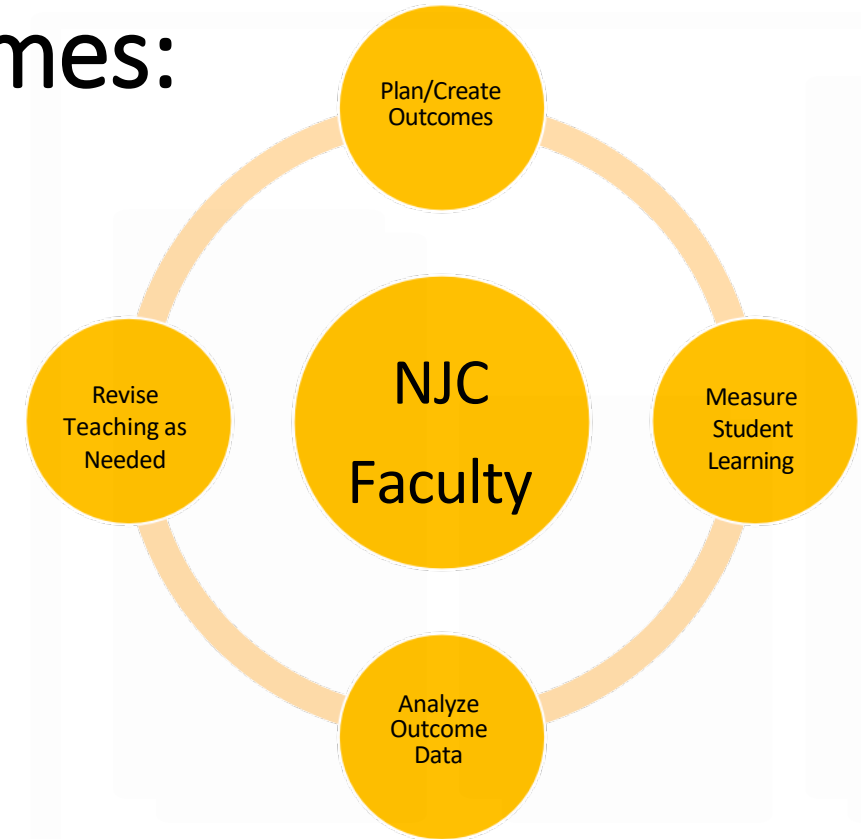


Institutional Student Learning Outcomes: ZERO to SIXTY: How Northeastern Completed FIVE Rubrics in FIVE Months



Presented by:

Veronica Koehn, Ph.D., Dean of Liberal Arts and Sciences

Sam Soliman, Vice President of Academic Affairs

Leslie Weinsheim, Director of Institutional Research

Stephanie Weatherill, English Faculty

With assistance from the NJC Assessment Leadership Team (ALT)

Brant Davis, Jeri Garrett, Brian Lewton, Nathan Robinson, Brady Ring, Lisa Werts, and Shelby Winchell

And invaluable input from NJC Faculty.

Contact Info: Veronica.Koehn@njc.edu

Overview

- Session Outcomes
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- Background
- Poll
- Rubrics
- Fall 2022
- Spring 2023
- HLC 4 Year Review
- Fall 2023
- Spring 2024
- Fall 2024
- Looking Ahead
- Poll



Session Outcomes

- Learn about our process.
- Find takeaways for your institution.



Poole Hall and Alumni Clock Tower

Northeastern Demographics

- Located in Sterling, Colorado
- Population of Sterling – 12,954
- Students per academic year-1,931
- Fall 2024 enrollment – 1,260
- Retention Rate – 72%
- Graduation Rate – 54% (Fall 2020 Cohort)
- Athletic Teams – 10
- Full Time Faculty –39 Part-time Faculty-32
- 6 Residence Halls – 578 beds
- 80+ Programs – CTE and Transfer



Campus Photo

Background: Northeastern Assessment

- In **2016 and 2017**, we looked at Colorado Department of Higher Education rubrics; we wrote our own.
- Prior to **2018**, data was saved by instructors, but not shared.
- D2L was used for some data storage, but it couldn't be datamined.
- Most departments moved to using spreadsheets.
- In **2018**, we kick-started assessment after the HLC Site Visit with a full-time Assessment Director.



Background

At that time, Northeastern had three assessment areas.

Students will **grow** as they:

- **Communicate effectively.**
- **Think critically and/or creatively.**
- **Demonstrate marketable behavior for the workplace and/or transfer institution.**



Background

- NJC focused on course-level assessment.
 - In Colorado, Common Course Numbering System is standardized and has corresponding course-level outcomes.
 - No rubrics to allow for large-scale assessment beyond course-level.
- Prior to 2019, many programs did not have Program Student Learning Outcomes (PSLOs).



Background

In Spring of 2019, five faculty and new Assessment Director went to HLC training on Assessment. With that inspiration, we came home with brand new plan for assessment.



Cosmetology Manicure Room



Career and Technical Education-Auto/Diesel

Background

In Fall 2019, we brought in HLC Assessment Trainer Susan Hatfield to fall in-service; from that we created and updated institutional outcomes. All faculty and coaching staff were involved in this process.

For institutional outcomes we selected:

- communication
- critical thinking
- professionalism
- quantitative literacy



Liberal Arts Building

Background

- Spring 2020 COVID.
- Fall of 2020 and Spring 2021 we focused on collecting course data to build databases, so we could look at **program** and **institutional** outcomes.
- Director of Academic Excellence (Veronica) hired in October 2021.



Background

- By the end of **2021**
 - **No** Institutional Student Level Learning Outcome rubrics
 - **Still very few** programs with Program Level Student Learning Outcomes
 - An **upcoming** HLC Four-Year **Assurance Review**
 - HLC Site Virtual Visit 2023



Our First Rubric

- Need for some institutional-level assessment deliverable for HLC review
 - Consult with the Assessment Leadership Team began drafting rubric for the Communication ‘goal area’.
 - Why?
 - Education and Experience
 - A few programs were doing solid Communication assessment using rubrics



Volleyball

Rubric 1: Communication

- Rubric draft shared with the Assessment Leadership Team and revised based on their feedback.
- Assessment Tour
- Here is our Communication rubric (please see “Communication Rubric” attachment).





Fall 2022 In-Service: ISLOs and PSLOs

- New VPAA
 - Utilized In-service
 - Organic Evolution – made it a workday (morning and afternoon)
 - Moved from goal-areas to Institutional Student Learning Outcomes (ISLOs)
 - Had Faculty Define 4 or 5 and ensure that diversity-related outcome was included
- ***We wanted to maximize faculty buy-in with the process, so we asked them to create the outcomes.***

Fall 2022: ISLOs

Northeastern now has five Institutional Student Learning Outcomes (ISLOs).

1. Think critically and creatively to solve problems.
2. Communicate ideas, values, and perspectives effectively.
3. Demonstrate skills to fulfill professional expectations and prepare for chosen career.
4. Recognize the interconnectedness of global, national, and local concerns in regards to cultural, political, social, and environmental issues.
5. Apply scientific and mathematical concepts.



Fall 2022 In-Service: PSLOs

- Divided Faculty into program-majors-departments to draft PSLOs
- *By the end of the Fall 2022 In-Service, Northeastern had 5 ISLOs, and nearly all of our programs had solid PSLOs—all created by faculty!*



Fall 2022 continued...

Assessment Leadership Team PSLOs

- The ALT reviewed all **PSLOs** to ensure that all outcomes were measurable.
 - The ALT also began to map each program's **PSLOs** to the **ISLOs**.
 - The ALT offered minor feedback to programs where needed.
 - The programs approved of the ALT's suggestions, and all PSLOs were approved by the ALT at the end of **Fall 2022**.



Spring 2023 In-Service:

- Faculty grouped by program to map PSLOs to the Communication ISLO.
- Reviewed and corrected ALT's initial PSLO mappings.
- Identified CCNS outcomes aligning with PSLOs for Spring 2023 courses.
- Resulted in the completion of the first assessment plan.
 - Please see “Spring 2023” attachment.
- IR Director is now using these plans to build curriculum maps.



Photo Courtesy of Leslie Weinsheim

HLC 4-Year Review

- Our HLC 4-Year Review lock date was 2/6/23.
- We were able to provide the following evidence of our assessment processes:
 - 2023 Assessment Plan for Communication ISLO
 - Five Northeastern ISLOs
 - Rubric for the Communication ISLO
 - Program PSLOs for the vast majority of Northeastern programs
- Review of findings
- **Moving along!!**



Northeastern Basketball

Spring 2023: ALT Diversity Rubric Work

- The ALT & NJC's Diversity outcome and rubric
- AAC&U Recommendation
 - We perused AAC&U VALUE rubrics to draft our criteria for assessment; we ended up borrowing from the Civic Engagement, Global Learning, and the Intercultural Knowledge and Competence VALUE rubric.
- Here is the Diversity rubric (please see “Diversity Rubric” attachment).



Northeastern Students Photo

Fall 2023 In-Service: Reviewing the Diversity Rubric

- Fall 2023 In-Service, faculty **reviewed draft** of the Diversity Rubric (created by ALT in Spring 2023).
- Compared it with VALUE rubrics to suggest additional criteria.
- Faculty reviewed and approved the Diversity rubric **without** revisions.
- Northeastern now has **two fully approved ISLO rubrics** (by August 2023).
- Diversity Rubric developed and finalized - **4 months!!**
- ***We decided to speed up the process.***



Fall 2023 In-Service: Five New ISLO Rubrics



Mr. Northeastern Jack Annan

Randomly assigned faculty member to one of five groups, (for each of the ISLO rubrics)

Each group received VALUE rubrics relevant to their assigned outcome.

Faculty tasked with creating new rubrics, using Diversity rubric as a model.

Spent the afternoon developing rubrics with ALT members available for support.

Future improvement: Assign an ALT member to each group for better guidance.

Fall 2023: Assessment Leadership Team Rubric Work



Spring 2024 In-Service: Reviewing 5 Rubrics

- Continuing to promote as an **all-faculty endeavor**.
- ALT reviewed rubrics with faculty.
- Here are the **five ISLO rubrics** the faculty created (note: all are included as attachments):
 - Critical Thinking Rubric
 - Creative Thinking Rubric
 - Professionalism Rubric
 - Science Rubric
 - Quantitative Literacy Rubric
- To **maximize** faculty rubric use and **minimize** opting out of assessments, **faculty** decided which criteria to allow for N/A option.

Spring 2024: Northeastern Assessment Plan



Professionalism and Diversity are to be assessed in 2024.



Grouped faculty

Review ISLOs and PSLOs
Review CCNS CSLOs and map to PSLO(s)
Map their PSLOs to the Professionalism and Diversity ISLOs.

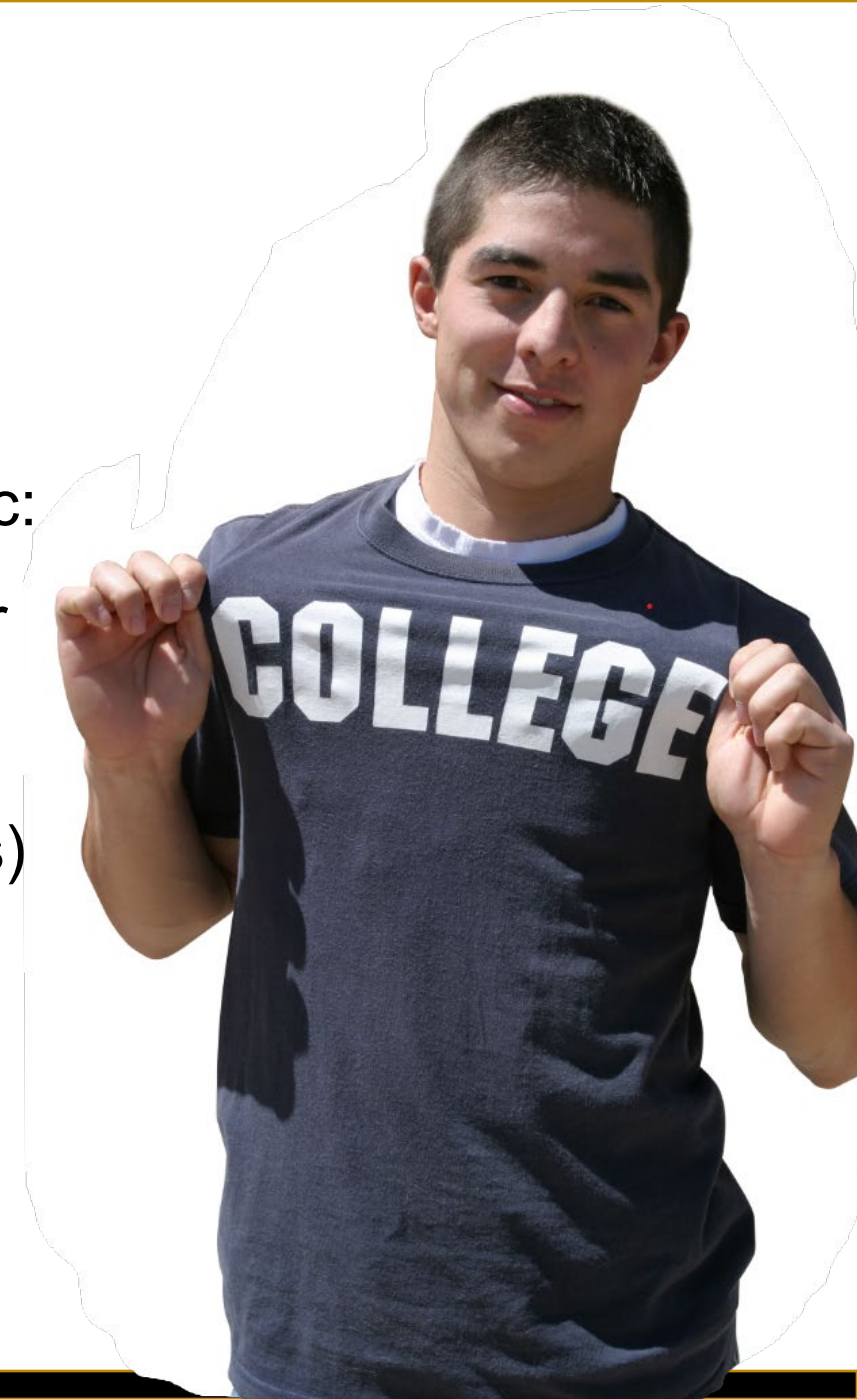


Revised Assessment plan

We drafted a Spring 2024 Assessment Plan (Please see “Spring 2024 Assessment Plan” attachment).

Fall 2024: Benchmarks!

- ALT emphasized setting goals for assessments.
- Faculty established benchmarks for each ISLO rubric:
 - Critical & Creative Thinking:** 70% at 2 or higher
 - Communication:** 80% at 2 or higher
 - Professionalism:** 75% at 3 or higher (CTE focus)
 - Diversity:** 60% at 2 or higher (considering rural/conservative context)
 - Science & Math:** 70% at 2 or higher



Looking Ahead: Where We Go From Here

- **Northeastern's Program Assessment Updates**
 - Faculty will start creating **PSLO** rubrics, guided by **ISLO** rubrics
 - Continuous growth in curriculum mapping through each assessment plan
 - Ongoing improvements with the most recent assessment plan drafted
 - Formalizing a program report template
 - Implementing SPOL software, seeking feedback on faculty buy-in strategies



Northeastern Rodeo Team

Conclusion

- **How awesome are NJC faculty?!?**
- ***They created five rubrics in five months!***
- Created intentional and detailed assessment plans
- Fall 2024 assessment plan prepared
- Clear deliverables outlined for HLC monitoring report
- Targeting success in meeting Criterion 4B for 2028 Assurance Review!!

- Here is our Fall 2024 Assessment Plan (Please see “Fall 2024 Assessment Plan” attachment).



Thank you!

Questions?

Contact Info: Veronica.Koehn@njc.edu



Northeastern Assessment
100 College Avenue
Sterling, CO 80751
(970) 521-6600



	4: High Proficiency	3: Demonstrated Proficiency	2: Developing Proficiency	1: No or Very Limited Proficiency	N/A (not required for assignment used for assessment)
Explanation of Issues	<ul style="list-style-type: none"> Issue/problem is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. 	<ul style="list-style-type: none"> Issue/problem is stated, described, and clarified so that understanding is not seriously impeded by omissions. 	<ul style="list-style-type: none"> Issue/problem is stated but description leaves terms undefined, ambiguities unexplored, boundaries undetermined, or backgrounds unknown. 	<ul style="list-style-type: none"> Issue/problem is stated without clarification or description. 	
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	<ul style="list-style-type: none"> Information from source(s) provides interpretation/evaluation that develops a comprehensive analysis or synthesis. All evidence-based sources are thoroughly examined for credibility. 	<ul style="list-style-type: none"> Information from source(s) provides interpretation/evaluation that develops a coherent analysis or synthesis. Most evidence-based sources are examined for credibility. 	<ul style="list-style-type: none"> Information from source(s) provides interpretation/evaluation but does not develop a coherent analysis or synthesis. Evidence-based sources are taken as mostly fact, with limited evidence of being examined for credibility. 	<ul style="list-style-type: none"> Information is taken from source(s) without any interpretation/evaluation of credibility. Evidence-based sources are taken as fact, without evidence of sources being examined for credibility. 	
Influence of Context and Assumptions	<ul style="list-style-type: none"> Thoroughly analyzes own and others' assumptions. Carefully evaluates the relevance of all contexts when presenting a position. 	<ul style="list-style-type: none"> Identifies and explains own and others' assumptions. Evaluates several relevant contexts when presenting a position. 	<ul style="list-style-type: none"> May be more aware of others' assumptions than one's own (or vice versa), but neither own assumptions nor others' assumptions are fully identified or explained. Identifies a few relevant contexts when presenting a position. 	<ul style="list-style-type: none"> Shows little to no awareness of basis of own assumptions and no awareness of others' assumptions. Begins to identify some limited contexts when presenting a position. 	
Student's Position (perspective, thesis/hypothesis)	<ul style="list-style-type: none"> Specific position is imaginative, taking into account multiple credible arguments. Limits of position are acknowledged, and others' points of view are synthesized. 	<ul style="list-style-type: none"> Specific position takes into account multiple arguments. Others' points of view are acknowledged. 	<ul style="list-style-type: none"> Specific position acknowledges but does not integrate different arguments. 	<ul style="list-style-type: none"> Specific position is stated but is simplistic and obvious. 	
Conclusions and Related Outcomes (implications and consequences)	<ul style="list-style-type: none"> Conclusions and related outcomes are logical and reflect student's informed evaluation of multiple viewpoints. Evidence and perspectives are discussed in priority order. 	<ul style="list-style-type: none"> Conclusion is logically tied to a range of information, including opposing viewpoints. Related outcomes are identified clearly. 	<ul style="list-style-type: none"> Conclusion is logically tied to information. Not all related outcomes are identified clearly. 	<ul style="list-style-type: none"> Conclusion is inconsistently tied to some of the information discussed. Related outcomes are oversimplified or not addressed at all. 	

	4 ¹ : High Proficiency	3: Demonstrated Proficiency	2: Developing Proficiency	1: No or Very Limited Proficiency	N/A (not required for assignment used for assessment)
<p>Acquiring Knowledge and Competencies <i>This step refers to acquiring strategies and skills within a particular creative domain.</i></p>	<ul style="list-style-type: none"> Articulates a clear understanding of the creative domain. Competently and creatively engages in hands-on skills with no assistance required. 	<ul style="list-style-type: none"> Demonstrates a nuanced understanding of the creative domain. Demonstrates competency in hands-on skills with little to no assistance throughout the process. 	<ul style="list-style-type: none"> Demonstrates a developing understanding of creative domain. Begins to demonstrate competency in hands-on skills related to the creative domain, but needs assistance throughout the process. 	<ul style="list-style-type: none"> Does not demonstrate understanding of creative domain. Does not demonstrate competency in hands-on skills related to the creative domain. 	
<p>Taking Risks <i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment (i.e., going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions).</i></p>	<ul style="list-style-type: none"> Actively seeks out and follows through on untested approaches to the assignment in the final product that expand the student's level of creative thinking. 	<ul style="list-style-type: none"> Successfully incorporates new approaches to the assignment in the final product. 	<ul style="list-style-type: none"> Attempts to incorporate new approaches in the assignment. 	<ul style="list-style-type: none"> Little or no incorporation of innovative thinking in the assignment. 	

¹ The high proficiency column is greyed out because we would expect juniors or seniors to achieve this level after they have completed most of their schooling; in other words, we would not expect freshmen and sophomores to achieve this level. If some of your students reach high proficiency, please record their score as "4," but if none meet this benchmark, that is completely fine. If too many score a 4 here, in fact, we may need to revise the outcome and/or have additional norming sessions.

<p>Solving Problems <i>Considers multiple approaches to solving a problem; analyzes alternatives</i></p>	<ul style="list-style-type: none"> • Not only develops a logical plan to solve the problem, but recognizes consequences of solution and, if applicable, can articulate reason for choosing solution. 	<ul style="list-style-type: none"> • Having selected from among alternatives, develops a logical, consistent plan to solve the problem. 	<ul style="list-style-type: none"> • Considers and rejects less acceptable approaches to solving the problem. 	<ul style="list-style-type: none"> • Only a single approach is considered and may or may not be used to solve the problem. 	
<p>Understanding Contradictory Perspectives</p>	<ul style="list-style-type: none"> • Fully integrates alternate, divergent, or contradictory perspectives or ideas. 	<ul style="list-style-type: none"> • Incorporates alternate, divergent, or contradictory perspectives. 	<ul style="list-style-type: none"> • Recognizes the value of alternate, divergent, or contradictory perspectives. 	<ul style="list-style-type: none"> • Little or no understanding of alternate, divergent, or contradictory perspectives or ideas. 	
<p>Innovative Thinking <i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i></p>	<ul style="list-style-type: none"> • Produces a high-quality and original unique idea, question, format, or product. 	<ul style="list-style-type: none"> • Synthesizes existing ideas to begin to create a unique idea, question, format, or product. 	<ul style="list-style-type: none"> • Attempts to create a unique idea, question, format, or product, by slight modifications to current ideas. 	<ul style="list-style-type: none"> • Reformulates or restates a collection of available ideas. 	

Benchmark: 70% at 2 or higher

	4 ¹ : High Proficiency	3: Demonstrated Proficiency	2: Developing Proficiency	1: No or Very Limited Proficiency	N/A (not required for assignment used for assessment)
Thesis/Central Idea: Thesis/central idea is clearly stated and purposive ²	<ul style="list-style-type: none"> The thesis is clear and purposeful Thesis is composed in a way that engages the audience 	<ul style="list-style-type: none"> The thesis/central idea is clear and purposeful³ Thesis composition style does not fully engage the audience 	The thesis/central idea is clearly stated, but it is very basic (i.e., “this paper/speech is about X”)	No clear thesis/central idea	X ⁴
Content/Support: Supporting details clearly explain/defend the main idea; extensive and detailed explanation/description/analysis of issue or concept; use of relevant sources/industry standard concepts to explain the issue/support the thesis	<ul style="list-style-type: none"> Supporting details are well-chosen and have extensive detail to fully support the thesis/explain the issue The paper/presentation purpose is clear A variety of types of support (multiple credible sources, graphics if applicable, etc.) are flawlessly integrated 	<ul style="list-style-type: none"> Supporting details fully support the thesis, but the sources are not as strong as they could be Support types may be limited to one or two types of support (websites rather than academic articles, for example) The sources are, overall, well-integrated 	<ul style="list-style-type: none"> Supporting details begin to support the thesis, but more support is needed to fully support the thesis/claim Source integration may be choppy 	<ul style="list-style-type: none"> Supporting details are lacking Not enough supporting details to support the thesis 	X ⁵
Intro (except thesis): Introduction captures readers’ attention; introduction shows why the topic/issue is important; introduction introduces/summarizing the supporting details that will be developed in the body section	<ul style="list-style-type: none"> The introduction clearly draws the audience in The intro shows why the topic/issue is important and should be discussed at the present time The introduction smoothly and clearly summarizes the supporting points 	<ul style="list-style-type: none"> The intro clearly draws the audience in, though perhaps not as effectively as it could The intro shows why the topic/issue is important, but it may not be clear why it should be discussed at the present time The intro provides a summary of the supporting points, but it may be choppy 	<ul style="list-style-type: none"> Introduction is very basic (e.g., “This paper/speech is about X.”) Whole pieces of intro criteria are missing or in such poor form that they are ineffective 	No discernable introduction	<i>You can “N/A” this performance indicator if it is not measured in the assignment you are using for this assessment.</i>

¹ The high proficiency column is greyed out because we would expect juniors or seniors to achieve this level after they have completed most of their schooling; in other words, we would not expect freshmen and sophomores to achieve this level. If some of your students reach high proficiency, please record their score as “4,” but if none meet this benchmark, that is completely fine. If too many score a 4 here, in fact, we may need to revise the outcome and/or have additional norming sessions.

² Several programs assessed communication with “takes a position” or “makes a claim”; that would be equivalent to a “thesis statement,” so every program should be able to assess on this criterion

³ “Purposeful” means that the claim is stated in such a way that the speaker/writer will have to work to prove it

⁴ Programs should, at the very least, find an assignment/activity where the students make a claim and support it, so the two criteria with a “X” in the N/A column mean that faculty cannot N/A these two criteria.

⁵ Several programs assessed communication with “supports their position” or “supports their claim”; that would be equivalent to the “support” criteria here, so every program should be able to assess on this criterion

<p>Organization: Paragraphs (in writing) or body points (in speech) are each unified around a single idea that supports the thesis/central idea; ideas are linked by clear transitions; the organizational pattern is effective for the purpose of the paper/speech</p>	<ul style="list-style-type: none"> • Paragraphs/body points are unified around a single idea (i.e., a topic sentence) • The organizational pattern is not only effective but actively adds to the argument/position • The transitions are clear, present, and smooth and guide the reader/listener seamlessly through the paper or speech 	<ul style="list-style-type: none"> • Paragraphs/body points are each unified around a single idea (i.e., a topic sentence) • The organizational pattern is effective • The transitions are present, but they are not as smooth and/or as clear as they could be 	<ul style="list-style-type: none"> • Paragraphs/body points are each unified around a single idea (i.e., a topic sentence) • There are no clear transitions and/or the organizational pattern is not effective 	<ul style="list-style-type: none"> • No clear paragraphs/body points or • No clear coherence/order to the paragraphs 	<p><i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i></p>
<p>Language/Voice: Professional voice is evident and consistent; language is clear and appropriate for audience and purpose; language effectively keeps audience's attention throughout</p>	<ul style="list-style-type: none"> • Professional voice is clear and consistent throughout • Language choices not only show consideration of audience and purpose and work to fully engage the audience • Language also contribute to the overall effectiveness of the paper/presentation 	<ul style="list-style-type: none"> • Professional voice is overall clear and consistent throughout • Language choices show consideration of audience and purpose • Language helps to engage the audience • At times, language contributes to the effectiveness of the paper/presentation 	<ul style="list-style-type: none"> • Professional voice is evident but not as consistent as it could be • Language is clear and, at times, shows consideration of audience and purpose • Language does not interfere with the effectiveness but does not contribute to the effectiveness of the paper/presentation 	<ul style="list-style-type: none"> • Professional voice is inconsistent • Language choices are not clear or appropriate for the audience and purpose • Language choices may interfere with the effectiveness of the paper/presentation 	<p><i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i></p>
<p>Delivery/Grammar: Delivery, including eye contact, gestures, kinesics, and vocalics for a speech are effective; use of grammar and mechanics is appropriate for a written paper</p>	<ul style="list-style-type: none"> • Nonverbal delivery is effective and adds to presentation, including eye contact, gestures, kinesics, and vocalics are effective and add to the overall presentation • Grammar and mechanics are correct and used in a way that contribute to the effectiveness of the paper 	<ul style="list-style-type: none"> • Nonverbal delivery is excellent overall, though there may be a few disfluencies in voice, gesture, or eye contact, but not so many that it impacts the overall presentation • Grammar and mechanics are excellent overall, but there are a few issues with grammar/mechanics 	<ul style="list-style-type: none"> • Nonverbal delivery shows frequent loss of eye contact and/or there are multiple disfluencies in voice and/or gesture, but the delivery does not greatly impact the overall presentation • Grammar and mechanics issues are frequent enough to be noticeable to every reader but not so poor as to affect comprehension of message 	<ul style="list-style-type: none"> • Nonverbal delivery negatively affects how the presentation is received • Grammar and mechanics issues make the paper hard to read and comprehend 	<p><i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i></p>

<p>Citations, Formatting, and Citation Style: Source attributions/citations are correctly presented in chosen style (APA, MLA, or Chicago); quotes are properly integrated; formatting (margins, pages, font, line spacing for papers; time for presentations) is correct</p>	<ul style="list-style-type: none"> • Flawless use of citations in chosen style (APA, MLA, or Chicago) • Any quotes are properly integrated • Formatting (margins, pages, font, line spacing for papers; time for presentation) is correct 	<ul style="list-style-type: none"> • Minor errors in citation in chosen style • Quotes are integrated, but style use shows minor errors/is not 100% correct • Formatting (margins, pages, font, line spacing for papers; time for presentation) is correct overall (maybe a couple of minor errors in paper formatting, 30 seconds or less off on timing for a speech) 	<ul style="list-style-type: none"> • There is an effort to use the required citation style (APA, MLA, or Chicago), but there are multiple errors in style use • Formatting (margins, pages, font, line spacing for papers; time for presentation) is okay, but there are minor issues (some errors in paper formatting, 1 minute or more off on timing for a speech) 	<ul style="list-style-type: none"> • No obvious citation style is used • There may not be any citations, or, if there are citations, the citations are not in a recognized style 	<p><i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i></p>
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Benchmark: 80% at 2 or higher

Professionalism

Professionalism					
	4 (Professional)	3 (Developing)	2 (Novice)	1 (Unprofessional)	n/a
Work Ethic	<p>Consistently does all of the following:</p> <ul style="list-style-type: none"> • Show up to class • Show up on time • Do the daily tasks/assignment 	<p>Consistently does two of the following:</p> <ul style="list-style-type: none"> • Show up to class • Show up on time • Do the daily tasks/assignment 	<p>Consistently does one of the following:</p> <ul style="list-style-type: none"> • Show up to class • Show up on time • Do the daily tasks/assignment 	<p>Fails to consistently do any of the following:</p> <ul style="list-style-type: none"> • Show up to class • Show up on time • Do the daily tasks/assignment 	
Demonstrate Ethical Behavior	<p>Consistently demonstrates all of the following:</p> <ul style="list-style-type: none"> • Honesty • Trustworthiness • Originality 	<p>Consistently demonstrates two of the following:</p> <ul style="list-style-type: none"> • Honesty • Trustworthiness • Originality 	<p>Consistently demonstrates one of the following:</p> <ul style="list-style-type: none"> • Honesty • Trustworthiness • Originality 	<p>Fails to consistently demonstrate any of the following:</p> <ul style="list-style-type: none"> • Honesty • Trustworthiness • Originality 	
Portray a Professional Attitude	<ul style="list-style-type: none"> • Takes initiative to participate. • Shows enthusiasm and takes responsibility for learning. • Demonstrates a deep respect for others. • Is tolerant of other viewpoints. • Receptive to feedback/instruction. 	<ul style="list-style-type: none"> • Shows a willingness to participate. • Shows some enthusiasm and takes some responsibility for learning. • Demonstrates respect for others. • Is generally tolerant of other viewpoints. • Somewhat receptive to feedback/instruction. 	<ul style="list-style-type: none"> • Hesitant but still willing to participate. • Lacks responsibility for learning. • Demonstrates limited respect for others. • Demonstrates limited tolerance for other viewpoints. • Often not receptive to feedback/instruction. 	<ul style="list-style-type: none"> • Reluctant to participate. • Does not show respect for others. • Does not tolerate other viewpoints. • Not receptive to feedback/instruction. 	

<p>Maintain an Appropriate Appearance</p>	<ul style="list-style-type: none"> Grooming, clothing, and/or PPE is completely appropriate for the setting. All applicable industry standards are met. 	<ul style="list-style-type: none"> Grooming, clothing, and/or PPE is generally appropriate for the setting. Most applicable industry standards are met. 	<ul style="list-style-type: none"> Grooming and/or clothing is unacceptable for the setting, but can be modified for the immediate situation. Some applicable industry standards are met. 	<ul style="list-style-type: none"> Grooming and/or clothing is unacceptable for the setting <i>and</i> cannot be modified for the immediate situation Few to no industry standards are consistently met 	
<p>Conduct Oneself in an Appropriate Manner with Others</p>	<p>Does all four of the following:</p> <ul style="list-style-type: none"> Works well with others. Encourages others. Interacts appropriately with others. Interacts positively with others. 	<p>Does three of the following:</p> <ul style="list-style-type: none"> Works well with others. Encourages others. Interacts appropriately with others. Interacts positively with others. 	<p>Does two of the following:</p> <ul style="list-style-type: none"> Works well with others. Encourages others. Interacts appropriately with others. Interacts positively with others. 	<p>Does one of the following:</p> <ul style="list-style-type: none"> Works well with others. Encourages others. Interacts appropriately with others. Interacts positively with others. 	

Benchmark: 75% at 3 or higher

	4 ¹ : High Proficiency	3: Demonstrated Proficiency	2: Developing Proficiency	1: No or Very Limited Proficiency	N/A (not required for assignment used for assessment)
Attitudes	<ul style="list-style-type: none"> Asks deep questions about other cultures Seeks out and articulates answers to these questions; answers reflect multiple cultural perspectives 	<ul style="list-style-type: none"> Asks probing questions about other cultures Seeks out answers to these questions 	<ul style="list-style-type: none"> Asks simple/surface-level questions about other cultures Does not actively seek out deep/probing answers to these questions (satisfied with surface-level answers) 	<ul style="list-style-type: none"> Demonstrates minimal interest in learning more about other cultures 	<p><i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i></p>
Understanding Diversity of Communities and Cultures	<ul style="list-style-type: none"> Demonstrates adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures Promotes others' engagement with diversity 	<ul style="list-style-type: none"> Reflects on how one's own attitudes and beliefs are different from those of other cultures and communities Exhibits curiosity about what can be learned from diversity of communities and cultures 	<ul style="list-style-type: none"> Demonstrates awareness that own attitudes and beliefs are different from those of other cultures and communities Exhibits little curiosity about what can be learned from diversity of communities and cultures 	<ul style="list-style-type: none"> Expresses attitudes and beliefs as an individual, from one's own one-sided view Is indifferent or resistant to what can be learned from diversity of communities and cultures 	<p><i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i></p>
Cultural Knowledge	<ul style="list-style-type: none"> Able to explain 4 or more elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs, and/or practices Begins to analyze knowledge (facts, theories, etc.) from one's own academic study/field/discipline that relates to culture 	<ul style="list-style-type: none"> Able to articulate 3 elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs, and/or practices 	<ul style="list-style-type: none"> Able to identify 1-2 elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs, and/or practices 	<ul style="list-style-type: none"> Not able to identify the elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs, and/or practices 	<p><i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i></p>
Understanding Global Self-Awareness and Global Systems	<ul style="list-style-type: none"> Ability to address current trends in the natural and human 	<ul style="list-style-type: none"> Evaluates the global impact of one's own and others' specific 	<ul style="list-style-type: none"> Analyzes ways that human actions 	<ul style="list-style-type: none"> Identifies some connections between an individual's personal 	<p><i>You can "N/A" this performance indicator if it is not measured in the</i></p>

¹ The high proficiency column is greyed out because we would expect juniors or seniors to achieve this level after they have completed most of their schooling; in other words, we would not expect freshmen and sophomores to achieve this level. If some of your students reach high proficiency, please record their score as "4," but if none meet this benchmark, that is completely fine. If too many score a 4 here, in fact, we may need to revise the outcome and/or have additional norming sessions.

	<p>world based on one's perspective/views in a global context.</p> <ul style="list-style-type: none"> Evaluates major elements of global systems, including their connections and effects on human organizations and actions May pose solutions to the complex problems in the human and/or natural worlds 	<p>local actions on the natural and/or human world</p> <ul style="list-style-type: none"> Analyzes major elements of global systems, including their connections and effects on human organizations and/or actions 	<p>influence the natural and/or human world</p> <ul style="list-style-type: none"> Examines the interconnections and effects of human organizations and actions on global systems within the human and/or natural worlds 	<p>decision-making and certain local and global issues</p> <ul style="list-style-type: none"> Identifies the basic role of some global and local institutions, ideas, and processes in the human and/or natural worlds 	<p><i>assignment you are using for this assessment.</i></p>
Personal and Social Responsibility	<ul style="list-style-type: none"> Analyzes the ethical, social, and/or environmental consequences of global systems Evaluates the local and broader consequences of individual and collective interventions 	<ul style="list-style-type: none"> Explains the ethical, social, and/or environmental consequences of global systems Identifies a range of actions informed by one's sense of personal and/or civic responsibility, or prior study/knowledge 	<ul style="list-style-type: none"> Describes the ethical, social, and/or environmental consequences of local and national decisions on global systems May begin to identify some possible actions 	<ul style="list-style-type: none"> Identifies basic ethical, social, and/or environmental dimensions of some local or national decisions that have global impact 	<p><i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i></p>
Civic Engagement (mainly co-curricular)	<ul style="list-style-type: none"> Applies facts, theories, etc. from one's own academic study/field/discipline to civic engagement/to one's own participation in civic life, politics, and government 	<ul style="list-style-type: none"> Analyzes facts, theories, etc. from one's own academic study/field/discipline to one's own participation in civic life, politics, and government 	<ul style="list-style-type: none"> Begins to connect facts, theories, etc. from one's own academic study/field/discipline to one's own participation in civic life, politics, and government 	<ul style="list-style-type: none"> Begins to identify facts, theories, etc. from one's own academic study/field/discipline that is relevant to one's own participation in civic life, politics, and government 	<p><i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i></p>

Benchmark: 60% at 2 or higher

ISLO 5 Quantitative Literacy

	High Proficiency 4	Demonstrated Proficiency 3	Developing Proficiency 2	No or Very Limited Proficiency 1	N/A X
Calculation	<ul style="list-style-type: none"> Calculation is correct. 	N/A: Calculation is either correct or it is not	N/A: Calculation is either correct or it is not	<ul style="list-style-type: none"> Calculation is wrong. 	
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	<ul style="list-style-type: none"> Competently converts relevant information into an appropriate mathematical portrayal. 	<ul style="list-style-type: none"> Completes conversion of information but resulting mathematical portrayal is only partially accurate. 	<ul style="list-style-type: none"> Completes conversion of information but resulting mathematical portrayal is completely inaccurate. 	<ul style="list-style-type: none"> Unable to convert information into a mathematical portrayal 	
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	<ul style="list-style-type: none"> Provides accurate explanations of information presented in mathematical forms. <i>For example, accurately explains the trend data shown in a graph.</i> 	<ul style="list-style-type: none"> Provides somewhat accurate explanations of information with minor errors related to computations. <i>For example, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i> 	<ul style="list-style-type: none"> Attempts to explain information there are major errors related to computations. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i> 	<ul style="list-style-type: none"> Unable to explain information presented in mathematical forms <i>For example, attempts to explain trend data shown in a graph is not understood at all; no understanding of axes or what the numbers on the axes mean</i> 	
Application/Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data.</i>	<ul style="list-style-type: none"> Draws insightful, careful reasonable conclusions from the correct quantitative work completed. 	<ul style="list-style-type: none"> Draws plausible conclusions from basic quantitative analysis of the data. 	<ul style="list-style-type: none"> Hesitant or uncertain about drawing conclusions basic quantitative analysis of the data. 	<ul style="list-style-type: none"> Unable to perform any basic quantitative analysis of data. Unable to draw any conclusions from the data. 	

Benchmark: 70% at 2 or higher

	4 ¹ : High Proficiency	3: Demonstrated Proficiency	2: Developing Proficiency	1: No or Very Limited Proficiency	N/A (not required for assignment used for assessment)
Pose Scientific Questions and Generate Hypotheses: Posing questions and statements that can be answered with empirical data (observations)	Identifies a creative, focused and testable question and/or hypothesis relevant to the topic and is potentially significant yet addresses previously less-explored aspects.	Identifies a focused and testable question and/or hypothesis relevant to the topic.	Identifies a question or hypothesis that is testable but is far too general to be useful.	<ul style="list-style-type: none"> The question or hypothesis is not testable. Or no hypothesis/question presented. 	<i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i>
Locate and Present Credible and Relevant Information	Synthesizes in-depth information from credible and relevant sources representing various points of view/ approaches.	Presents in-depth information from credible and relevant sources representing various points of view/ approaches	Presents information from credible and relevant sources representing limited points of view/approaches.	<ul style="list-style-type: none"> Presents information from noncredible and/or irrelevant sources representing limited points of view/approaches. No sources used. 	<i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i>
Methods and Inquiry: Implementing methods of inquiry that lead to scientific knowledge	Undertakes and clearly explains the process taken to reach a scientific conclusion.	Correctly undertakes the process taken to reach a scientific conclusion but may not be able to fully explain the links between the process and the scientific conclusion.	Understands the correct process but omits key concepts/steps.	Inquiry does not address the question asked or hypothesis posed.	<i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i>
Analysis: Use observations to make conclusions	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to the topic.	Organizes data to reveal important patterns, differences, and/or similarities.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to the topic.	<i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i>

¹ The high proficiency column is greyed out because we would expect juniors or seniors to achieve this level after they have completed most of their schooling; in other words, we would not expect freshmen and sophomores to achieve this level. If some of your students reach high proficiency, please record their score as "4," but if none meet this benchmark, that is completely fine. If too many score a 4 here, in fact, we may need to revise the outcome and/or have additional norming sessions.

<p>Conclusions, Limitations and Implications: Distinguishing between casual and correlational relationships, determining limits and uncertainties</p>	<p>States a specific conclusion that correctly addresses the data and thoroughly addresses limitations and implications of the results.</p>	<p>States a specific conclusion that correctly addresses the data and begins to address limitations and implications of the results.</p>	<p>States a correct but overly-general conclusion that superficially ties to the data, and/or omits discussion of limitations and implications of the results.</p>	<p>States a conclusion unsupported by data and doesn't state limitations and implications of the results.</p>	<p><i>You can "N/A" this performance indicator if it is not measured in the assignment you are using for this assessment.</i></p>
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Benchmark: 70% at 2 or higher

Adapted by NJC Group 4 using the following link/website: <https://www.stockton.edu/elo/documents/rubrics/ScientificReasoningRubric-TCC.pdf>

NJC Spring 2023 Assessment Plan

Created at Spring 2023 In-Service, January 2023

Background: NJC formalized its assessment cycle in Fall 2022 after Sam Soliman, the Vice President of Academic Affairs, started at NJC. At the Fall 2022 in-service, faculty were asked to create PSLOs for their programs, and then the faculty worked together to create NJC's five ISLOs. The Assessment Leadership Team (ALT) spent Fall 2022 mapping the PSLOs to the ISLOs.

At the Spring 2023 in-service, faculty were broken into department groups and asked to ensure that the ALT had correctly mapped each programs' PSLOs. They were then asked to find which PSLO(s) mapped to the Communication ISLO (ISLO 2). They then provided a list of at least three courses that they would use to assess the PSLO(s) that mapped to Communication so that, at the end of the school year, the VPAA and DAE can write an institutional-level report about the Communication ISLO.

Future assessment plans will be completed prior to the Fall semester and cover the entire academic year. Future assessment plans will also link up the relevant CSLO(s) from each course.

Choosing Communication ISLO: Because multiple programs were already assessing Communication and thus had Communication rubrics that the Assessment Leadership Team could synthesize to create an official [NJC Communication Rubric](#), NJC opted to begin its assessment cycle with ISLO 2, which is focused on Communication (oral and written). Here is the [assessment cycle](#).

Assessment Plan for Spring 2023

ISLO 2: Communication (Students will communicate ideas, perspectives, and values effectively) will be assessed at the institutional, programmatic, and course level.

ISLO 2: Communication (Students will communicate ideas, perspectives, and values effectively.)

Science:

- PSLO 4 (Analyze data presented graphically) maps to ISLO 2.
- Will be assessed in BIO 1111, PHY 1112, CHE 1111, CHE 1112

Business

- PSLOs 1 (Critically evaluate the legal, social, and ethical issues that may arise in a business environment.), 2 (Identify and evaluate diverse stakeholder perspectives), 3 (Present a position based upon the analysis of context as it relates to an issue), and 5 (Demonstrate mastery of how context effects subject matter by incorporating relevant content as support for a written argument) map to ISLO 2.
- Will be assessed in BUS 2016, BUS 2017, MAN 1028

Nursing

- PSLOs 4 (Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons) and 5 (Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making) map to ISLO 2.
- Will be assessed in NUR 1006, NUR 1050, and NUR 2030.

English and Communication (Public Speaking)

- PSLO 1 (Students will be able to generate a clearly stated persuasive thesis that leads to an organized and clear writing or speech) maps to ISLO 2.
- Will be assessed in ENG 1010, ENG 1021, ENG 1022, COM 1150.

CNA

- PSLO 1 (Establish effective communication and interact competently with clients and the interdisciplinary team on a one-on-one basis) maps to ISLO 2.
- Will be assessed in NUA 1001

Psychology

- PSLOs 2 (Use scientific method to solving problems related to psychological concepts), 3 (Compare and contrast the complexity of sociocultural and international diversity), 4 (Apply effective writing and oral communication skills), and 5 (Collaborate effectively with others in various formats) map to ISLO 2.
- Will be assessed in PSY 1002, PSY 2221, PSY 2552, PSY 2440

Math

- PSLOs 1 (Perform mathematical calculations), 2 (Solve an application problem), 3 (Analyze a table or graph), and 4 (Communication in mathematics) map to ISLO 2
- Will be assessed in MAT 1120, MAT 1260, MAT 1340, MAT 1400, MAT 1420, MAT 2410, MAT 2420

Theatre

- PSLOs 4 (Students can respond to and critique live performances) and 5 (Recognize and evaluate elements of the production process, including different aspects of playwriting, acting, directing, design, and criticism) map to ISLO 2
- Will be assessed in THE 1005 and THE 2015

EMS/Fire Science

- PSLOs A (Demonstrate proper communication techniques within the EMS/Fire Emergency Services System), D (Summarize scene safety considerations for working within the EMS/Fire Emergency Services System), and E (Demonstrate the skills needed on a fire, medical, or trauma scene) map to ISLO 2
- Will be assessed in FST 1010, EMS 1070, FST 1001

Early Childhood Education

Early Childhood Education follows the Colorado Competencies for Early Childhood Educators and Professionals, found here:

<https://decl.my.salesforce.com/sfc/p/#o0000000IHut/a/5c000000UxWZ/5GhkpiMeTYpDmDXmki28aB0VRgrhdoMvKWqV4EyKxE>

Using the link above, the competencies that most strongly correspond to the ISLOs for communication are:

Child Growth, Development, Learning 3.1 (included in assignments in ECE 2381/PSY 2441, ECE 1011

4.1(included in ECE 1011,1031, 2381/PSY 2441)

5.1 (included in ECE 1045,1125,2088, 2621)

9.1 (included in ECE 1045,1031)

Child Development Case Study will be included in assessment

Child Observation and Assessment 3.1 and 3.2 (included in ECE 1111,2088, 1045)

5.1,5.2 (included in ECE 1045): Documentation Panel assignment will be included in assessment

Family and Community Partnerships 5.1,6.1 (Early Language and Literacy class)

Social/Emotional Health and Development Promotion

2.1,2.2 (included in Curriculum course)

5.1 (included is Exceptional Child course)

7.1 (included in 1045,1125,1031)

8.1 (included in 1045, 1125,2088,1031)

Health, Safety, and Nutrition

4.1 and 15.1 (included in ECE 2051)

Professional Practice

9.2 (reflective practice included in all ECE courses)

Teaching Practices

1.1 (included in ECE 1011, 1031, 2381/ PSY 2441

2.1 (included in curriculum course)

8.1 (included in curriculum course, 1011, and Exceptional Child courses)

10.2 (included in curriculum course)

11.1 (included in curriculum and exceptional child courses, 1011)

15.1 (included in 1011, curriculum and exceptional child courses)

Curriculum course integrated unit plan and demonstration teaching will be included in assessment

Spring 2024 Assessment Plan

In 2024, NJC is going to assess Professionalism (ISLO 3) and Diversity (ISLO 4) at the Institutional Level.

Here is a link to a flowchart illustrating overall assessment processes at NJC: [NJC Assessment Flowchart](#)

ISLO 3: Demonstrate skills to fulfil professional expectations and prepare for chosen career.

Here is a link to the flowchart illustrating the assessment of Professionalism at NJC: [2024 Professionalism Assessment](#)

Program	PSLO Mapped to ISLO 3	Course Prefix and Number	CSLO/CCNS Outcome
Business	3, 5	BUS 2016 Legal Environment	3, 4, 5, 6, 8, 9
	3, 5	ECO 2002 Microeconomics	1, 2, 3, 4, 5, 6, 7, 8
	3, 5	ECO 2001 Macroeconomics	1, 2, 3, 4, 5, 6, 7, 8, 9
	3, 5	MAR 2016 Prin. Of Marketing	1, 2, 3, 4, 5, 6, 7
Education	PP3.1, 8.1,9.1	ECE 1045 Intro to ECE Lab	Demonstrate knowledge of methods of initiating and establishing relationships with children and families through interactions with children and families Recognize and practice professionalism and ethical factors when interacting with families and other professionals
	PP 11.1	ECE 1011 Intro to ECE	Demonstrating an understanding of professionalism in ECE including following the NAEYC Code of Ethical Conduct; demonstrating professional oral and written communication skills; working collaboratively as a team
	NAEYC Standard 6 Becoming a Professional, 6b Upholding ethical standards and other professional guidelines	ECE 2051 Nutrition, Health, and Safety	Identify purposes of childcare licensing— mandated health, safety, and nutritional training designated for EC professionals; Identify regulations and effective practices that promote

			physical and mental health, safety and nutrition of young children
	PP 1.1, 7.1	ECE 1031	13
	NAEYC Standard 6b	ECE 2101	6-9
	NAEYC Standard 6b,d,e, PP	ECE 2411	7-10
	PP6.1	ECE 2381/PSY 2441	ECE 7
<u>Agriculture</u>			
• Transfer Ag	4	AGR 2160	10 and 15
• Equine Management	1	ASC 1043	2
		EQT 1001	4DGHJKLMNOPQR
	4	EQT 1001	4A, B, E, F
• Adult Business Management	1	ABM 1003	1, 2
		ABM 1004	2, 3
		ABM 1006	1, 2, 4, 5
		ABM 1008	4
		ABM 1013	2, 5, 3
		AMB 1014	2, 5
		ABM1067	1, 2
		ABM 2043	3, 4, 5, 6, 7
		ABM 2044	3, 4
• Agribusiness	Develop skills useful in the agriculture industry or transfer to an agricultural degree.	AGB 2018	4, 6
<u>Theatre</u>	1,3,4,5	THE 1005	3,4,5,6,7,8,9
	1,3,4,5	THE (1031, 1032, 2031,2032)	2,4,5,6,7
<u>Math</u>	2,3,4	MAT 1120	6
	1,2,3,4	MAT 1230	7
	1,2,4	MAT 1260	6
	5	MAT 1400	5
	2,3,4	MAT 1420	4
	1,2,3,4	MAT 2410	4,5
	2,3	MAT 2420	8

ISLO 4: Recognize the interconnectedness of global, national, and local concerns in regards to cultural, political, social, and environmental issues.

Here is link to the flowchart illustrating the assessment of Diversity at NJC: [2024 Diversity Assessment](#)

Program	PSLO Mapped to ISLO 3	Course Prefix and Number	CSLO/CCNS Outcome
Business	1, 2, 3, 4	BUS 2016 Legal Environment	1, 2, 4, 5, 8, 9
	1, 2, 3, 4	ECO 2002 Microeconomics	1, 2, 7, 8
	1, 2, 3, 4	ECO 2001 Macroeconomics	1, 2, 4, 5, 6, 7, 8, 9
	1, 2, 3, 4	MAR 2016 Prin. Of Marketing	4, 5, 6
Education	SEHD 1.1,2.1,3.1,8.1,9.1	ECE 1045	1,2,3
	FCP 3.1,4.1,7.1,9.1	ECE 1011	3,7,11,12
	NAEYC Standard 4a,c,d	ECE 2051	3,7,9
	FCP2.1,3.1,5.1,9.1,11.1	ECE 1031	4,6,7,8,9,11
	2a-c,4c	ECE 2101	1,2,3,7,9
	FCP 3.2,4.2, SEHD 3.1, PP9.2	ECE 2411	1,2,6
	FCP 1.1,1.2,3,7.1,8.1,9.1	ECE 2381/PSY 2441	ECE 1-7, PSY 1-4
Agriculture			
<ul style="list-style-type: none"> • Transfer Ag 	3	AGY 2140	14
<ul style="list-style-type: none"> • Production Ag 	Explain how agriculture relates to global, social, and cultural concepts.	ASC 1100	6
<ul style="list-style-type: none"> • Agribusiness 	Explain how agriculture relates to global, social, and cultural concepts.	ASC 1100	6
Theatre	1,2,3,4	THE 1005	2, 6
Math	2,3,4	MAT 1120	6
	1,2,3,4	MAT 1230	7
	1,2,3,4	MAT 1260	6
	1,2,4	MAT 1340	6,12
	5	MAT 1400	5
	2,3,4	MAT1420	5
	1,2,3,4	MAT 2410	4,5
	2,3	MAT 2420	8

Fall 2024 Assessment Plan

In 2024, NJC is going to assess Professionalism (ISLO 3) and Diversity (ISLO 4) at the Institutional Level.

Here is a link to a flowchart illustrating overall assessment processes at NJC: [NJC Assessment Flowchart](#)

ISLO 3: Demonstrate skills to fulfil professional expectations and prepare for chosen career.

Here is a link to the flowchart illustrating the assessment of Professionalism at NJC: [2024 Professionalism Assessment](#)

Program	PSLO Mapped to ISLO 3	Course Prefix and Number	CSLO/CCNS Outcome
Math	1, 4	MAT 0300	5
	1, 4		1
	1, 2, 3, 4		3
	1, 2, 4		1
	2, 3, 4	MAT 1120	6
	1, 2, 4	MAT 1340	6
	2, 3, 4	MAT 1420	4
	1-4	MAT 2410	4, 5
	1, 2, 4	MAT 1140	2
	1, 2, 4	MAT 1100	1
Government	3, 4	PSC 1011	6, 7, 8
History	2,3,4,	HIS 1210	3, 4
	2, 3, 4	HIS 1220	5, 6
Geography	3,4	GEO1005	3, 8, 9
Philosophy	4	PHI 1011	5
	4	PHI 1012	3
	4	PHI 1013	12
	4	PHI 1014	5
	4	PHI 1015	5
	4	PHI 1016	5
	4	PHI 1041	
	4	PHI 1042	
	4	PHI 2005	5
	4	PHI 2013	
	4	PHI 2014	
	4	PHI 2018	
	4	PHI 2020	4
Nursing Assistant	1, 4, 5, 6	NUA 1001	1,5,6,7
	1, 5, 6	NUA 1070	1, 5, 6
	6, 7	NUA 1002	6,7
Criminal Justice	2	CRJ1045	6, 7
Business	4	CIS 1018	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
	1 2, 3, 4, 5	BUS 1015	1, 2, 5, 6, 7, 8, 9, 10
	1, 2, 3, 4, 5	BUS 2017	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
	1, 2	BUS2026	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
	1	ACC1012	1
	1, 2, 3, 4, 5	ACC1011	2, 3, 4, 5

	1, 2, 3, 4, 5	BUS 1016	1-13
	1,2,3,4,5	BUS1002	2,4
	3, 5	BUS 2016	3, 4, 5, 6, 8, 9
	3, 5	ECO 2002	1, 2, 3, 4, 5, 6, 7, 8
	3, 5	ECO 2001	1, 2, 3, 4, 5, 6, 7, 8, 9
	3, 5	BUS 1020	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Theatre	1,3,4,5	THE 1031	2,4,5,6,7
	1,3,4,5	The1005	3-9
Communication	1-8	COM 1250	1-12
	1-8	COM 1150	2, 3, 4, 5, 6, 7, 8, 9
	1-8	COM 2220	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12
Biology	1, 2, 4, 5, 6, 7	BIO 1111	2, 3, 5, 6
	1, 2, 4, 5, 6, 7	BIO 1005	2, 3, 5, 6
	1, 2, 4, 5, 6, 7	BIO 1112	2, 3, 5, 6
	1, 2, 4, 5, 6, 7	BIO 2104	2, 3
	1, 2, 4, 5, 6, 7	BIO 2108	3, 4, 5, 6, 7, 8
	1, 2, 4, 5, 6, 7	BIO 2101	1, 2, 3, 4, 5, 6
	1, 2, 4, 5, 6, 7	BIO 2102	1, 2, 3, 4, 5, 6
	1, 2, 4, 5, 6, 7	BIO 2116	1, 2, 3, 4, 5, 6, 7
	6	BIO 1010	10
Chemistry	6	CHE1011	9
	6	CHE1111	11
Environmental Science	1	ENV1010	3
	1	ENV1111	16
Geology	1	GEY 1111	3
Astronomy	1	AST1110	5
English	4, 8	ENG1021	1, 3, 4, 5
	4	ENG1022	2,4,5
Industrial Automation	3	ELT1206	1-19
	3	ELT2252	1-10
	3	ELT2358	1-19
	3	EIC2320	1-18
	3	IMA1700	1-11
	3	IMA1500	1-13
	3	IMA1400	1-15
	3	WTG1010	1-8

ISLO 4: Recognize the interconnectedness of global, national, and local concerns in regards to cultural, political, social, and environmental issues.

Here is link to the flowchart illustrating the assessment of Diversity at NJC: [2024 Diversity Assessment](#)

Program	PSLO Mapped to ISLO 4	Course Prefix and Number	CSLO/CCNS Outcome
Math	1, 4	MAT1220	1
	1, 2, 3, 4	MAT1240	3
	1, 2, 4	MAT 1150	1
	2, 3, 4	MAT 1120	6
	1, 2, 4	MAT 1340	6
	2, 3, 4	MAT 1420	4
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