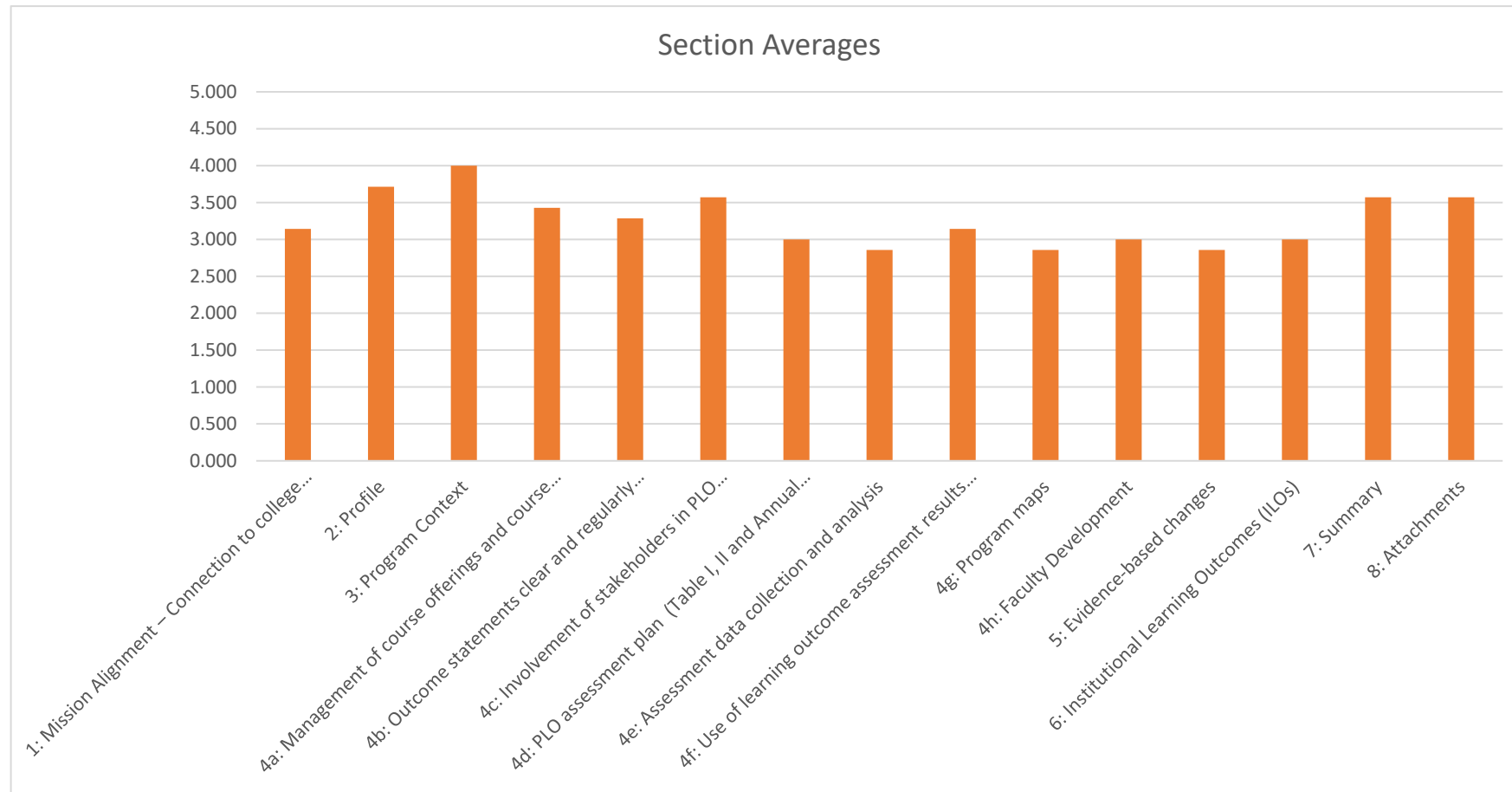


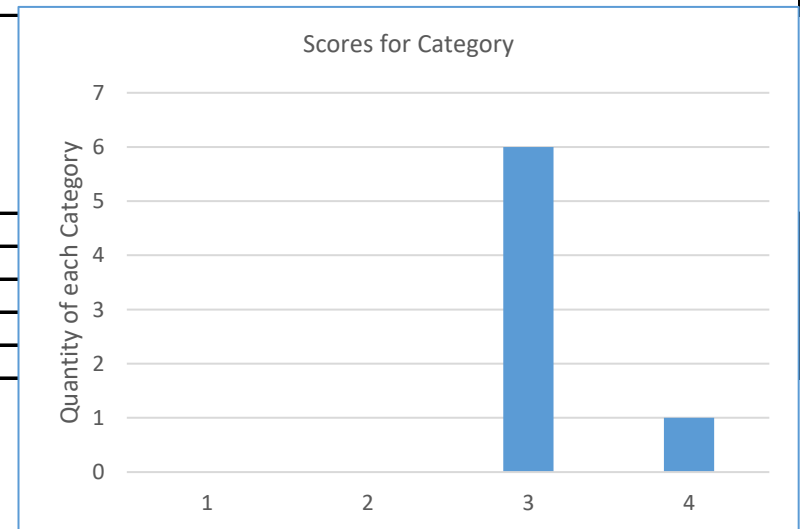
	1: Mission Alignment – Connection to college mission and strategic plan	2: Profile	3: Program Context	4a: Management of course offerings and course outline updates	4b: Outcome statements clear and regularly reviewed	4c: Involvement of stakeholders in PLO development and review - internal and external* (if relevant) (Examples of internal stakeholders: students, related departments. Examples of external stakeholders: Advisory committees, transfer institutions, employers, Jackson County Library)	4d: PLO assessment plan (Table I, II and Annual Summary)	4e: Assessment data collection and analysis	4f: Use of learning outcome assessment results ("Closing the Loop")	4g: Program maps	4h: Faculty Development	5: Evidence-based changes	6: Institutional Learning Outcomes (ILOs)	7: Summary	8: Attachments
Mean	3.143	3.714	4.000	3.429	3.286	3.571	3.000	2.857	3.143	2.857	3.000	2.857	3.000	3.571	3.571



Scores	1: Mission Alignment – Connection to college mission and strategic plan	Comments for Section 1: Mission Alignment
4	Highly Developed: Strong alignment described between the department work and the larger work of the college (strategic plan and mission).	Multiple examples provided.
3	Developed: Some alignment described between the department work and the larger work of the college (strategic plan and mission).	Strong alignment between the program work and Mission. Could list details specific to DDM in addition to the CS Dept. alignment. Examples could be Portfolio Day, CWE and students' work in RCC departments.
3	Developed: Some alignment described between the department work and the larger work of the college (strategic plan and mission).	
3	Developed: Some alignment described between the department work and the larger work of the college (strategic plan and mission).	I would have liked to see more specifics about the Graphic Design program as distinct from the Computer Science information.
3	Developed: Some alignment described between the department work and the larger work of the college (strategic plan and mission).	Somewhere between emerging and developed. It's clear that there are a lot of projects and activities, but the connection of "this element specifically supports that WIG or that part of the mission" is not articulated enough.
3	Developed: Some alignment described between the department work and the larger work of the college (strategic plan and mission).	Need more details here
3	Developed: Some alignment described between the department work and the larger work of the college (strategic plan and mission).	

Scores	1: Mission Alignment – Connection to college mission and strategic plan
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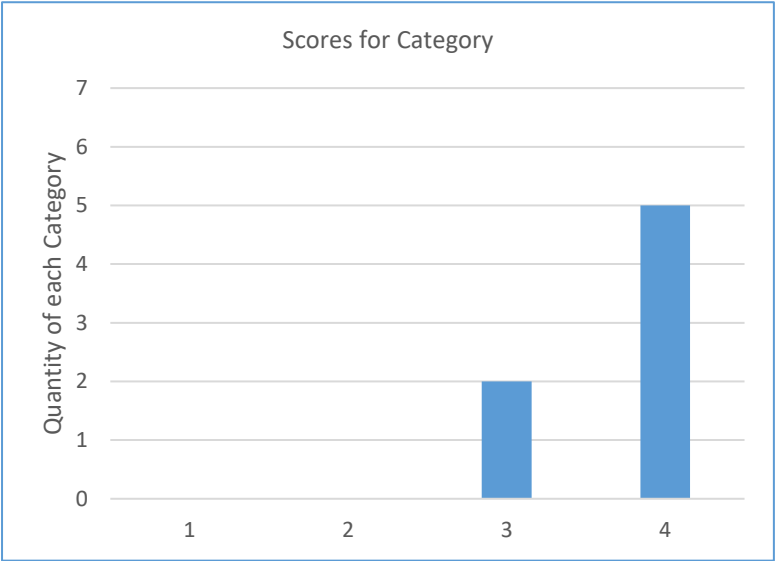
Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	6	Developed
4	1	Highly Developed



Scores	<b>2: Profile</b>	<b>Comments for Section 2: Profile</b>
4	Highly Developed: Contains essential historical and demographic narrative information. Data and descriptions clear and complete; data-supported statements of need for staffing, budget, facilities, and college resources.	
3	Developed: Contains essential historical and demographic narrative information. It may need more thorough data support for staffing, budget, facilities, and college resources.	Evidence noted in large number of advising contacts, half of courses taught by adjuncts, and many partnerships of the need for robust staffing.
4	Highly Developed: Contains essential historical and demographic narrative information. Data and descriptions clear and complete; data-supported statements of need for staffing, budget, facilities, and college resources.	Superb charts with clear data
4	Highly Developed: Contains essential historical and demographic narrative information. Data and descriptions clear and complete; data-supported statements of need for staffing, budget, facilities, and college resources.	The combination of what was in the report and what was in the presentation provided lots of great information.
4	Highly Developed: Contains essential historical and demographic narrative information. Data and descriptions clear and complete; data-supported statements of need for staffing, budget, facilities, and college resources.	Outstanding profile data.
4	Highly Developed: Contains essential historical and demographic narrative information. Data and descriptions clear and complete; data-supported statements of need for staffing, budget, facilities, and college resources.	
3	Developed: Contains essential historical and demographic narrative information. It may need more thorough data support for staffing, budget, facilities, and college resources.	I would like to have seen more historical data RE Graphic Design specifically

Scores **2: Profile**

Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	2	Developed
4	5	Highly Developed

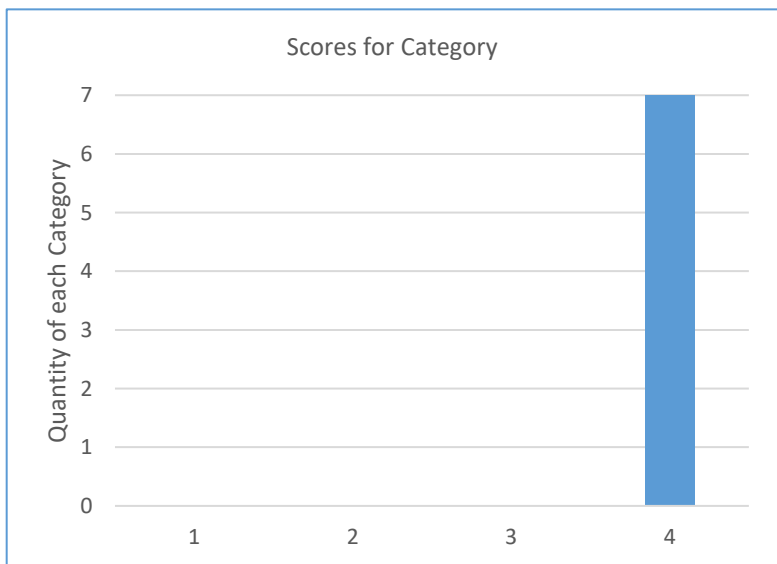


Scores	3: Program Context	Comments for Section 3: Program Context
4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	
4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	
4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	Terrific gathering external stakeholder feedback
4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	Exemplary! Excellent detail and evidence of collaboration with external stakeholders.
4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	Outstanding evidence - well done! Curious, though, in the section on "characteristics/skills sought in new hires" is the bullet, "Less media-centric and more idea-centric i.e." -- are the bullets after that comment the "i.e.", or was there more that is missing? Really incredible work with your advisory board.

4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	Lots of detail about great work happening here. Strong connections with Advisory Board, high schools and industry. Paragraph on electives was unclear and seemed to contradict itself: "Changes made in particular for this year is the reduction in the number of electives offered in our programs and the recommendation we give to encourage students to "package" those electives in related skills to help gather more targeted skill sets. We have removed electives from the program and through advising will work to help students focus their electives. This also fits with guided pathways models and we may do more work to produce materials that provide students with clearer pathways within elective choices."
4	Highly Developed: Thorough discussion of local/regional trends or issues. Clear process of gathering external stakeholder feedback; clearly responds to external stakeholder feedback. (e.g. Advisory committees, transfer institutions, employers, Jackson County Library, SOU if appropriate) Effective tables and charts which show a summary and analysis of the data.	Loved the detail of external stakeholders collaboration

**Scores 3: Program Context**

Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	0	Developed
4	7	Highly Developed

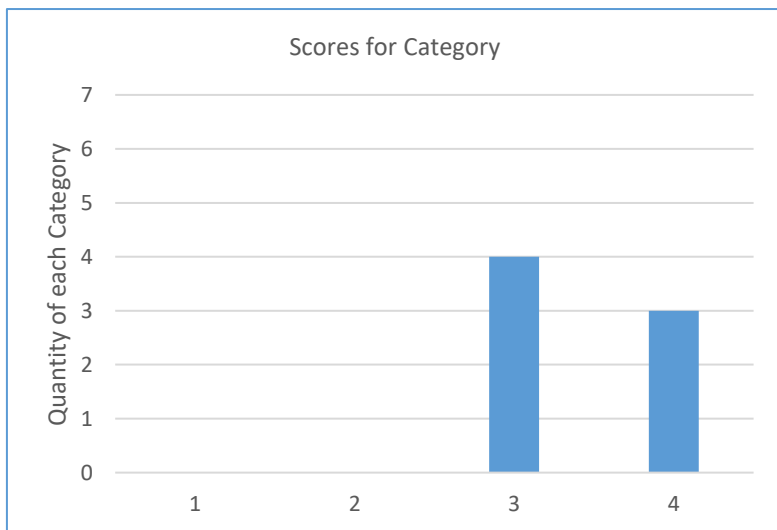


Scores	<b>4a: Management of course offerings and course outline updates</b>	<b>Comments for 4a: Management of course offerings and course outline updates</b>
3	Developed: Course offerings and course outlines are reviewed regularly, at least every three years. Report describes the process for updating official course outlines. Evidence that efforts are being made to ensure content consistency across multiple sections of a course.	At least every 3 years
3	Developed: Course offerings and course outlines are reviewed regularly, at least every three years. Report describes the process for updating official course outlines. Evidence that efforts are being made to ensure content consistency across multiple sections of a course.	Blackboard will be a good tool to create and capture content consistency across multiple sections of a course. This evidence should be presented in future reviews.
3	Developed: Course offerings and course outlines are reviewed regularly, at least every three years. Report describes the process for updating official course outlines. Evidence that efforts are being made to ensure content consistency across multiple sections of a course.	Great start and recognizing the need for consistency
4	Highly Developed: The department effectively manages the courses it offers, including regularly reviewing their relevance, enrollments, outcomes, assessment methods, and alignment with program learning outcomes. Systems are in place to ensure content consistency across multiple sections of a course.	
4	Highly Developed: The department effectively manages the courses it offers, including regularly reviewing their relevance, enrollments, outcomes, assessment methods, and alignment with program learning outcomes. Systems are in place to ensure content consistency across multiple sections of a course.	

4	Highly Developed: The department effectively manages the courses it offers, including regularly reviewing their relevance, enrollments, outcomes, assessment methods, and alignment with program learning outcomes. Systems are in place to ensure content consistency across multiple sections of a course.	Reviews courses with industry partners and makes changes based on feedback in order to stay current.
3	Developed: Course offerings and course outlines are reviewed regularly, at least every three years. Report describes the process for updating official course outlines. Evidence that efforts are being made to ensure content consistency across multiple sections of a course.	The report has 5 years drafted on it...

Scores	<b>4a: Management of course offerings and course outline updates</b>
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Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	4	Developed
4	3	Highly Developed

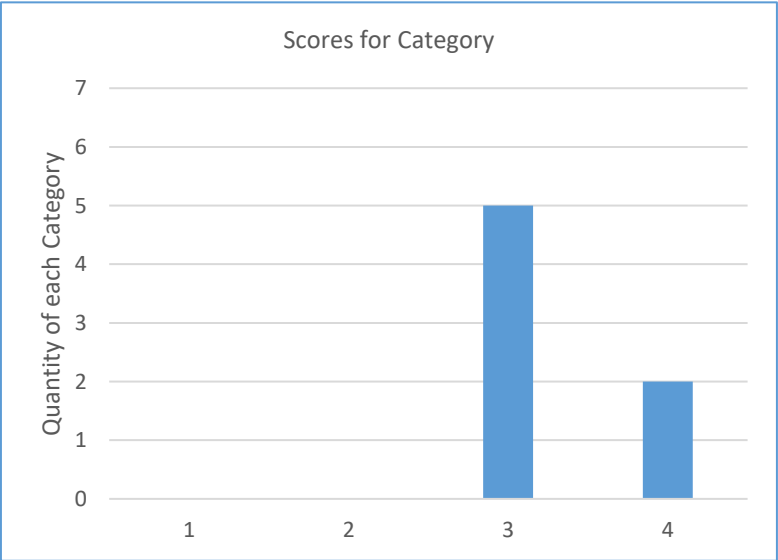




Scores	<b>4b: Outcome statements clear and regularly reviewed</b>	<b>Comments for 4b: Outcome statements clear and regularly reviewed</b>
3	Developed: Most outcome statements are clear and measurable, and reasonably state what students should be able to do as a result of learning. Outcomes are reviewed based on assessment data.	
3	Developed: Most outcome statements are clear and measurable, and reasonably state what students should be able to do as a result of learning. Outcomes are reviewed based on assessment data.	
3	Developed: Most outcome statements are clear and measurable, and reasonably state what students should be able to do as a result of learning. Outcomes are reviewed based on assessment data.	
4	Highly Developed: Outcome statements clearly describe what students should be able to do as a result of the learning experience; are assessable; have sufficient substance to drive curriculum planning.	
4	Highly Developed: Outcome statements clearly describe what students should be able to do as a result of the learning experience; are assessable; have sufficient substance to drive curriculum planning.	
3	Developed: Most outcome statements are clear and measurable, and reasonably state what students should be able to do as a result of learning. Outcomes are reviewed based on assessment data.	Solid work here. They are also asking for help: "More training on outcomes assessment that can involve all department faculty is desired. Training that is specific and provides examples of how other departments are accomplishing these tasks would be the most helpful particularly for part-time faculty who are not able to attend as many events and are not as included in the work on outcomes and assessment. As a department, we have consistently been an advocate for more training time during Inservice. Outcomes and assessment need to have a higher priority and if we are cancelling classes and closing the campus, it seems that work that day should be high priority work. This seems to be an urgent and time sensitive problem with upcoming accreditation and the department would like to see more time devoted to this topic."
3	Developed: Most outcome statements are clear and measurable, and reasonably state what students should be able to do as a result of learning. Outcomes are reviewed based on assessment data.	

Scores	<b>4b: Outcome statements clear and regularly reviewed</b>
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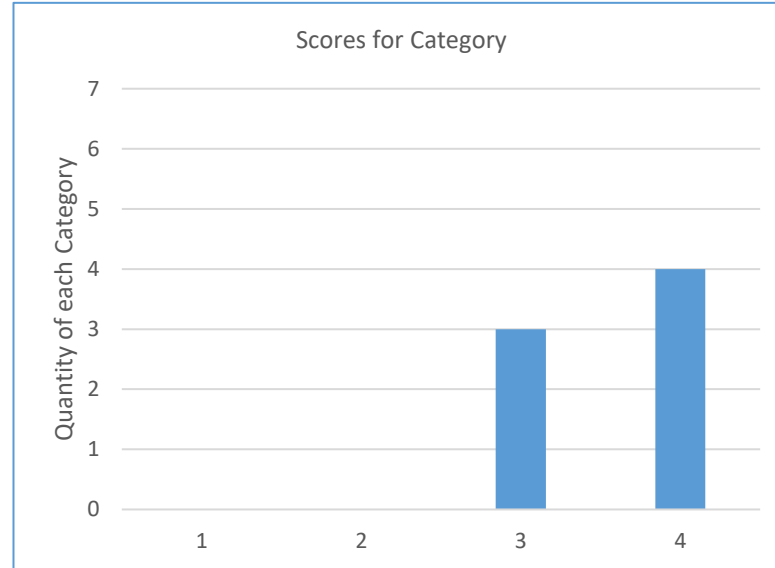
Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	5	Developed
4	2	Highly Developed



Scores	<b>4c: Involvement of stakeholders in PLO development and review - internal and external* (if relevant) (Examples of internal stakeholders: students, related departments. Examples of external stakeholders: Advisory committees, transfer institutions, employers, Jackson County Library)</b>	<b>Comments for 4c: Involvement of stakeholders in PLO development and review - internal and external</b>
3	Developed: The department includes multiple stakeholders in the development and review of Program Learning Outcomes.	
3	Developed: The department includes multiple stakeholders in the development and review of Program Learning Outcomes.	In future could list other stakeholders in addition to advisory committee like SOU, OIT and PBS/SOPTV that may influence PLO's as these partnerships are developed.
3	Developed: The department includes multiple stakeholders in the development and review of Program Learning Outcomes.	Not quite clear on what the actual process involves
4	Highly Developed: The department includes multiple stakeholders and actively pursues involvement in the development, review, and revision of PLOs.	
4	Highly Developed: The department includes multiple stakeholders and actively pursues involvement in the development, review, and revision of PLOs.	
4	Highly Developed: The department includes multiple stakeholders and actively pursues involvement in the development, review, and revision of PLOs.	
4	Highly Developed: The department includes multiple stakeholders and actively pursues involvement in the development, review, and revision of PLOs.	

Scores	<p><b>4c: Involvement of stakeholders in PLO development and review - internal and external* (if relevant) (Examples of internal stakeholders: students, related departments. Examples of external stakeholders: Advisory committees, transfer institutions, employers, Jackson County Library)</b></p>
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Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	3	Developed
4	4	Highly Developed

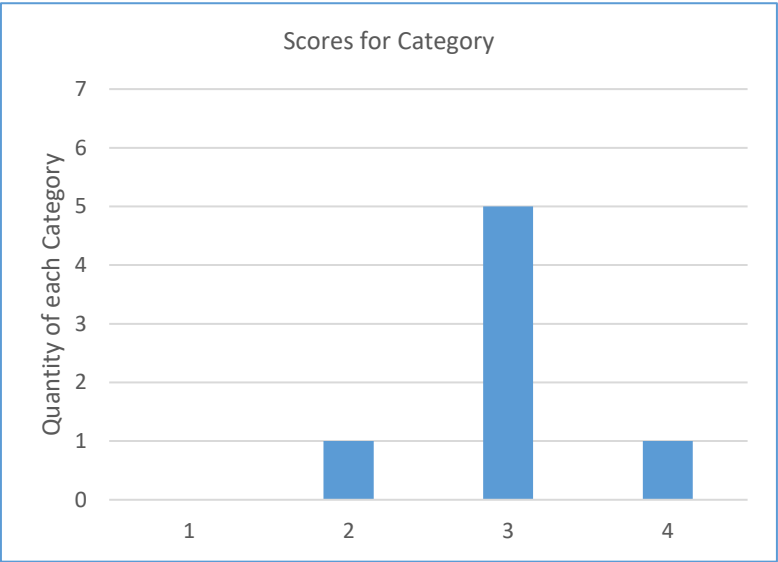


Scores	4d: PLO assessment plan (Table I, II and Annual Summary)	Comments for 4d: PLO assessment plan
3	Developed: Multiyear plan for one program OR some but not all PLOs are assessed annually. Every PLO has an identified assessment at the course level. (Direct and indirect assessments?) Some distinction between sets of PLOs for different programs.	
2	Emerging: Beginning to develop an assessment plan, but may only focus on grade distribution and completion, not learning outcomes. One set of PLOs for multiple programs. A few CLOs are intentionally aligned with PLOs.	Tables need to be labeled as in template provided. A three year course assessment cycle needs to be indicated.
3	Developed: Multiyear plan for one program OR some but not all PLOs are assessed annually. Every PLO has an identified assessment at the course level. (Direct and indirect assessments?) Some distinction between sets of PLOs for different programs.	
3	Developed: Multiyear plan for one program OR some but not all PLOs are assessed annually. Every PLO has an identified assessment at the course level. (Direct and indirect assessments?) Some distinction between sets of PLOs for different programs.	Great table on p. 25-28. The detail of the alignment between CLOs, PLOs, and ILOs is captured; what's missing is the information that would have been in Table I: the 3-year cycle of assess, adjust, and re-assess for each PLO.
4	Highly Developed: Clear multi-year plan for each program; ongoing data collection done at the course level; thus, CLOs align with PLOs; cyclical plan in place for collecting and analyzing assessment data, making adjustments, and re-assessing. Distinct sets of PLOs for each program.	Probably the best example I've seen ~ should be used as a model for other programs.
3	Developed: Multiyear plan for one program OR some but not all PLOs are assessed annually. Every PLO has an identified assessment at the course level. (Direct and indirect assessments?) Some distinction between sets of PLOs for different programs.	Not sure I fully understood plan. Are the DDM120 assignment rubrics being assessed in 20-21 to see if they are adequately addressing problem solving, for example?

3	Developed: Multiyear plan for one program OR some but not all PLOs are assessed annually. Every PLO has an identified assessment at the course level. (Direct and indirect assessments?) Some distinction between sets of PLOs for different programs.
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Scores	<b>4d: PLO assessment plan (Table I, II and Annual Summary)</b>
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Score	Quantity	Category
1	0	Initial
2	1	Emerging
3	5	Developed
4	1	Highly Developed

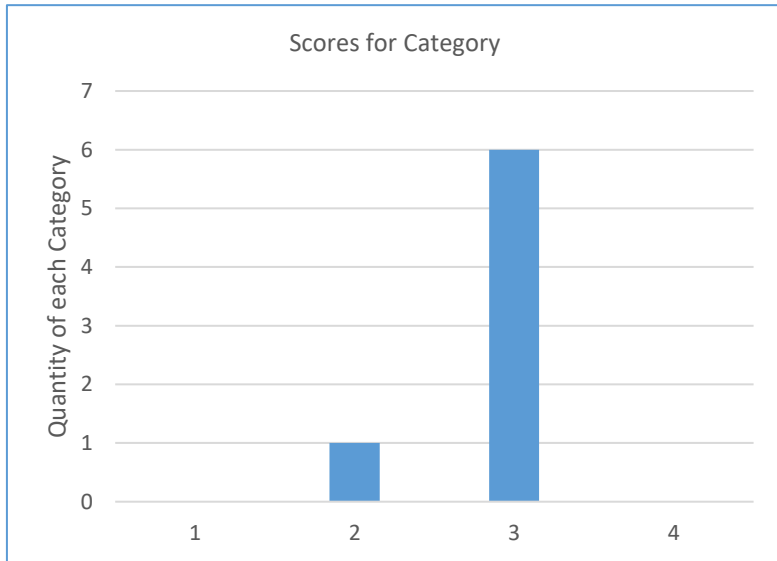


Scores	<b>4e: Assessment data collection and analysis</b>	<b>Comments for 4e: Assessment data collection and analysis</b>
3	Developed: Learning outcomes assessment data are collected used by department or program faculty and analyzed as a team. Key multi-section courses have at least one common assessment method and tool, and there is a recognition of the need for inter-rater reliability.	
3	Developed: Learning outcomes assessment data are collected used by department or program faculty and analyzed as a team. Key multi-section courses have at least one common assessment method and tool, and there is a recognition of the need for inter-rater reliability.	More faculty still need to be trained in outcomes based assessments. As this is done, more evidence can be presented for consistency across courses.
3	Developed: Learning outcomes assessment data are collected used by department or program faculty and analyzed as a team. Key multi-section courses have at least one common assessment method and tool, and there is a recognition of the need for inter-rater reliability.	
3	Developed: Learning outcomes assessment data are collected used by department or program faculty and analyzed as a team. Key multi-section courses have at least one common assessment method and tool, and there is a recognition of the need for inter-rater reliability.	Very promising discussion of how the department uses Blackboard to collect the data, and the plan to include all faculty.
3	Developed: Learning outcomes assessment data are collected used by department or program faculty and analyzed as a team. Key multi-section courses have at least one common assessment method and tool, and there is a recognition of the need for inter-rater reliability.	Between emerging and developed. The tools have been developed and are being implemented and tracked.
2	Emerging: Learning outcomes assessment data are collected by department or program faculty, but not analyzed. Key multi-section courses do not have common assessment methods, tools, or inter-rater reliability.	Sounds like good work is happening here to collect and use rubric data. Description a little unclear.

3	Developed: Learning outcomes assessment data are collected used by department or program faculty and analyzed as a team. Key multi-section courses have at least one common assessment method and tool, and there is a recognition of the need for inter-rater reliability.	Computer Science is the leader in how to use Blackboard to collect the data!!
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Scores	<b>4e: Assessment data collection and analysis</b>
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Score	Quantity	Category
1	0	Initial
2	1	Emerging
3	6	Developed
4	0	Highly Developed

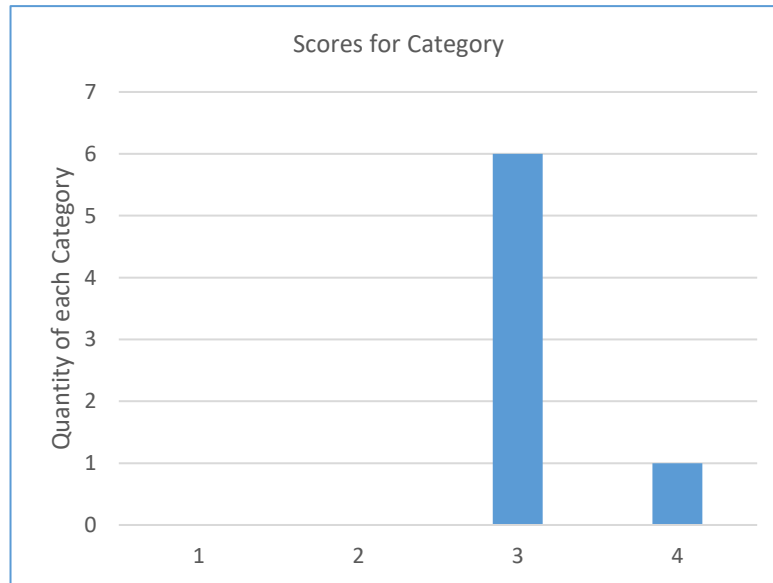




Scores	<b>4f: Use of learning outcome assessment results (“Closing the Loop”)</b>	<b>Comments for 4f: Use of learning outcome assessment results (“Closing the Loop”)</b>
3	Developed: Assessment data are discussed and used by department or program faculty to make curricular changes. Assessment data are made available regularly to internal and external stakeholders.	
3	Developed: Assessment data are discussed and used by department or program faculty to make curricular changes. Assessment data are made available regularly to internal and external stakeholders.	Strong evidence for how feedback is used from stakeholders to make changes. Show how assessment data is shared with stakeholders.
3	Developed: Assessment data are discussed and used by department or program faculty to make curricular changes. Assessment data are made available regularly to internal and external stakeholders.	Unclear on how the loop is actually closed
3	Developed: Assessment data are discussed and used by department or program faculty to make curricular changes. Assessment data are made available regularly to internal and external stakeholders.	Great so far. Next steps: build the cycle for assessing - adjusting - re-assessing learning outcome achievement.
4	Highly Developed: Clear flow of evidence for how assessment results are used by department or program faculty to make curricular changes; Changes are analyzed in next assessment cycle. The department has a clear system for making assessment data available to internal and external stakeholders.	
3	Developed: Assessment data are discussed and used by department or program faculty to make curricular changes. Assessment data are made available regularly to internal and external stakeholders.	Can infer that this happens but not sure I saw evidence of this specifically. Advisory Board involved in keeping courses updated and current but not sure if/how course assessment results are shared with them. (Employer surveys are used in Portfolio Day.)
3	Developed: Assessment data are discussed and used by department or program faculty to make curricular changes. Assessment data are made available regularly to internal and external stakeholders.	

Scores	<b>4f: Use of learning outcome assessment results (“Closing the Loop”)</b>
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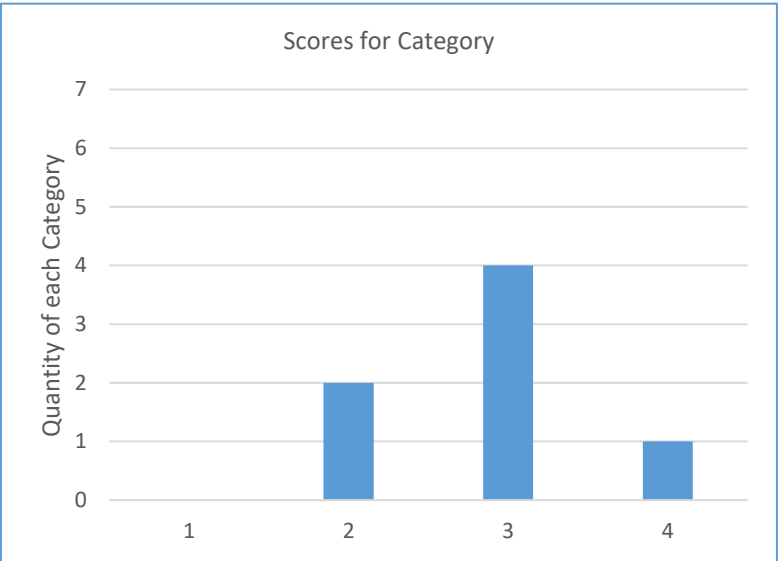
Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	6	Developed
4	1	Highly Developed



Scores	<b>4g: Program maps</b>	<b>Comments for 4g: Program maps</b>
2	Emerging: One curriculum map exists, though there is more than one program offered. Program/department faculty are involved in the mapping process.	Program map differs from other Department maps used
3	Developed: Generation one curriculum map(s) only, with little detail of connections between courses. Program/department faculty are involved in the mapping process, including adjunct faculty.	
2	Emerging: One curriculum map exists, though there is more than one program offered. Program/department faculty are involved in the mapping process.	
3	Developed: Generation one curriculum map(s) only, with little detail of connections between courses. Program/department faculty are involved in the mapping process, including adjunct faculty.	Good detail on course connections; there is no indication of assessment points for the PLOs.
4	Highly Developed: Program map(s) is/are at least Generation Two; are reviewed as part of yearly cycle and used to determine if curriculum changes are needed; map(s) is/are used as part of faculty training. Program/department faculty, including adjunct faculty, are involved in the mapping process; faculty from supporting departments are included in the process.	
3	Developed: Generation one curriculum map(s) only, with little detail of connections between courses. Program/department faculty are involved in the mapping process, including adjunct faculty.	Did not see evidence of the maps, only a description that they exist.
3	Developed: Generation one curriculum map(s) only, with little detail of connections between courses. Program/department faculty are involved in the mapping process, including adjunct faculty.	Missing the assessment points for the PLOs & why is this map different than others? Are faculty involved in map development?

Scores	<b>4g: Program maps</b>
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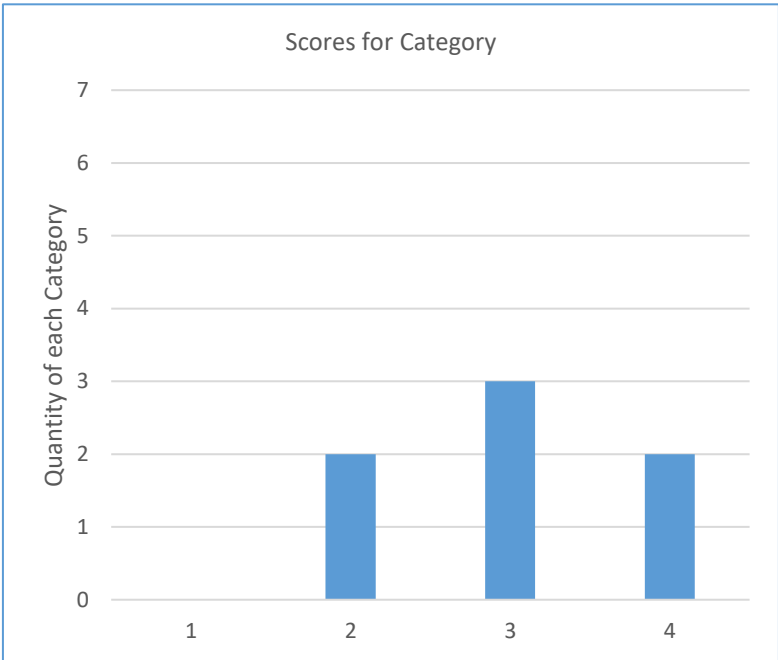
Score	Quantity	Category
1	0	Initial
2	2	Emerging
3	4	Developed
4	1	Highly Developed



Scores	4h: Faculty Development	Comments for 4h: Faculty Development
3	Developed: Department leadership can identify where the multiple teaching methodologies and student engagement methods are being used; the department has a plan to identify faculty training needs in outcome-based design.	
3	Developed: Department leadership can identify where the multiple teaching methodologies and student engagement methods are being used; the department has a plan to identify faculty training needs in outcome-based design.	Acknowledgement of need for training in outcomes based assessment. Blackboard training provided new tools to share among faculty. BB training will provide a basis for developing more faculty training. The Coordinator has studied effective CTE programs in Germany.
2	Emerging: There is some attention to teaching methodologies and student engagement methods, but it is not systematic; there is no plan to identify faculty training needs in outcome-based design.	
4	Highly Developed: A range of teaching methodologies is used, including a variety of approaches and innovative student engagement methods; the department can identify faculty training needs in outcome-based design and/or has identified some faculty who can serve as mentors.	
4	Highly Developed: A range of teaching methodologies is used, including a variety of approaches and innovative student engagement methods; the department can identify faculty training needs in outcome-based design and/or has identified some faculty who can serve as mentors.	Another excellent example of leadership and innovation -- great job!
2	Emerging: There is some attention to teaching methodologies and student engagement methods, but it is not systematic; there is no plan to identify faculty training needs in outcome-based design.	Blackboard World 2017 conference was a success with ideas from the conference implemented. Graphic Design has expressed a need for more outcomes assessment PD for adjunct faculty.
3	Developed: Department leadership can identify where the multiple teaching methodologies and student engagement methods are being used; the department has a plan to identify faculty training needs in outcome-based design.	

Scores	<b>4h: Faculty Development</b>
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Score	Quantity	Category
1	0	Initial
2	2	Emerging
3	3	Developed
4	2	Highly Developed

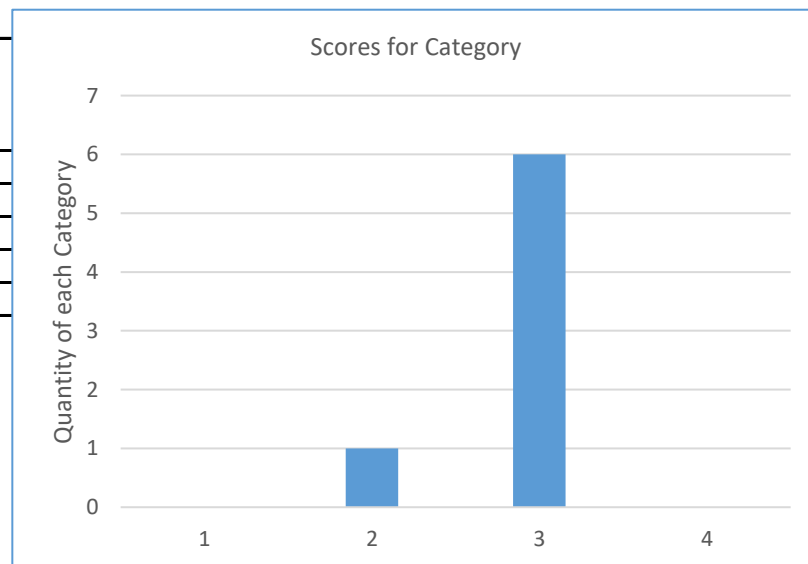


Scores	5: Evidence-based changes	Comments for Section 5: Evidence-based changes
3	<p>Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.)</p> <p>There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.</p>	
3	<p>Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.)</p> <p>There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.</p>	
2	<p>Emerging: The process of making changes based on available evidence is beginning, but not fully implemented. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.)</p> <p>There is some indication that an honest, broad look at the department /program was taken and indicates both strengths and weaknesses.</p>	The new partnerships are exciting
3	<p>Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.)</p> <p>There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.</p>	

3	<p>Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.)</p> <p>There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.</p>	
3	<p>Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.)</p> <p>There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.</p>	Love all of the partner involvement and reciprocity!
3	<p>Developed: There is a regular process of examining evidence on student success to drive changes. (Evidence includes learning outcome achievement, graduation rates, and/or other sources of data related to student success.)</p> <p>There is strong indication that an honest, broad look at the department /program was taken and highlights both some strengths and some weaknesses.</p>	

**Scores 5: Evidence-based changes**

Score	Quantity	Category
1	0	Initial
2	1	Emerging
3	6	Developed
4	0	Highly Developed

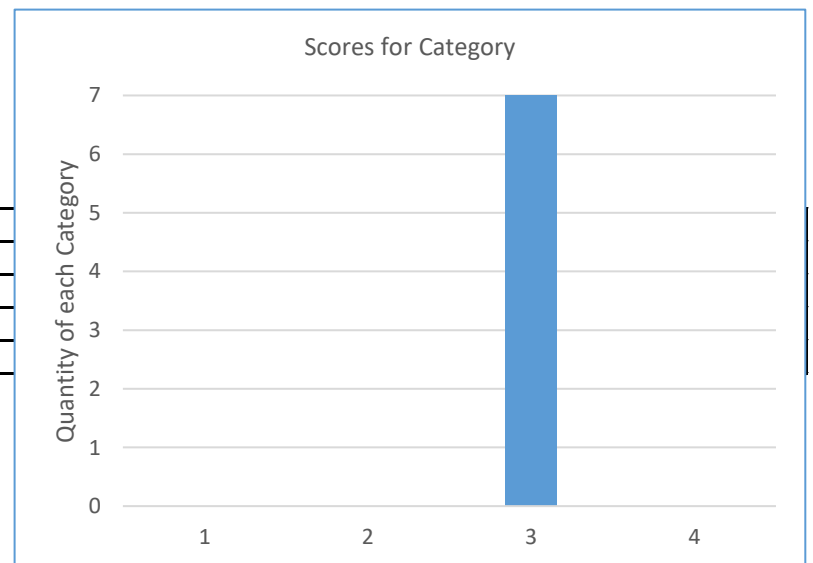




Scores	6: Institutional Learning Outcomes (ILOs)	Comments for Section 6: Institutional Learning Outcomes (ILOs)
3	Developed: Programs have identified the ILOs relevant to their Program Learning Outcomes as well as their assessment points in courses.	
3	Developed: Programs have identified the ILOs relevant to their Program Learning Outcomes as well as their assessment points in courses.	In next review add Personal Growth ILO's. DDM120 -self-evaluation, DDM229 Portfolio and DDM280 may be examples
3	Developed: Programs have identified the ILOs relevant to their Program Learning Outcomes as well as their assessment points in courses.	
3	Developed: Programs have identified the ILOs relevant to their Program Learning Outcomes as well as their assessment points in courses.	
3	Developed: Programs have identified the ILOs relevant to their Program Learning Outcomes as well as their assessment points in courses.	I see that the core and gen ed classes do not include Personal Growth ILOs -- it would be valuable to understand why.
3	Developed: Programs have identified the ILOs relevant to their Program Learning Outcomes as well as their assessment points in courses.	Department is modifying design of rubrics to better evaluate ILOs. Also work is being done to make sure new courses have ILOs. The Department will use Advisory Board feedback to help identify which outcomes to measure.
3	Developed: Programs have identified the ILOs relevant to their Program Learning Outcomes as well as their assessment points in courses.	

Scores	6: Institutional Learning Outcomes (ILOs)
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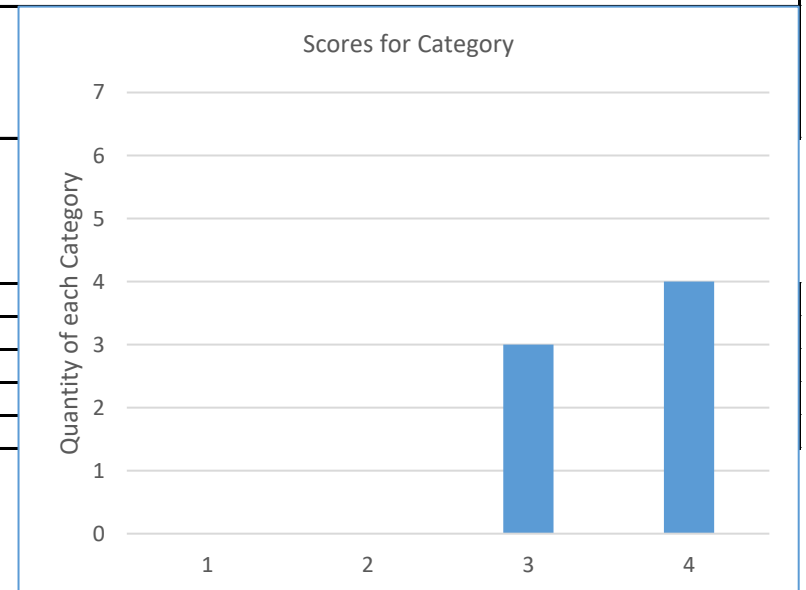
Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	7	Developed
4	0	Highly Developed



Scores	7: Summary	Comments for Section 7: Summary
3	Developed: Clearly addresses the strengths, challenges, and themes that have emerged. Evidence-based goals are reasonable.	
4	Highly Developed: Excellent and articulate discussion of strengths and weaknesses. Evidence to confirm that changes lead to improved learning.	
3	Developed: Clearly addresses the strengths, challenges, and themes that have emerged. Evidence-based goals are reasonable.	
4	Highly Developed: Excellent and articulate discussion of strengths and weaknesses. Evidence to confirm that changes lead to improved learning.	
4	Highly Developed: Excellent and articulate discussion of strengths and weaknesses. Evidence to confirm that changes lead to improved learning.	Very good commentary on how the college expects data from departments, but doesn't have a good system for capturing that data. Also, excellent comments on how the design of the program review document doesn't capture some of your specific needs.
3	Developed: Clearly addresses the strengths, challenges, and themes that have emerged. Evidence-based goals are reasonable.	Summary highlighted problem of accurate data capture especially regarding where students go after RCC. This is an issue for all departments. Reading this review, I do get a sense of all the positive outreach and collaboration with partners that is happening with this department. The strategic goal of putting the department maps online is a good goal. Would be helpful to have a date for that. By next year?
4	Highly Developed: Excellent and articulate discussion of strengths and weaknesses. Evidence to confirm that changes lead to improved learning.	

Scores	7: Summary
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Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	3	Developed
4	4	Highly Developed

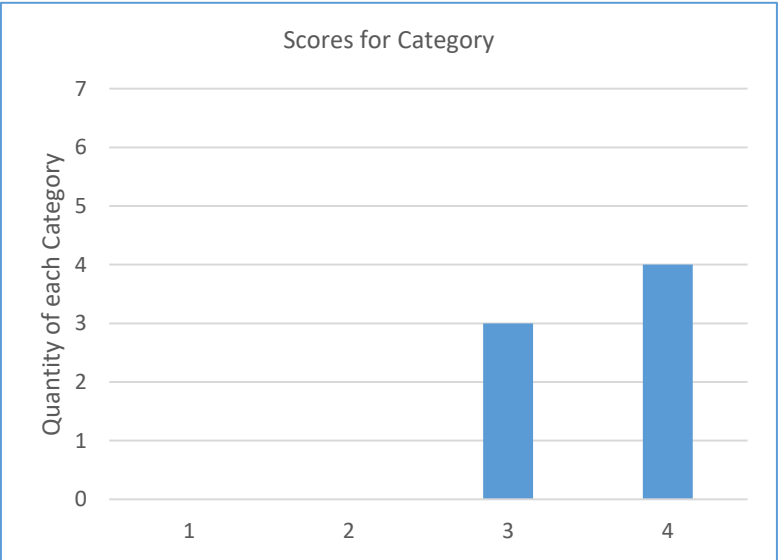


Scores	<b>8: Attachments</b>	<b>Comments for Section 8: Attachments</b>
4	Highly Developed: All attachments are included; every program has a map; sample syllabus is complete and current, including a match between the course learning outcomes listed and the ones in the official course outline; department website is current.	
3	Developed: Attachments included, including map; syllabus does not contain most current language on policies; course outcomes on syllabus only partially match the course outcomes in the official course outline; elements of department website out of date.	
3	Developed: Attachments included, including map; syllabus does not contain most current language on policies; course outcomes on syllabus only partially match the course outcomes in the official course outline; elements of department website out of date.	
4	Highly Developed: All attachments are included; every program has a map; sample syllabus is complete and current, including a match between the course learning outcomes listed and the ones in the official course outline; department website is current.	
4	Highly Developed: All attachments are included; every program has a map; sample syllabus is complete and current, including a match between the course learning outcomes listed and the ones in the official course outline; department website is current.	
3	Developed: Attachments included, including map; syllabus does not contain most current language on policies; course outcomes on syllabus only partially match the course outcomes in the official course outline; elements of department website out of date.	I was not able to view the Program Map carefully from the computer as it was too small, and I did not have access to printer. ILO's are in Syllabus (are Syllabus and Course Outline the same document?)and build nicely towards a final project. However, it says that the students ILO scores will not impact final grade or GPA. It is unclear how the ILO's are scored and how they are considered in the students' assessments. The CLO's are not in Syllabus.

4	Highly Developed: All attachments are included; every program has a map; sample syllabus is complete and current, including a match between the course learning outcomes listed and the ones in the official course outline; department website is current.	
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Scores	<b>8: Attachments</b>
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Score	Quantity	Category
1	0	Initial
2	0	Emerging
3	3	Developed
4	4	Highly Developed



	<b>Please add any additional comments</b>
	Good discussion with clear, detailed evidence of collaboration, innovation and changes based on feedback from advisory committee. Exemplary partnerships, outreach and student engagement. Thoughtful self-study.
	Comments included in each category. Very impressed with Advisory Board input, as well as partner and outreach
	Loved their honesty and the areas where they have their in-depth Stakeholders involvements!