - Introduction to Physical Geography	3 Creds	PHI 105 92 - Philosophy of Religion	3 Creds
ENGL 213 - Introduction to Human Geography	3 Creds	PHI 201 - Philosophy of Law	3 Creds
ENGL 302 - Latin Geography	3 Creds	PHI 211 - Moral Philosophy	3 Creds
GLS 101 - Introduction to Global Studies	3 Creds	PHI 216 - Social and Cultural Philosophy	3 Creds
GLS 102 - Global Perspectives on Gender Studies	3 Creds	PHI 290A - Philosophy in the Context of Intellectual History: Ancient and Medieval Eras	3 Creds
HIST 101 - History, Culture, and Africa Through the Revolutionary Era	3 Creds	PHI 290B - Philosophy in the Context of Intellectual History: Modern Eras	3 Creds
HIST 102 - US History: The Civil War and the 19th Century	3 Creds	PHI 311 - History of Philosophy	3 Creds
HIST 103 - US History: The 20th Century and Beyond	3 Creds	PHOT 111 - Digital Technology, Art, and Culture	3 Creds
HIST 104 - World History: The Ancient Era	3 Creds	POL 301 - Introduction to Political Science	3 Creds
HIST 104 - World History: The Modern Era	3 Creds	POL 311 - American Government	3 Creds
HIST 104 - World History: The Post-World War II Era	3 Creds	POL 312 - American Government: Basics	3 Creds
ISLS 102 - Social Structures and Systems	3 Creds	POL 411 - International Relations	3 Creds
ISLS 103 - African Literature	3 Creds	POL 412 - City and State Government and Politics with Cases from Philadelphia and Pennsylvania	3 Creds
ISLS 104 - Global Perspectives on Gender Studies	3 Creds	PSY 101 - Introduction to Psychology	3 Creds
ISLS 105 - Introduction to Global Studies	3 Creds	PSY 201 - African American History to 1972	3 Creds
ISLS 106 - Introduction to Latin American History	3 Creds	PSY 221 - African American History After 1972	3 Creds
ISLS 107 - Latin American History	3 Creds	PSY 311 - Cultural Traditions Across in the 19th Century	3 Creds
ISLS 108 - Cultural Traditions Across in the 19th Century	3 Creds	PSY 312 - Cultural Traditions Across in the 20th Century	3 Creds
ISLS 109 - Cultural Traditions Across in the 20th Century	3 Creds	PSY 313 - Cultural Traditions Across in the Present	3 Creds
ISLS 110 - Cultural Traditions Across in the Present	3 Creds	PSY 314 - Cultural Traditions Across in the Present	3 Creds
ISLS 111 - Cultural Traditions Across in the Present	3 Creds	PSY 315 - Cultural Traditions Across in the Present	3 Creds
ISLS 112 - Cultural Traditions Across in the Present	3 Creds	PSY 316 - Cultural Traditions Across in the Present	3 Creds
ISLS 113 - Cultural Traditions Across in the Present	3 Creds	PSY 317 - Cultural Traditions Across in the Present	3 Creds
ISLS 114 - Cultural Traditions Across in the Present	3 Creds	PSY 318 - Cultural Traditions Across in the Present	3 Creds
ISLS 115 - Cultural Traditions Across in the Present	3 Creds	PSY 319 - Cultural Traditions Across in the Present	3 Creds
ISLS 116 - Cultural Traditions Across in the Present	3 Creds	PSY 320 - Cultural Traditions Across in the Present	3 Creds
ISLS 117 - Cultural Traditions Across in the Present	3 Creds	PSY 321 - Cultural Traditions Across in the Present	3 Creds
ISLS 118 - Cultural Traditions Across in the Present	3 Creds	PSY 322 - Cultural Traditions Across in the Present	3 Creds
ISLS 119 - Cultural Traditions Across in the Present	3 Creds	PSY 323 - Cultural Traditions Across in the Present	3 Creds
ISLS 120 - Cultural Traditions Across in the Present	3 Creds	PSY 324 - Cultural Traditions Across in the Present	3 Creds
ISLS 121 - Cultural Traditions Across in the Present	3 Creds	PSY 325 - Cultural Traditions Across in the Present	3 Creds
ISLS 122 - Cultural Traditions Across in the Present	3 Creds	PSY 326 - Cultural Traditions Across in the Present	3 Creds
ISLS 123 - Cultural Traditions Across in the Present	3 Creds	PSY 327 - Cultural Traditions Across in the Present	3 Creds
ISLS 124 - Cultural Traditions Across in the Present	3 Creds	PSY 328 - Cultural Traditions Across in the Present	3 Creds
ISLS 125 - Cultural Traditions Across in the Present	3 Creds	PSY 329 - Cultural Traditions Across in the Present	3 Creds
ISLS 126 - Cultural Traditions Across in the Present	3 Creds	PSY 330 - Cultural Traditions Across in the Present	3 Creds
ISLS 127 - Cultural Traditions Across in the Present	3 Creds	PSY 331 - Cultural Traditions Across in the Present	3 Creds
ISLS 128 - Cultural Traditions Across in the Present	3 Creds	PSY 332 - Cultural Traditions Across in the Present	3 Creds
ISLS 129 - Cultural Traditions Across in the Present	3 Creds	PSY 333 - Cultural Traditions Across in the Present	3 Creds
ISLS 130 - Cultural Traditions Across in the Present	3 Creds	PSY 334 - Cultural Traditions Across in the Present	3 Creds
ISLS 131 - Cultural Traditions Across in the Present	3 Creds	PSY 335 - Cultural Traditions Across in the Present	3 Creds
ISLS 132 - Cultural Traditions Across in the Present	3 Creds	PSY 336 - Cultural Traditions Across in the Present	3 Creds
ISLS 133 - Cultural Traditions Across in the Present	3 Creds	PSY 337 - Cultural Traditions Across in the Present	3 Creds
ISLS 134 - Cultural Traditions Across in the Present	3 Creds	PSY 338 - Cultural Traditions Across in the Present	3 Creds
ISLS 135 - Cultural Traditions Across in the Present	3 Creds	PSY 339 - Cultural Traditions Across in the Present	3 Creds
ISLS 136 - Cultural Traditions Across in the Present	3 Creds	PSY 340 - Cultural Traditions Across in the Present	3 Creds
ISLS 137 - Cultural Traditions Across in the Present	3 Creds	PSY 341 - Cultural Traditions Across in the Present	3 Creds
ISLS 138 - Cultural Traditions Across in the Present	3 Creds	PSY 342 - Cultural Traditions Across in the Present	3 Creds
ISLS 139 - Cultural Traditions Across in the Present	3 Creds	PSY 343 - Cultural Traditions Across in the Present	3 Creds
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ISLS 141 - Cultural Traditions Across in the Present	3 Creds	PSY 345 - Cultural Traditions Across in the Present	3 Creds
ISLS 142 - Cultural Traditions Across in the Present	3 Creds	PSY 346 - Cultural Traditions Across in the Present	3 Creds
ISLS 143 - Cultural Traditions Across in the Present	3 Creds	PSY 347 - Cultural Traditions Across in the Present	3 Creds
ISLS 144 - Cultural Traditions Across in the Present	3 Creds	PSY 348 - Cultural Traditions Across in the Present	3 Creds
ISLS 145 - Cultural Traditions Across in the Present	3 Creds	PSY 349 - Cultural Traditions Across in the Present	3 Creds
ISLS 146 - Cultural Traditions Across in the Present	3 Creds	PSY 350 - Cultural Traditions Across in the Present	3 Creds
ISLS 147 - Cultural Traditions Across in the Present	3 Creds	PSY 351 - Cultural Traditions Across in the Present	3 Creds
ISLS 148 - Cultural Traditions Across in the Present	3 Creds	PSY 352 - Cultural Traditions Across in the Present	3 Creds
ISLS 149 - Cultural Traditions Across in the Present	3 Creds	PSY 353 - Cultural Traditions Across in the Present	3 Creds
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ISLS 151 - Cultural Traditions Across in the Present	3 Creds	PSY 355 - Cultural Traditions Across in the Present	3 Creds
ISLS 152 - Cultural Traditions Across in the Present	3 Creds	PSY 356 - Cultural Traditions Across in the Present	3 Creds
ISLS 153 - Cultural Traditions Across in the Present	3 Creds	PSY 357 - Cultural Traditions Across in the Present	3 Creds
ISLS 154 - Cultural Traditions Across in the Present	3 Creds	PSY 358 - Cultural Traditions Across in the Present	3 Creds
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ISLS 156 - Cultural Traditions Across in the Present	3 Creds	PSY 360 - Cultural Traditions Across in the Present	3 Creds
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ISLS 159 - Cultural Traditions Across in the Present	3 Creds	PSY 363 - Cultural Traditions Across in the Present	3 Creds
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ISLS 166 - Cultural Traditions Across in the Present	3 Creds	PSY 370 - Cultural Traditions Across in the Present	3 Creds
ISLS 167 - Cultural Traditions Across in the Present	3 Creds	PSY 371 - Cultural Traditions Across in the Present	3 Creds
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ISLS 181 - Cultural Traditions Across in the Present	3 Creds	PSY 385 - Cultural Traditions Across in the Present	3 Creds
ISLS 182 - Cultural Traditions Across in the Present	3 Creds	PSY 386 - Cultural Traditions Across in the Present	3 Creds
ISLS 183 - Cultural Traditions Across in the Present	3 Creds	PSY 387 - Cultural Traditions Across in the Present	3 Creds
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ISLS 204 - Cultural Traditions Across in the Present	3 Creds	PSY 408 - Cultural Traditions Across in the Present	3 Creds
ISLS 205 - Cultural Traditions Across in the Present	3 Creds	PSY 409 - Cultural Traditions Across in the Present	3 Creds
ISLS 206 - Cultural Traditions Across in the Present	3 Creds	PSY 410 - Cultural Traditions Across in the Present	3 Creds
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ISLS 208 - Cultural Traditions Across in the Present	3 Creds	PSY 412 - Cultural Traditions Across in the Present	3 Creds
ISLS 209 - Cultural Traditions Across in the Present	3 Creds	PSY 413 - Cultural Traditions Across in the Present	3 Creds
ISLS 210 - Cultural Traditions Across in the Present	3 Creds	PSY 414 - Cultural Traditions Across in the Present	3 Creds
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ISLS 212 - Cultural Traditions Across in the Present	3 Creds	PSY 416 - Cultural Traditions Across in the Present	3 Creds
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ISLS 220 - Cultural Traditions Across in the Present	3 Creds	PSY 424 - Cultural Traditions Across in the Present	3 Creds
ISLS 221 - Cultural Traditions Across in the Present	3 Creds	PSY 425 - Cultural Traditions Across in the Present	3 Creds
ISLS 222 - Cultural Traditions Across in the Present	3 Creds	PSY 426 - Cultural Traditions Across in the Present	3 Creds
ISLS 223 - Cultural Traditions Across in the Present	3 Creds	PSY 427 - Cultural Traditions Across in the Present	3 Creds
ISLS 224 - Cultural Traditions Across in the Present	3 Creds	PSY 428 - Cultural Traditions Across in the Present	3 Creds
ISLS 225 - Cultural Traditions Across in the Present	3 Creds	PSY 429 - Cultural Traditions Across in the Present	3 Creds
ISLS 226 - Cultural Traditions Across in the Present	3 Creds	PSY 430 - Cultural Traditions Across in the Present	3 Creds
ISLS 227 - Cultural Traditions Across in the Present	3 Creds	PSY 431 - Cultural Traditions Across in the Present	3 Creds
ISLS 228 - Cultural Traditions Across in the Present	3 Creds	PSY 432 - Cultural Traditions Across in the Present	3 Creds
ISLS 229 - Cultural Traditions Across in the Present	3 Creds	PSY 433 - Cultural Traditions Across in the Present	3 Creds
ISLS 230 - Cultural Traditions Across in the Present	3 Creds	PSY 434 - Cultural Traditions Across in the Present	3 Creds
ISLS 231 - Cultural Traditions Across in the Present	3 Creds	PSY 435 - Cultural Traditions Across in the Present	3 Creds
ISLS 232 - Cultural Traditions Across in the Present	3 Creds	PSY 436 - Cultural Traditions Across in the Present	3 Creds
ISLS 233 - Cultural Traditions Across in the Present	3 Creds	PSY 437 - Cultural Traditions Across in the Present	3 Creds
ISLS 234 - Cultural Traditions Across in the Present	3 Creds	PSY 438 - Cultural Traditions Across in the Present	3 Creds
ISLS 235 - Cultural Traditions Across in the Present	3 Creds	PSY 439 - Cultural Traditions Across in the Present	3 Creds
ISLS 236 - Cultural Traditions Across in the Present	3 Creds	PSY 440 - Cultural Traditions Across in the Present	3 Creds
ISLS 237 - Cultural Traditions Across in the Present	3 Creds	PSY 441 - Cultural Traditions Across in the Present	3 Creds
ISLS 238 - Cultural Traditions Across in the Present	3 Creds	PSY 442 - Cultural Traditions Across in the Present	3 Creds
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ISLS 240 - Cultural Traditions Across in the Present	3 Creds	PSY 444 - Cultural Traditions Across in the Present	3 Creds
ISLS 241 - Cultural Traditions Across in the Present	3 Creds	PSY 445 - Cultural Traditions Across in the Present	3 Creds
ISLS 242 - Cultural Traditions Across in the Present	3 Creds	PSY 446 - Cultural Traditions Across in the Present	3 Creds
ISLS 243 - Cultural Traditions Across in the Present	3 Creds	PSY 447 - Cultural Traditions Across in the Present	3 Creds
ISLS 244 - Cultural Traditions Across in the Present	3 Creds	PSY 448 - Cultural Traditions Across in the Present	3 Creds
ISLS 245 - Cultural Traditions Across in the Present	3 Creds	PSY 449 - Cultural Traditions Across in the Present	3 Creds
ISLS 246 - Cultural Traditions Across in the Present	3 Creds	PSY 450 - Cultural Traditions Across in the Present	3 Creds

Oral Communication/Creative Expression

Most programs require only one course in this category, which includes both Oral Communication and Creative Expression. The list below distinguishes between the two. Students should consult the [college catalog](#) for their programs for more information.

Courses	Credit Hours
ADC 160 - Presentation Techniques	3 Credits
ADC 163 - Architectural Visualization with Autodesk Revit	3 Credits
AH 116 - Therapeutic Communication	3 Credits
ART 105 - Drawing I	3 Credits
ART 109 - Ceramics I	3 Credits
ART 111 - Three-Dimensional Design I	3 Credits
ART 115 - Painting I	3 Credits
ART 145 - Design I	3 Credits
ART 150 - Introduction to Computer Art/Graphics	3 Credits
ENGL 115 - Public Speaking	3 Credits
ENGL 116 - Interpersonal Communication	3 Credits
ENGL 117 - Group and Team Communication	3 Credits
ENGL 118 - Intercultural Communication	3 Credits
ENGL 120 - Voice and Articulation	3 Credits
ENGL 131 - Acting I	3 Credits
ENGL 135 - Movement and Dance for Actors	3 Credits
ENGL 141 - Introduction to Technical Theater	4 Credits
ENGL 146 - Advanced Technical Theater	4 Credits
ENGL 205 - Creative Writing	3 Credits
ENGL 280 - Poetry Writing	3 Credits
MUS 101 - Piano I	1 Credits
MUS 102 - Piano II	1 Credits
MUS 108 - Guitar I	1 Credits
MUS 109 - Guitar II	1 Credits
MUS 115 - Introduction to Music Technology	3 Credits
MUS 186 - Ensemble I	1 Credits
MUS 197 - Ensemble II	1 Credits
MUS 296 - Ensemble III	1 Credits
NURS 101 - Nutrition I	7 Credits
PHOT 100 - Practical Photography for the Beginning Photographer	3 Credits
PHOT 101 - Introduction to 35mm Film Camera and Darkroom Techniques	4 Credits
PHOT 104 - Introduction to Video Production	3 Credits
PHOT 105 - Introduction to Digital Photography	4 Credits
PHOT 151 - Techniques in Photo Editing (Photoshop II)	3 Credits

Courses that Fulfill Essential Skills

- <https://www.ccp.edu/college-catalog/general-education-requirements>
- All courses are listed on our webpage.

Quantitative Reasoning

The list below includes only those Foundational Mathematics (FNMT) and Mathematics (MATH) courses open to students who are FNMT 118 ready. Students who place in mathematics courses at MATH 161 or above will meet their Quantitative Reasoning requirement upon successful completion of MATH 151, MATH 152, MATH 161, or another higher-level Mathematics course. Students should consult [Mathematics course offerings](#) for more information.

Courses	Credit Hours
FNMT 101 - Quantitative Reasoning	3 Credits
FNMT 118 - Intermediate Algebra	3 Credits
FNMT 121 - Retail Mathematics & Merchandising	3 Credits
FNMT 141 - College Algebra I with Applications	4 Credits
MATH 121 - Computer Mathematics and Logic	3 Credits
MATH 123 - Mathematical Principles I	3 Credits
MATH 137 - Geometry for Design	3 Credits
MATH 150 - Introductory Data Analysis	3 Credits

Scientific Reasoning

Some of the courses listed below require permission of the department head before registering. Students should consult the [college catalog](#) or the [advisor app](#) for their programs for more information.

Courses	Credit Hours
ART 101 - Introduction to Biology	4 Credits
ART 102 - Scientific Technology and Public Policy	3 Credits
ART 140 - 3D Printers - Additive Manufacturing	4 Credits
BIO 104 - General Biology	4 Credits
BIO 106 - General Biology	4 Credits
BIO 108 - Biological Design: Anatomy and Physiology	4 Credits
BIO 110 - Anatomy and Physiology I	4 Credits
BIO 112 - Anatomy and Physiology II	4 Credits
CHM 101 - Fundamentals of Chemistry I: Lab Based	4 Credits
CHM 102 - Fundamentals of Chemistry II: Lab Based	3 Credits
CHM 103 - Organic Chemistry	4 Credits
CHM 104 - Organic Chemistry	4 Credits
CHM 105 - Organic Chemistry	4 Credits
CHM 111 - Organic Chemistry I	4 Credits
CHM 112 - Organic Chemistry II	4 Credits
EN	

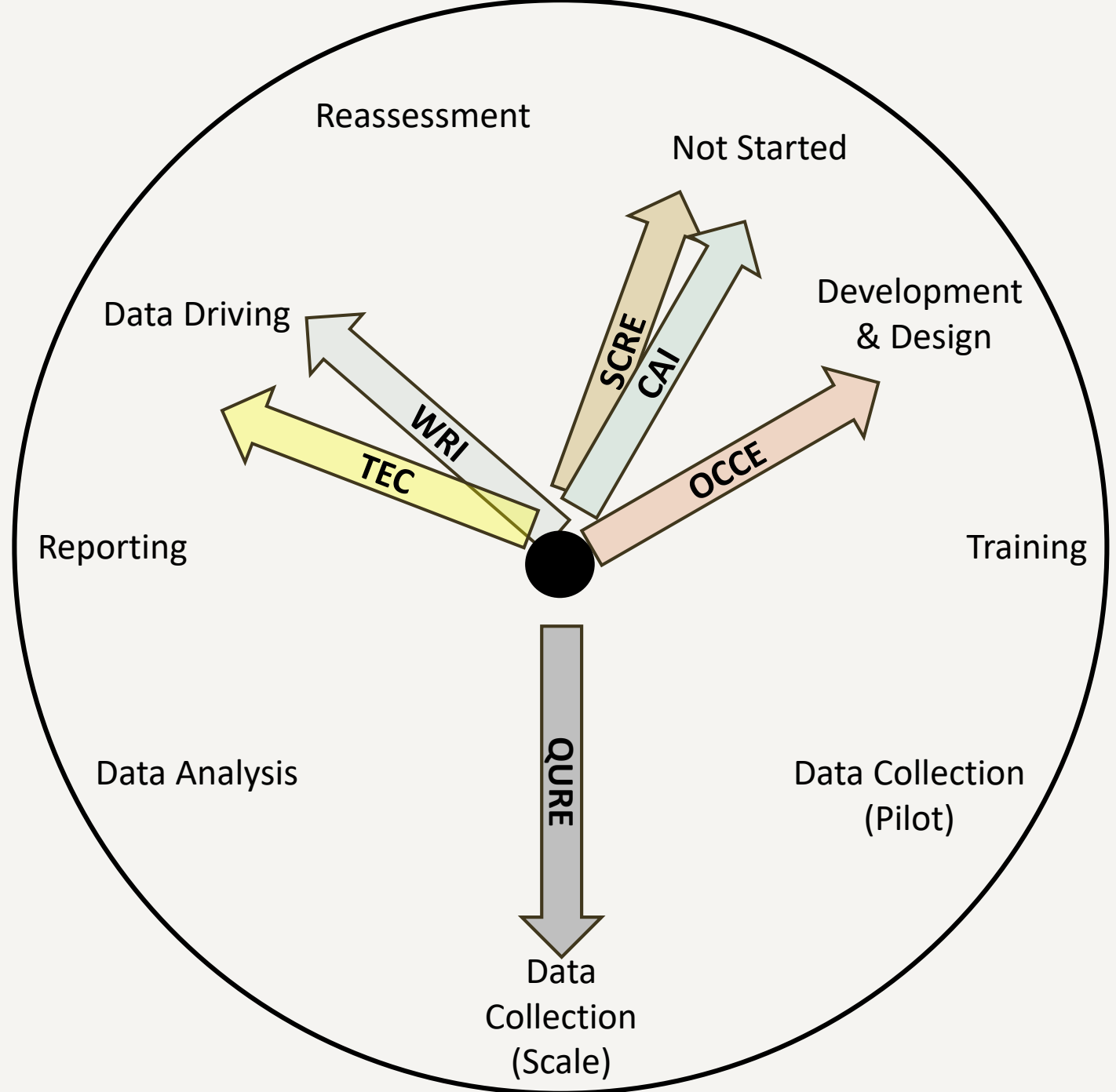
Essential Skill	Assessment Start Date
Writing, Research, & Information Literacy	Fall 2021
Technological Competency	Fall 2022
Quantitative Reasoning	Fall 2023
Oral Communication/Creative Expression	Fall 2024
Scientific Reasoning	Fall 2025
Cultural Analysis & Interpretation	Fall 2026

General Education Assessment Timeline*

*We'd like to speed up this cycle, as per MSCHE

Assessment Status of Each Essential Skill

- Writing, Research, & Info Lit (**WRI**)
- Technological Competency (**TEC**)
- Quantitative Reasoning (**QURE**)
- Oral Communication/Creative Expression (**OCCE**)
- Scientific Reasoning (**SCRE**)
- Cultural Analysis & Interpretation (**CAI**)



This is a team effort!

- The Office of Assessment & Evaluation (OAE)
 - Amy Birge-Caracappa, Lizzie Gordon, and Diael Thomas
- GEES Core Committee
- General Education Coordinator
- And You!



QUANTITATIVE REASONING (QURE) RUBRIC				
<i>Definition: Students communicate mathematical principles and apply them to follow an extended line of formal reasoning and critical thinking. Students read and identify mathematical information that is relevant in a problem; interpret and critically analyze mathematical information presented; select appropriate methods and solve problems, estimating and evaluating the validity of results and effectively communicating quantitative concepts using correct mathematical syntax.</i>				
General Education Measures (GEMs)	Proficient	Not Proficient	Did Not Submit	Not Applicable
QURE 1: Communicate mathematical principles and apply them to follow an extended line of formal reasoning and critical thinking	1.The student can correctly explain an extended deductive line of reasoning appropriate to the course. 2.The student can create and form an extended line of deductive reasoning. 3.Student can identify flaws in an incorrect line of reasoning.	1.The student cannot correctly explain an extended deductive line of reasoning appropriate to the course. 2.The student cannot create and form an extended line of deductive reasoning. 3.Student cannot identify flaws in an incorrect line of reasoning.	Student did not submit the assignment.	QURE1 is not assessed in this course.
QURE 2: Read and identify mathematical information that is relevant in a problem	1.Student can extract relevant information needed to solve a problem. 2.Student can recognize and interpret mathematical symbols and terms.	1.Student cannot extract relevant information needed to solve a problem. 2.Student cannot recognize and interpret mathematical symbols and terms.	Student did not submit the assignment.	QURE 2 is not assessed in this course.
QURE 3: Interpret and critically analyze mathematical information presented; select appropriate methods and solve problems, estimating and evaluating the validity of results	1.Student can correctly select the appropriate method to solve a problem or prove a statement. 2.Student can correctly apply mathematical procedures, techniques, and theory to a problem. 3.Student can check and verify that a final answer makes mathematical sense and answers the original question.	1.Student cannot correctly select the appropriate method to solve a problem or prove a statement. 2.Student cannot correctly apply mathematical procedures, techniques, and theory to a problem. 3.Student cannot check and verify that a final answer makes mathematical sense and answers the original question.	Student did not submit the assignment.	QURE 3 is not assessed in this course.
QURE 4: Effectively communicate quantitative concepts using correct mathematical syntax	1.Student can present and articulate a variety of complex concepts and results in a logical and comprehensive manner. 2.Student can present work in a mathematically correct form. 3.Student can communicate mathematical principles or information using appropriate charts and diagrams.	1.Student cannot present and articulate a variety of complex concepts and results in a logical and comprehensive manner. 2.Student cannot present work in a mathematically correct form. 3.Student cannot communicate mathematical principles or information using appropriate charts and diagrams.	Student did not submit the assignment.	QURE 4 is not assessed in this course.

Items that will be included in December's Report



QURE - Data
Collection now

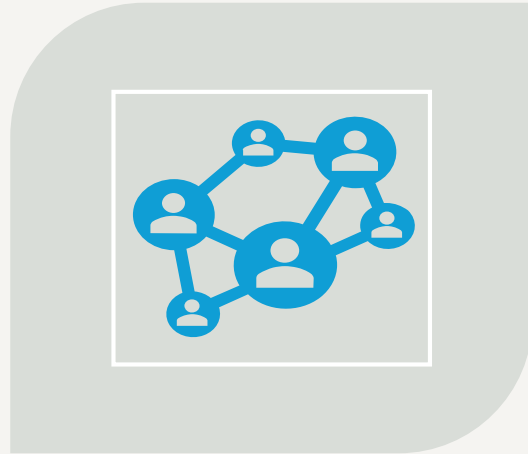


TEC – CIS103
Reassessment

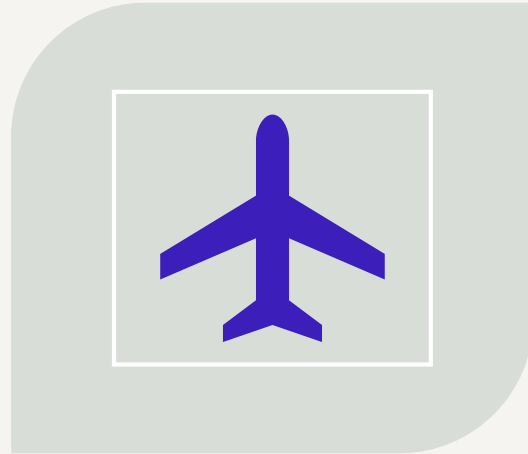


WRI – Data
Driving

Oral Communication & Creative Expression Faculty...



WE WILL BE CONNECTING WITH YOU
TO COLLECT DATA FOR US TO
ASSESS THIS SKILL.



FALL 2024 PILOT



SPRING 2025 SCALE UP

Now's a good time to chat with us about

- Closing the loop
- Continuous Loop
- eLumen Platform



Assessment is everyone's job!

This means you too!

What
can you
do now?



Make sure you have good assessment tools for your classes.

If you don't know how, ask us! We are here to help!

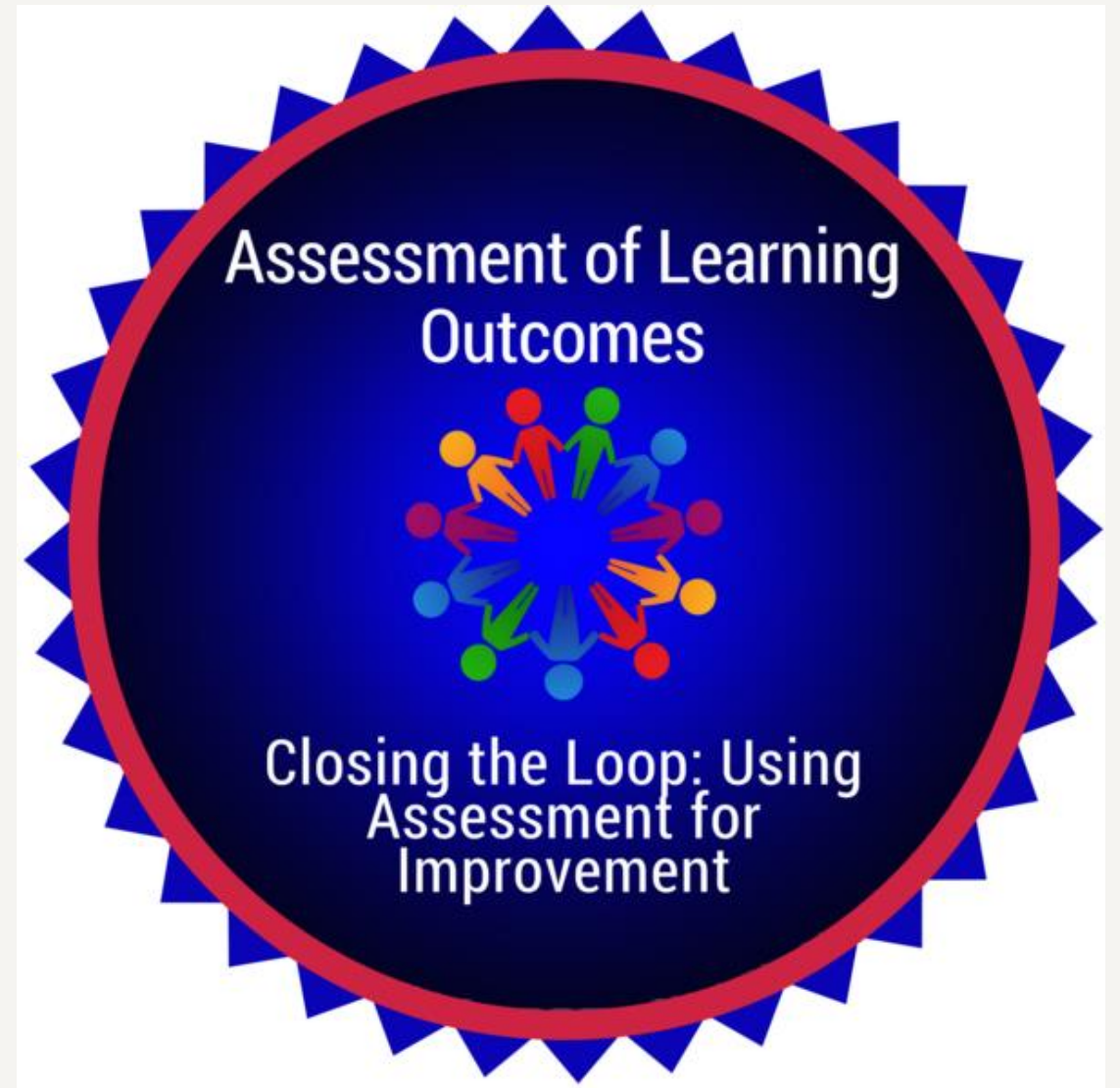


Be responsible for collecting your own data.

Again, connect with us for help!

“Closing the Loop” & “Continuous Improvement”

- One focus will be for the College to improve the Gen Ed Assessment cycle to ensure we are “closing the loop”
- Allow for “continuous improvement” opportunities.
- Don't forget to **document** everything



Questions?

- *Thank you for attending this session!*
- *Please provide your feedback*



11:40: Non-Academic Assessment? A Preview of Watermark Planning & Self-Study



11:40: Non-Academic Assessment? A Preview of Watermark Planning & Self-Study



WHAT IS WATERMARK
PLANNING AND SELF-STUDY?



WHEN IS IT COMING?



WHAT DOES IT LOOK LIKE?

Academic Program Review

Program Review 2020-2023 REVIEW AND SUBMIT

EXPAND ALL

Welcome to your program review!

This is where you will manage and contribute to your institution's program review. Use the panel on the left to navigate the program review report, drill down to see specific details, and write the narratives. EXPORT

Details

Last Updated: 06/01/2022 by Education Faculty

Early Childhood Education (BA) Leads: Education Faculty
Enrollment User57
Enrollment User71

Progress By Section

Track the progress of each section.

Filter by: All Sections

SECTIONS	STATUS	NARRATIVE LAST UPDATED
Introduction	READY FOR REVIEW	02/22/2022 by Kyle Akerman
Organization and Structure of Department	DRAFTING	02/22/2022 by Kyle Akerman
Program Mission Statement	DRAFTING	01/04/2021 by Kyle Akerman
Alignment to Institution Mission	DRAFTING	08/30/2021 by Amanda Scott Born

AES Assessment

The screenshot displays the 'Program Information' page for 'Early Childhood Education (BA)'. The interface includes a left-hand navigation menu with icons for Home, Organization Management, Plans, Accreditation Self-Studies, Program Review, and Admin. The main content area features a breadcrumb trail 'Home > Early Childhood Education (BA)' and a title 'Program Information'. Below the title, there are two buttons: 'EDIT OUTCOME MAP' and 'MANAGE OUTCOMES'. The 'Outcomes' section is divided into 'LEARNING OUTCOMES' (active) and 'SUCCESS OUTCOMES'. A descriptive text states: 'Learning Outcomes articulate the knowledge, skills, and dispositions attained by students through learning and/or co-curricular experiences.' Two outcome cards are visible: 'Adaptive Engagement' with a description about delivering services for 3-5 year old children, 6 connections, and 'In Progress' status; and 'Observe Developing Children' with a description about conducting observations, 3 connections, and 'In Progress' status. The bottom of the page shows the start of two more cards: 'Early Childhood Curriculum' and 'Outcome Based Learning Experiences'.

Flexible Program Assessment

×
SAVE AND EXIT

UPDATE CURRICULUM MAP

Early Childhood Education (BA)

Outcomes	Courses				
Early Childhood Education (BA) Outcomes	EDU 102	EDU 201	EDU 202	EDU 301	EDU 302
<p>Adaptive Engagement Students will be able to deliver services for typical and atypical 3-5 year old children in appropriate early...</p>	I A	I R	R	R A	R A
<p>Observe Developing Children Conduct observations for typically and atypically developing children in an early childhood setting.</p>	I	I	R A	+	R M
<p>Early Childhood Curriculum Generate, implement and evaluate educational curricula for cognitive, social, and emotional needs of students in ...</p>	I	I	+	R	+
<p>Outcome Based Learning Experiences Design and implement outcome- based learning experiences using action research for the teaching and...</p>	I	+	R M	+	+

Key: ✓ Aligned I Introduce R Reinforce M Master A Assessment Activity

OUTCOME: Adaptive Engagement

Students will be able to deliver services for typical and atypical 3-5 year old children in appropriate early childhood classroom environments, with a developmentally and individually appropriate curriculum, and a teaching methodology that is based o ...[Read More](#)

MAP TO:
EDU 102

Alignment YES

Introduce

Reinforce

Master

Measures + ADD MEASURE

Add measures to demonstrate assessment activities in a course.

TITLE	METHOD	REFERENCE
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MSCHE Evidence Repository

SACSCOC Self-Study
Status: In progress

EXPAND ALL

SETTINGS EXPORT

Welcome to your self-study!
This is where you will manage and contribute to your institution's self-study. Use the panel on the left to navigate the self-study, drill down to see specific details, and write the narratives.

Overview

- Section 1: The Principle of Integrity
- Section 2: Mission
- Section 3: Basic Eligibility Standard
- Section 4: Governing Board
- Section 5: Administration and Organization
- Section 6: Faculty
- Section 7: Institutional Planning and Effectiveness
- Section 8: Student Achievement
- Section 9: Educational Program Structure and Content
- Section 10: Educational Policies, Procedures, and Practices

Details

Last Updated: 06/02/2022 by Education Faculty

Self-Study Administrators: Amanda Scott Born, Anand Nair, Ben Vincent, Business Faculty, Education Faculty. [Show all administrators \(6\)](#)

All Evidence: 104 Documents [MANAGE EVIDENCE](#)

Overall Progress
Track the progress of each narrative. Filter by: All Sections

Standards by Narrative Status: Not Started, In Progress, Complete

STANDARDS	STATUS	NARRATIVE LAST UPDATED

MSCHE Evidence Repository

SACSCOC SELF-STUDY
Manage Evidence ADD EVIDENCE **DONE**

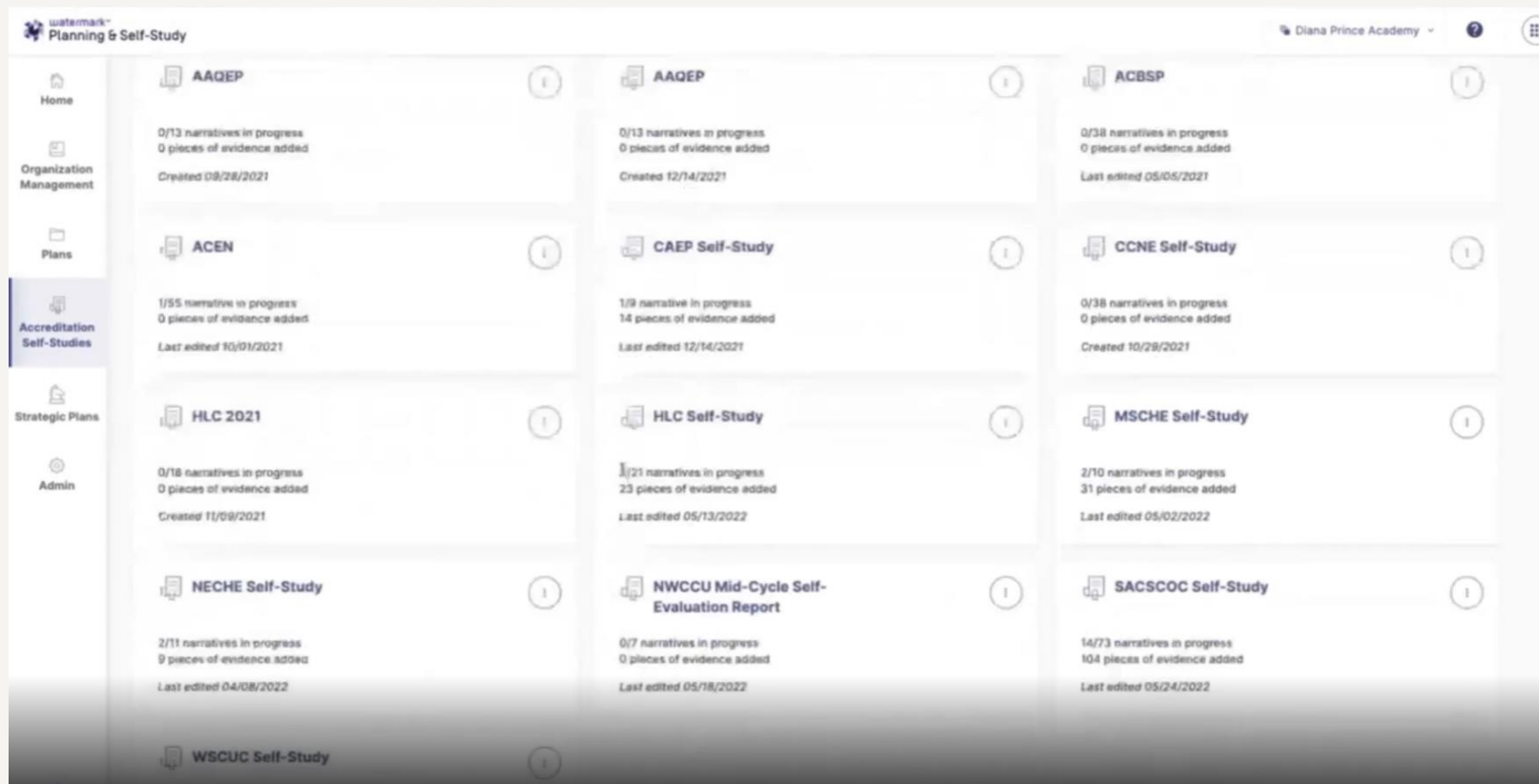
Add, edit and remove the evidence to support your narrative. Files must be less than 100MB and an acceptable file type with a unique title. ⓘ

Filter by: All Types | All Standards | All Assignees | All Status | Find evidence by title Reset Filters

TITLE	TYPE	STANDARDS	ASSIGNEE	STATUS
9.2 American History BA11	PDF	2.1 Institutional mission 3.1.a Degree-granting authority 3.1.b Coursework for degrees 4.1 Governing board characteristics 4.2.a Mission review + Share With Standards	-1 Add Assignee	Embedded
9.2 Behavioral Psychogy PhD11	PDF	1.1 Integrity 2.1 Institutional mission 3.1.b Coursework for degrees 4.1 Governing board characteristics 4.2.b Board/administrative distinction 4.2.d Conflict of interest + Share With Standards	-1 Add Assignee	Embedded
9.2 Catalog of Requirements	PDF	1.1 Integrity 2.1 Institutional mission 3.1.a Degree-granting authority 3.1.b Coursework for degrees 3.1.c Continuous operation	-1 Add Assignee	Embedded

- Rename
- New Version
- Delete

Specialized Program Accreditation



Strategic Plan Assessment

Education Department Strategic Plan Published to 8 Organizations

PLAN OVERVIEW | **INSIGHTS** EXPORT

PLAN SETUP

1: Empower Training Environment 3 Strategic Objectives

- 1.1 Recruiting Diversity 2 Tactics ADD TACTIC
 - Increase diversity among graduate students IN PROGRESS
 - Increase number of PhD, EdD, and MS students receiving funding IN PROGRESS

View Mapped Outcomes (6)
- 1.2 High Impact Practices 1 Tactic | 3 Mapped Outcomes
- 1.3 Enriched PhD Environment 0 Tactics | 0 Mapped Outcomes

2: Transformational Undergraduate Experience 2 Strategic Objectives

- 2.1 Physical Infrastructure 0 Tactics | 0 Mapped Outcomes

View Tactics > Edit Tactic X

Edit Tactic

Strategic Objective: 1.1 Recruiting Diversity

Status:

Progress: % Complete

Description:

Budget Requested (USD):

Budget Description:

Questions



EGORDON@CCP.EDU



ASSESSMENT@CCP.EDU

Please attend the MSCHE Guiding Principles Sessions.
1:00-3:30



MSCHE Guiding Principles Sessions 1:00-3:30 ([see PD week schedule](#))

- **Mission & Goals:** Preparing for Middle States ALREADY? *Amy Birge-Caracappa*
- **Centrality of the Student Experience:** Crafting Meaningful Assessment Plans: Lessons from Developmental English, *Madeline Marcotte Rolston*
- **Reflecting on DEI:** Accommodating Diverse Needs and Including Diverse Voices, *Kathleen Murphey*
- **Data-Driven Decision-Making:** The Dirty Side of Data, *Diael Thomas*
- **Innovation as Part of Continuous Improvement:** Game-Based Learning: Incorporating Card and Dexterity Games to Connect to Your Students, *Nick Molnar*



LUNCH BREAK 12:00-12:55



***MSCHE Guiding Principles sessions begin at 1:00! Don't forget the drawing for prizes at 3:50!
[See the Fall 2024 PD Week schedule for the afternoon Zoom links!](#)***

3:55-3:50: Wrap-Up and Drawing for Prizes!





Thank you!



Questions? Let us know!

OAE

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