

Walla Walla Community College  
Walla Walla, Washington



## Ad Hoc Report (Without Visit)

Progress on Recommendations Received from Fall  
2015 Year Seven Mission Fulfillment Evaluation

Prepared for the Northwest Commission on Colleges and Universities  
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## **Introduction**

In 2015 Walla Walla Community College (WWCC) completed its Year Seven Self-Evaluation. The following January, the Northwest Commission on Colleges and Universities (NWCCU) sent the College a letter reaffirming WWCC's accreditation. Along with the reaffirmation, NWCCU requested the College address three recommendations. In its January 24, 2019 letter in response to the Fall 2018 Mid-Cycle Self-Evaluation Report, NWCCU reported the status of Recommendations 2 and 3 as "areas substantially in compliance, but in need of improvement." NWCCU requested a follow-up report asking WWCC to "submit an *Ad Hoc* Report without a visit in Fall 2019 to again address Recommendations 2 and 3 of the Fall 2015 Peer-Evaluation Report." The recommendations being addressed in this *ad hoc* report are:

### **Recommendation 2**

*The evaluation committee recommends that the institution develop and implement a systematic and college-wide general education assessment program (Standards 2.C.10, 2.C.11, 4.A.2, 4.A.3, and 4.B.2).*

### **Recommendation 3**

*The evaluation committee recommends that the institution document, through an effective, regular, and comprehensive system of assessment, that students achieve identified learning outcomes at the course and transfer degree level. The College should then utilize the results of its assessments to inform academic and learning-support planning and practices that lead to the enhancement of student learning achievements (Standard 4.A.3 and 4.B.2).*

## **Recommendation 2**

WWCC has continued to work diligently to create a culture of assessment of *learning* through the measurement of outcomes. As the College-Wide Outcomes and Learning Assessment project has taken progressed, faculty and administrators from across the college have found common-cause and have enthusiastically embraced the work, and the power, of this level of systematic outcomes assessment.

### **Background**

The College-wide Outcomes and Learning Assessment (CwOLA) committee was created to develop and manage the general education outcomes assessment process at the institutional level. The committee is composed of faculty and instructional leadership from Workforce programs as well as an array of Transfer disciplines and BAS (*Standard 2.C.10*). Through the work of the CwOLA committee, the College created four general education outcomes (referred to as college-wide outcomes), that are assessed by faculty in both Workforce and Transfer Degree pathways. The four college-wide outcomes are:

- 1) Community Engagement
- 2) Information Literacy and Technology
- 3) Communication
- 4) Critical Thinking

Each college-wide outcome has several indicators delineating the scope of the outcome, as well as a rubric with criteria for levels of mastery from beginning and developing to achieving and mastering (See Appendices A-D).

The College undertook a year-long campaign in 2016-17 to map all course-level Intended Learning Outcomes to the indicators of each college-wide outcome. This mapping included Workforce courses, related instruction, as well as Transfer degrees, and demonstrates the alignment between individual courses to the larger college-wide outcomes (*Standard 2.C.11*). To manage the workload impacts on faculty and staff, the CwOLA committee developed a schedule for assessing one college-wide outcome per year across the institution and using the courses mapped “high” as the statistically significant sample. In 2017-18 the first outcome, Community Engagement, was assessed using a temporary Access database for collecting the data.

### **Progress to Date**

Continuous improvement is an institutional value, and the CwOLA committee embraces this value as it *assesses the assessment process* annually. Assessing the Community Engagement outcome provided the CwOLA committee with concrete examples of how the intended design of the assessment system functioned for faculty and leadership. It confirmed the success of much of the assessment system and pointed to areas where improvement would be needed before the next round of assessment (*Standard 4.A.2*).

### **College-wide Assessment Tool (CAT)**

The Access database was a useful proof of concept; however, it was not without its problems. For example, off-site faculty at the College’s Department of Corrections (DOC) campuses were

unable to connect to this database due to DOC security protocols. This required faculty assigned to DOC locations to come to the main campus to enter their assessment data--a requirement that was not scalable or sustainable. This type of lesson learned from the first round of outcomes assessment led the CwOLA committee to work with the IT department to develop a more comprehensive web-based college-wide assessment tool (CAT) in 2018-19.

While CAT was in development, the CwOLA committee revised the assessment questionnaire form to better guide faculty on the type of assessment data being requested. A worksheet was created with the revised prompts to help faculty create and store their assessment plan and results during CAT's development (See Appendix E). CAT was beta-tested in December 2018 and successfully launched in April 2019. Faculty were directed to transfer their information from the worksheet to CAT by the end of Spring quarter. Participation results show this has been mostly successful and has pointed to the need for additional training focused to one offsite DOC campus, as their remote location has resulted in some professional development gaps. This additional training is scheduled for the Colleges Fall Conference days in preparation for the 2019-20 assessment cycle.

In addition to developing CAT in a web-based accessible format, the CwOLA committee endeavored to grant to all faculty access to web-based mapping and assessment results. Several reports have been created to provide faculty and leadership the ability to review assessment information as needed. CwOLA terminology and processes have become anchored in the assessment culture of the College. New courses are mapped to the college-wide outcomes before going through the Outcomes Review committee and then being approved by the Curriculum Committee for inclusion in the college catalog. Existing courses have mapping checked as an integral part of the course review of Intended Learning Outcomes, and whenever a course is brought to Curriculum for an update. Keeping a close eye on the accuracy of course mapping ensures the inclusion of the correct courses in each assessment cycle.

With CAT now functional for collecting assessment and providing timely reports, the IT department is focusing on the final development element that will create a repository of the reflections/revisions taking place as a result of the data analysis. This additional element and its reports are due by Spring 2020 to collect reflections/revisions of the 2019-20 assessment cycle (*Standard 4.A.3*).

### **Building a Culture of Assessment**

Throughout the development of CwOLA, consideration has been shown to building faculty knowledge around assessment. In Fall Conference each year, which is a dedicated professional development and communication conference scheduled prior to the start of each fall quarter, CwOLA progress is summarized and next steps announced. Subsequently, in department and unit meetings, professional development has been provided. Committee members have traveled to our other campus sites, and we have developed just-in-time training videos as part of professional development outreach.

### **Assessment Data**

To date, the College faculty have assessed two of the four college-wide outcomes in a planned four-year assessment cycle. Community Engagement was assessed in 2017-18, and Information

Literacy and Technology was assessed in 2018-19 (*Standard 4.A.3*). This first full assessment cycle is providing baseline data of student mastery of the college-wide outcomes at an institutional level. Future cycles will then have outcome-specific data with which to compare progress on student success and make program-level adjustments accordingly. During this first baseline-establishing cycle, as part of the CwOLA process, faculty and their leadership conduct reflection and revision conversations regarding the initial findings and data gathering processes (*Standard 4.B.2*).

### Initial Findings

Sixty-nine percent (n=7,451) of sampled students demonstrated levels of achieving or mastery for both college-wide outcomes assessed to date.

Initial quantitative findings suggest 2/3rds of students in the sample are meeting or exceeding success levels of Achieving or Mastery. While no target was set for this baseline-establishing cycle, the outcome average of 69% on the first two assessed outcomes suggests the majority of students can demonstrate acceptable levels of mastery over course and college-level outcomes (*Standard 4.A.3*). Once the initial cycle is complete, the CwOLA committee along with leadership will use the *assessment of the assessment process* to establish growth-minded target success rates for the next assessment cycle.

Winter 2018	Total Students	Beginning		Developing		Achieving		Mastering	
Community Engagement Indicators	Assessed	Tally	%	Tally	%	Tally	%	Tally	%
A. Recognizes cultural assumptions	797	111	14%	177	22%	391	49%	118	15%
B. Demonstrates integrative community engagement	764	120	16%	100	13%	275	36%	269	35%
C. Develops social responsibility	286	19	7%	69	24%	141	49%	57	20%
<b>Grand Total</b>	<b>1,847</b>	<b>250</b>	<b>14%</b>	<b>346</b>	<b>19%</b>	<b>807</b>	<b>44%</b>	<b>444</b>	<b>24%</b>
<b>Students demonstrating level of achieving or mastery:</b>									<b>1,251 68%</b>

Winter 2019	Total Students	Beginning		Developing		Achieving		Mastering	
Information Literacy & Technology Indicators	Assessed	Tally	%	Tally	%	Tally	%	Tally	%
A. Manages and utilizes information	1,820	217	12%	303	17%	649	36%	651	36%
B. Interprets, integrates, and communicates information	2,059	253	12%	366	18%	752	37%	688	33%
C. Selects and applies technology	1,352	160	12%	270	20%	509	38%	413	31%
D. Maintains and troubleshoots technology	373	35	9%	84	23%	143	38%	111	30%
<b>Grand Total</b>	<b>5,604</b>	<b>665</b>	<b>12%</b>	<b>1,023</b>	<b>18%</b>	<b>2,053</b>	<b>37%</b>	<b>1,863</b>	<b>33%</b>
<b>Students demonstrating level of achieving or mastery:</b>									<b>3,916 70%</b>

### Summary

The College has established a systematic method for assessing general education outcomes, and it continues in the process of implementing the first four-year baseline-establishing cycle. Both Workforce and Transfer degrees are included in this process. College faculty and leadership, no matter their physical location, can access CAT and mapping data any time they need it. The last stage of development for CAT, occurring during the 2019-20 school year, is to build in the ability to collect and report systematically.

Initial observable findings include ongoing faculty discussions about pedagogy, curriculum, and alignment of assignments with course, program, and college outcomes. These reflective conversations are both informally occurring, such as during a department meeting and formally occurring as a scheduled part of the CwOLA process. The results of these conversations based on CwOLA activities are already informing classroom practices and program planning, as faculty work through mapping and alignment of course outcomes and teaching activities.

### **Recommendation 3**

As indicated by Recommendation 3, the College has developed ways to document student learning at the course and Transfer level. The CwOLA assessment cycle has created a way to document the levels of accomplishment students have achieved through direct classroom assessments, which are mapped and aligned with college-wide outcomes. The final piece of the puzzle was to establish a systematic way of ensuring student learning at the degree or program level.

#### **Background**

In order to create a culture of assessment, the College explored forms of evaluation and professional development. Examples include the Faculty Learning Improvement Plans (FLIPs) where outcomes assessment was one of the competencies and professional development supporting faculty use of the Mastery Gradebook in the institution's learning management system Canvas. While these efforts were useful growth toward better faculty understanding of assessment and many have been embedded in the fabric of teaching and learning at WWCC, these processes did not lead to course level systematic assessment that could then be utilized to inform academic planning and improve student supports in the way the College desired. As the CwOLA committee worked through the assessment design process, it became clear that CwOLA could be used at both the institutional level *and* the course level for systematically assessing outcomes and using the results to inform teaching and learning.

#### **Progress to Date**

As part of the CwOLA design, College faculty are engaged in assessment practices fall, winter, and spring quarter each year. The College's assessment cycle includes data analysis and reflective practice. The CwOLA elements have already been implemented, and the third cycle will begin in Fall 2019. The full assessment cycle process is outlined below (*Standards 4.A.3, 4.A.2*).

#### **Fall Quarter**

During the Fall Quarter of each year, faculty departments meet to discuss artifact assignments they are considering using for the CwOLA assessment that year. Guided discussions help faculty to consider how their artifact assignment aligns with course Intended Learning Outcomes and the college-wide outcome being assessed that cycle. CwOLA committee members (deans and directors) serve as liaisons to their departments or programs they represent and have been explicitly given the responsibility of convening these discussions in their areas. This activity acts as an anticipatory set for the actual institutional assessment the following quarter. In addition, the department faculty review CwOLA mapping and report any corrections needed to the CwOLA

Coordinator who updates the mapping accordingly. This step ensures accuracy for the actual assessment in Winter Quarter.

### Winter Quarter

During the Winter Quarter of each year, all faculty who teach courses mapped to that year’s targeted outcome complete an assessment plan (See Appendix E). Each plan allows faculty to document how their teaching and assessment choices align with the course and college-wide outcome under review. Once submitted, faculty teach and assess student learning using their chosen artifact assignment as a representative sample for reporting purposes. The assessment plan and results, including documentation of how the faculty aligned their assessment with the CwOLA rubric, are submitted via CAT (*Standard 4.A.3*).

### Spring Quarter

During the Spring Quarter of each year, the assessment process involves analyzing the data and its implications for student learning and academic planning. Early in the quarter, curriculum leaders (e.g., department chairs, faculty leads, deans, and assistant deans) meet and review the CwOLA assessment data. They, then, engage Department faculty who will be responsible for any needed/proposed changes to the curriculum, academic planning, and student supports. Changes implemented as a result of this analysis will naturally be assessed during the subsequent cycle, thus creating a loop of built-in continuous improvement (*Standard 4.B.2*).

### Course/Department Level Analysis

Through the CwOLA process and CAT reporting features, faculty can see how students (at a course level) are learning both on their course Intended Learning Outcome and its aligned college-wide outcome indicators. For faculty, the comparison table of artifact assignment choices, teaching choices, and calibration of assignment scores to the college-wide outcome rubric allow for rich pedagogically based discussions that are focused on teaching practices related to student achievement (*Standard 4.B.2*). The results of the discussions and actions taken (if any) will be captured in CAT as part of its Spring 2020 upgrade.

Below are examples of an assessment plan for a sample section from the Winter 2019 assessment of *Information Literacy and Technology outcome: Indicator A* and the resulting data collection from all the assessed sections for that indicator. (See Appendix E for the assessment plan prompts which guide faculty through the planning and alignment process). In this example, 61/73 students (84%) achieved or mastered the class assignment and college-wide outcome indicator to which it was aligned (*Standard 4.A.3*).

Indicator Label	Course Id	SMS Enrollment	Section Label	Course Title	Outcome	Presentation of Content	Demonstration of Learning	Alignment
A. Manages and utilizes information. (ILT1)	CMST&220	21	[7312] 0930A DAILY	PUBLIC SPEAKING	Design a successful speech from outline to delivery.	Lecture and discussion on outlining a speech. Deliver their own speeches in class.	Prep questions completed as well as an outline turned in and evaluated by the instructor. Deliver their speech and have it evaluated by the instructor and peers.	Mastering - Speech has complete and correct outline and speaker accomplishes every required organization element of presentation. Achieving - Speech organized, but student required completion of one or two elements of organization. Developing - Speech was lacking a few required elements and required assistance and correction for organizational pattern. Beginning - Required multiple instances of support in the organization and completion of speech.

Indicator Label	SMSCours	Section Label	1. Beginning	2. Developing	3. Achieving	4. Mastering	Total				
A. Manages and utilizes information. (ILT1)	CMST&220	[7312] 0930A DAILY	2	10%	1	5%	5	24%	13	62%	21
		[7313] 0830A DAILY	0	0%	1	8%	5	38%	7	54%	13
		[7314] 1130A DAILY	2	8%	3	13%	5	21%	14	58%	24
		[7315] 1230P DAILY	1	7%	2	13%	5	33%	7	47%	15
		Total	5	7%	7	10%	20	27%	41	56%	73

### Evaluating the Assessment Process

After the four-year cycle, faculty and curriculum leaders will meet to evaluate the worth and functionality of the assessment process itself. Participants review all four years' worth of CwOLA assessment data, reflections, and revisions. The workshop facilitator guides participants through a reflective process to evaluate the effectiveness of the full assessment cycle and provide feedback to the CwOLA Committee to address in future assessment cycles (*Standard 4.B.2*).

The following chart summarizes the assessment cycle process as outlined above.

Example of Assessment Lifecycle		
Quarter	Participants	Activity
Fall Quarter - Year 1	Department Faculty	Artifact Alignment Mapping Review
Winter Quarter - Year 1	Individual Faculty	CwOLA Assessment of Classroom Level Learning – <b>Community Engagement</b>
Spring Quarter- Year 1	Curriculum Leads/Deans Department Faculty	Analysis, reflection, and revision
Fall Quarter - Year 2	Department Faculty	Artifact Alignment Mapping Review
Winter Quarter - Year 2	Individual Faculty	CwOLA Assessment of Classroom Level Learning – <b>Information Literacy</b>
Spring Quarter- Year 2	Curriculum Leads/Deans Department Faculty	Analysis, reflection, and revision
Fall Quarter - Year 3	Department Faculty	Artifact Alignment Mapping Review
Winter Quarter - Year 3	Individual Faculty	CwOLA Assessment of Classroom Level Learning - <b>Communication</b>
Spring Quarter- Year 3	Curriculum Leads/Deans Department Faculty	Analysis, reflection, and revision
Fall Quarter - Year 4	Department Faculty	Artifact Alignment Mapping Review
Winter Quarter - Year 4	Individual Faculty	CwOLA Assessment of Classroom Level Learning – <b>Critical Thinking</b>
Spring Quarter- Year 4	Curriculum Leads/Deans Department Faculty	Analysis, reflection, and revision
Summer Quarter – Year 4	Summer Assessment Institute Participants	Institutional Assessment of Assessment Process. Review class, program, and CwOLA against Student Success goals

We are here



## **Conclusion**

In conclusion, significant structural work has been done to systematize a culture of data-informed assessment of student learning at the course and degree levels, aligning teaching and learning across the College. The assessment protocol includes an integrated “closing-of-the-loop,” and progress continues towards the development of all of the tools required to implement this plan fully.

## Appendix A: Community Engagement

<b>College-wide Outcome:</b> Express the value of cultural differences and commonalities among people and engage with others in the learning environment and community with respect for those differences.			
Mastering	Achieving	Developing	Beginning
<b>Indicator 1: Recognizes cultural assumptions.</b>			
Recognizes own unique qualities shaped by culture and how culture impacts their attitude, beliefs, and experiences. Articulates insights into own cultural rules and biases.	Defines culture as including multiple components. Identifies aspects of own culture and how these aspects impact their perspective.	Identifies some aspects of own cultural assumptions and demonstrates a limited understanding of how culture impacts their perspective	Defines culture in a simplistic way and attempts to identify own cultural assumptions and biases.
<b>Indicator 2: Demonstrates integrative community engagement.</b>			
Analyzes, integrates, and applies knowledge from multiple points of view, and can work effectively with people who are different from them. Initiates and develops productive interactions with those who are different.	Identifies how differences can enhance team performance and applies that understanding to action. Demonstrates openness and intellectual curiosity toward those who are different.	Identifies how differences can enhance team performance but struggles to apply that understanding to action. Demonstrates some openness to those who are different.	Makes an effort but is uncomfortable interacting with people who are different. Attempts to identify how differences enhance teamwork.
<b>Indicator 3: Develops social responsibility.</b>			
Engages communities as a way to break down barriers between people of different cultures and to better the community.	Articulates systemic causes for societal issues and identifies how one's engagement in the community could have an impact.	Articulates that many cultural factors influence societal issues and that community engagement may impact these issues.	Articulates societal issues through one's perspective and maintains a limited view on community engagement.
<b>NOTES:</b>	Engaged students respectfully participate as citizens of local, global, and digital communities. Engagement requires the evaluation of one's own culture or world view, as well as the views of others. Awareness stems from a clear and coherent understanding of how cultures can interact to positively affect individuals, communities, and circumstances.		

## Appendix B: Information Literacy and Technology Rubric

<b>College-wide Outcome:</b> Use modern technology and data to accomplish tasks.			
<b>Mastering</b>	<b>Achieving</b>	<b>Developing</b>	<b>Beginning</b>
<b>Indicator 1: Manages and utilizes information.</b>			
Identifies, evaluates, and organizes complex data above and beyond the requirements of the task.	Identifies, evaluates, and organizes appropriate information required for the task.	Identifies information needed for the task but requires assistance with organization and evaluation.	Requires multiple instances of support through the information gathering and evaluative process.
<b>Indicator 2: Interprets, integrates, and communicates information.</b>			
Synthesizes data, going well beyond requirements when communicating results using oral, written, graphic, pictorial, or multimedia methods. Uses data in an ethical manner.	Analyzes data, meeting requirements when communicating results using oral, written, graphic, pictorial, or multimedia methods. Uses data in an ethical manner.	Interprets data and communicates results using oral, written, graphic, pictorial, or multimedia methods with limited assistance. Uses data in an ethical manner with some assistance.	Attempts to analyze/interpret data require multiple instances of support. Attempts to communicate results are incomplete or confusing. Ethical principles are inconsistently applied when using data.
<b>Indicator 3: Selects and applies technology.</b>			
Evaluates and selects the best technology for desired results. Demonstrates independent use of technology, if required. Uses technology safely and competently.	Selects appropriate technology and demonstrates use of it (if required) with minimal assistance. Uses technology safely.	Selects appropriate technology with repeated assistance. Demonstrates use of technology but requires assistance. Uses technology safely with limited reminders.	Demonstrates limited strategies for selecting and using technology to complete tasks. Requires extensive help. Uses technology safely with frequent reminders.
<b>Indicator 4: Manages and troubleshoots technology.</b>			
Predicts the impact of action (or inaction) on maintaining technology and takes steps to prevent performance problems. Practices regular, routine maintenance independently.	Evaluates the impact of action (or inaction) on maintaining technology and takes steps to prevent performance problems. Practices regular, routine maintenance with little assistance.	Takes steps to maintain technology or diagnose problems to correct performance issues infrequently. May seek help but will take little ownership of resolving the problem.	Identification of steps to maintain technology or diagnose problems to correct performance issues is limited. Requires help to perform maintenance tasks.
<b>NOTES:</b>	<b>Technology</b> can mean any digital or industrial device used to accomplish a task (e.g., blood pressure monitor, computer, drone, labkit, calculator, etc.). <b>Data</b> can mean any information used to accomplish a task.		

## Appendix C: Communication

<b>College-wide Outcome:</b> the ability to create meaning and enhance understanding between author and audience by listening, reading, speaking, and writing effectively.			
Mastering	Achieving	Developing	Beginning
<b>Indicator 1: Composes developed and supported communication.</b>			
Composes communication that conveys a deep understanding of a specific topic by synthesizing credible, relevant evidence from a variety of sources and source types in support of an original idea.	Composes communication that conveys an effective understanding of a specific topic by synthesizing credible, relevant evidence from a variety of sources in support of an original idea.	Composes communication that conveys a broad understanding of a topic with attempts at using some relevant and/or credible sources in support of an idea.	Composes communication that focuses on a general topic and uses evidence in support of claims about that idea.
<b>Indicator 2: Demonstrates integrative communication.</b>			
Chooses content, tone, syntax, and formatting appropriate for a specific audience, discipline, or context in a way that communicates meaning with clarity and fluency as well as demonstrates awareness of the interdependence of language and meaning, thought, and expression.	Chooses content, syntax, and formatting appropriate for a certain audience or discipline in a way that communicates meaning with clarity as well as demonstrates awareness of the interdependence of language and meaning.	Chooses content, syntax, or formatting appropriate for a certain discipline in a way that communicates meaning with only a few points of confusion and demonstrates some awareness of the relationship between form and content.	Chooses content, syntax, or formatting appropriate for a specific assignment but may not demonstrate an awareness of audience or discipline. Attempts but struggles to communicate ideas clearly to readers.
<b>Indicator 3: Organizes information logically.</b>			
Consistently applies a logical structure designed to support a specific, unified idea, theme, or thesis and signals this organization clearly to the audience using strategies appropriate to a specific discipline.	Consistently applies a logical structure designed to support a unified idea, theme, or thesis and signals this organization to the audience using appropriate strategies.	Applies a recognizable structure in support of a broad idea, theme, or thesis with some attempt to signal this organization to the audience.	Attempts to apply a formulaic structure in support of a broad idea, theme, or thesis but may not signal this organization to the audience.
<b>Indicator 4: Interprets communication.</b>			
Applies strategies that relate ideas, structure, or other features of the text to build knowledge or insight. Recognizes implications of a text for contexts, perspectives, or issues beyond the assigned task or the explicit message of the communication.	Identifies relationships among ideas, structure, or other features of a text to evaluate how they support an advanced understanding of the communication as a whole. Uses the text, and general or contextual knowledge, to draw more complex inferences about the message and attitude intended by the communication.	Identifies relationships among ideas, structure, or other features of a text and recognizes how they support the main idea and draws basic inferences about context and purpose of the communication.	Identifies features of a text (e.g. content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks and apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
<b>NOTES:</b>	<b>Communication</b> can take the form of, but is not limited to, essays, videos, trifolds, web pages, articles, multi-media presentations, memos, reports, speeches, etc. All of these might also be referred to as “ <b>texts</b> ” whether or not they are in written form.		

## Appendix D: Critical Thinking

<b>College-wide Outcome:</b> Comprehensive exploration of ideas, issues, artifacts, and experiences across college disciplines that transfer to new, complex situations within and beyond the campus. This includes both quantitative and non-quantitative problem solving.			
<b>Mastering</b>	<b>Achieving</b>	<b>Developing</b>	<b>Beginning</b>
<b>Indicator 1: Defines problem, selects topic, or explains issues.</b>			
Articulates problem, topic, or issue logically and clearly. Represents all relevant information in a way that shows an understanding of the objective(s).	Articulates problem, topic, or issue using adequate details. Represents some relevant information in a way that shows an understanding of the objective(s).	Articulates problem, topic, or issue but leaves out relevant information. Represents some information in a way that shows a partial understanding of the objective(s).	Articulates problem, topic, or issue but only in a general way. Represents unrelated information in a way that shows limited understanding of the objective(s) and includes irrelevant information.
<b>Indicator 2: Analyzes strategies, research, or evidence.</b>			
Analyzes multiple strategies, resources, evidence, and/or assumptions. Demonstrates various approaches that apply to the objective(s).	Analyzes multiple strategies, resources, evidence, and/or assumptions. Demonstrates some approaches that apply to the objective(s).	Analyzes some strategies, resources, evidence, and/or assumptions. Demonstrates one or too few approaches that apply to the objective(s).	Identifies strategies, resources, and evidence, and/or makes assumptions, some of which are irrelevant to the objective(s).
<b>Indicator 3: Articulates a solution, a process/product plan, or a position (perspective, thesis/hypothesis).</b>			
Articulates a solution, process/product plan, or position in an imaginative, clear, and focused way that integrates relevant information linked to the scope of the objective(s).	Articulates a solution, process/product plan, or position in a clear and focused way that integrates some relevant information linked to the scope of the objective(s).	Articulates a solution, process/product plan, or position that includes some information unrelated to the scope of the objective(s).	Articulates a solution, process/product plan, or position, but in a vague way.
<b>Indicator 4: Implements a solution, develops a process/product, or forms a conclusion.</b>			
Implements a solution, creates a process/ product, or tests a position that reflects a thorough and insightful understanding of the objective(s).	Implements a solution, creates a process/product, or tests a position that reflects a general understanding of the objective(s).	Implements a solution, creates a process/product, or tests a position that reflects a limited understanding of the objective(s).	Implements a solution, creates a process/product, or tests a position that is not related to the objective(s).
<b>Indicator 5: Demonstrates integrative thinking.</b>			
Adapts and applies techniques, methods, and theories gained in one situation to a new situation to resolve challenging and complex problems or issues in new ways.	Adapts and applies techniques, methods, and theories gained in one situation to a new situation to explain problems or issues.	Applies techniques, methods, and theories gained in one situation to a new situation, but in way that only partially explains problems or issues.	Identifies the techniques, methods, and theories gained in one situation to use in a new situation.

## Appendix E: CwOLA Assessment Plan Worksheet

Directions: Complete a worksheet for each indicator mapped High in your course. (See rubric on Page 2 for all indicators). Delete the example and replace with your information

1. Instructor Name: \_\_\_\_\_
2. Course ID Item number: \_\_\_\_\_
3. CwOLA: ***Information Literacy and Technology***
4. Indicator: \_\_\_\_\_
5. **Outcome:** Which *course-level* outcome (these are called *Intended Learning Outcomes* on the Master Course Outline) aligns at a HIGH level with this CwOLA indicator being assessed?

*Example: Evaluate multiple strategies, services, and resources to develop possible solutions to remove barriers to success aligns with Indicator 3 Selects and applies technology*

6. **Presentation of Content:** What teaching activities are you doing to intentionally prepare students for mastering this course outcome and CwOLA indicator?

*Example: Demonstrating Canvas*

7. **Demonstration of Learning:** What assignment (or exam) will be used to measure student learning on this course outcome and CwOLA indicator?

*Example: Students will successfully post in a discussion on the course shell, add their picture and email address to their settings profile, and set notifications for due dates and grades.*

8. **Alignment:** How will you align the Indicator levels (Mastering, Achieving, Developing, Beginning) with your assignment for CwOLA scoring purposes? (*Refer to rubric level descriptions in choosing the alignment*)

*Example: Mastering – all elements completed successfully, Achieving – all elements completed successfully but student required assistance, Developing – three of four items completed, Beginning – less than three items completed.*

9. Tally: Enter the number of students who performed at each level on the above assessment based on the ILT rubric.
  - a. Beginning:
  - b. Developing:
  - c. Achieving:
  - d. Mastering:

**SAVE THIS COMPLETED DOCUMENT FOR ENTERING DATA INTO THE CWOLA TOOL**