

Donnelly College

Excellence through Assessment

Assessment Handbook

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Donnelly College Mission

Donnelly College is a Catholic institution of higher education that seeks to continue the mission of Jesus Christ in our time by making the love of God tangible in our world.

Specifically, the mission of Donnelly College is to provide education and community services with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.

Donnelly College Values

Truth

Donnelly seeks to inspire life-long discovery and the communication of truth by exploring the connectedness all things, studying the intersections of faith and reason, and engaging in civil dialogue with all peoples.

Community

Rooted in Christian and Benedictine values, Donnelly seeks to motivate actions and relationships that promote a just community, recognizing that every person has inherent dignity and potential, and that we serve God by serving God's people.

Excellence

Donnelly seeks to challenge people to become the best version of themselves in their vocation, personal life, civic engagement and faith pursuit. Excellence requires perseverance amidst obstacles, striving beyond what is comfortable, openness to new ideas, a commitment to quality and concerted effort.

Donnelly College encourages all students, employees and college volunteers to *Seek Truth, Build Community and Pursue Excellence*.

Philosophy of General Education

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

Assessment Philosophy

Donnelly College's assessment framework has been designed to promote continuous program improvement. The faculty, staff, and students of Donnelly College recognize that program improvement can come in many forms, but that without taking time to examine and critically reflect on programmatic and internal operations there will be little chance of making meaningful or significant changes.

What Is Assessment of Student Learning?

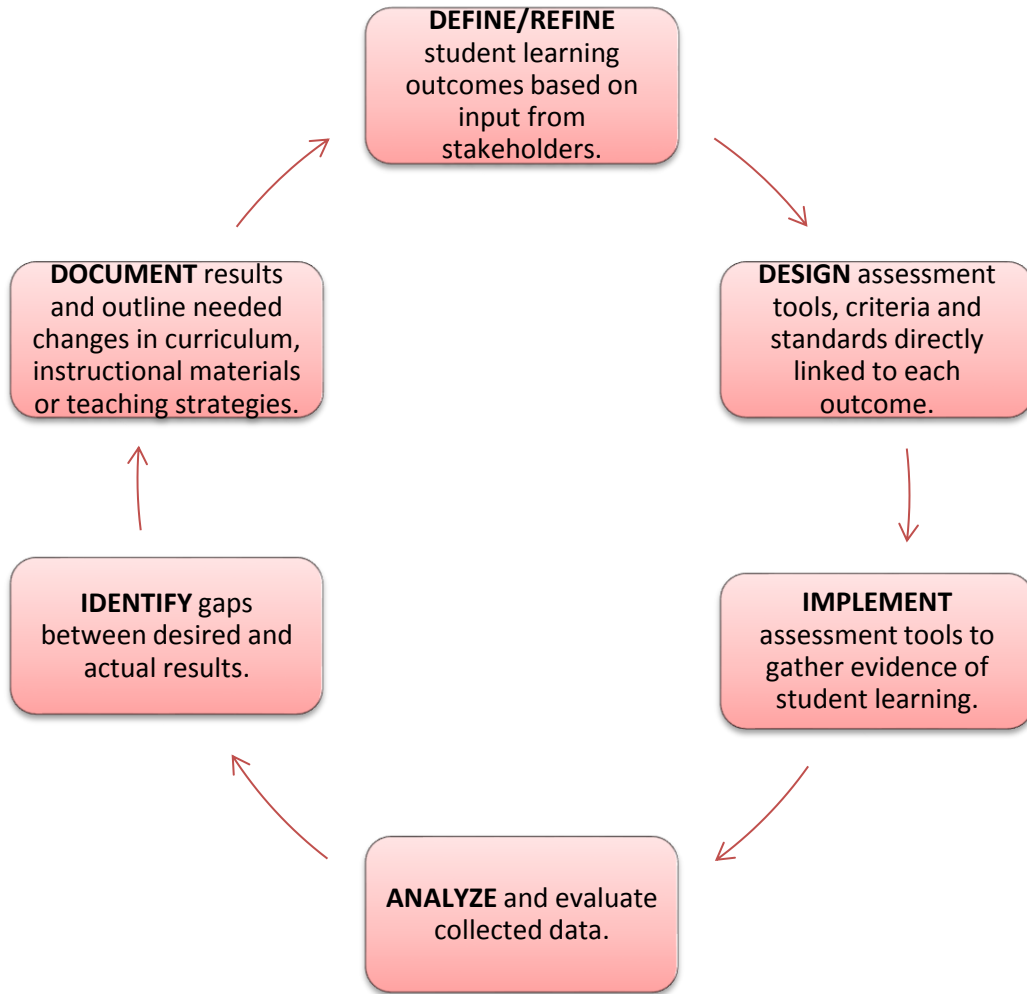
Assessment is a systematic collection and analysis of data to improve student learning. The assessment process allows us to determine whether students can demonstrate specific knowledge and skills after completing a program of study. Assessment informs curricular revisions, helps establish budgetary priorities, and guides program improvements.

Donnelly College Learning Outcomes

The Donnelly College faculty has articulated seven student learning outcomes that constitute the foundation of the College's general education program.

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

Assessment Cycle



In addition to the Donnelly College Learning Outcomes, individual programs have specific learning outcomes as listed below.

Program Learning Outcomes

Associate Degrees

Associate of Arts (AA), Liberal Arts

Upon successful completion of the Associate of Arts in Liberal Arts, students will demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
6. The ability to conduct research using sources, strategies, and approaches across disciplines.

Associate of Applied Science (AAS), Concentration in Business

Upon successful completion of the Associate of Applied Science with a concentration in Business, students will demonstrate:

1. Academically appropriate written and oral communication.
2. An understanding of business theories.
3. Knowledge of technology and software applications appropriate to the business environment.
4. An understanding of workplace ethics and diversity.

Associate of Applied Science (AAS), Concentration in Information Technology

Upon successful completion of the Associate of Applied Science with a concentration in Information Technology, students will demonstrate:

1. An ability to communicate effectively.
2. Knowledge of computer hardware and operating systems.
3. Understanding of technology trends, practices, and products.
4. Technical skills and methods to solve problems with ethical consideration.

Associate of Applied Science (AAS), Nursing (A.D.N./R.N.)

Upon successful completion of the Associate of Applied Science in Registered Nursing, students will demonstrate:

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frame works.
3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice.
5. Manage care and provide leadership to meet client needs using available resources and current technology.
6. Generate teaching and learning processes to promote and maintain health and reduce risks for a global population.
7. Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members.

Associate of Science (AS), Liberal Arts

Upon successful completion of the Associate of Science in Liberal Arts, students will demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.

6. Use of the scientific method.

Bachelor's Degrees

Bachelor of Arts (BA), Business Leadership (formerly Organizational Leadership)

Upon successful completion of the Bachelor of Arts in Business Leadership, students will demonstrate:

1. Professional/technical oral and written communication skills.
2. Ethical consideration in business and leadership practice.
3. Critical thinking to make informed leadership decisions.
4. Analysis and application of essential business practices.

Bachelor of Applied Science, Organizational Leadership

*will be removed when we no longer have active enrollments in this program

Upon successful completion of the Bachelor of Applied Science in Organizational Leadership, students will demonstrate:

1. A scholarly approach to oral and written communications.
2. The capacity to differentiate and critique business theories and impacts to the organization.
3. The aptitude to analyze qualitative and quantitative data to make informed decisions.
4. An understanding of their leadership style and application of that style to various situations.
5. The capacity to function effectively on teams to establish goals, plan tasks, meet deadlines, and produce deliverables
6. The capability to evaluate and apply ethical considerations as they relate to leadership theories and social responsibilities
7. Service leadership to others by developing a service-leadership plan that integrates leadership and business theories to practice.

Bachelor of Science (BS), Information Systems

Upon successful completion of the Bachelor of Science in Information Systems, students will demonstrate:

1. An ability to communicate effectively on multidisciplinary teams with a wide range of people.
2. An ability to use the techniques, skills, and modern computing tools necessary for technological practice.
3. The aptitude to analyze qualitative and quantitative data to make informed decisions.
4. An ability to ethically design a system, component, or process to meet desired needs within realistic constraints.
5. The capacity to function effectively on teams that understand the impact technology has in a local, national, and global context.
6. Recognition of the need for, and willingness to engage in life-long learning through a continuous investigation of contemporary issues.
7. The capacity to make informed decisions in computing practice based on an understanding of professional, legal, and ethical responsibilities.

Certificate Programs

*in progress

Certificate, Business

Certificate, Information Technology

Certificate, Practical Nursing

At the completion of the Practical Nursing program, the graduate will demonstrate the following in a structured setting:

1. Relationship-centered care: provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.
2. Teamwork and Collaboration: collaborate with the client and members of the interprofessional health care team to promote continuity of client care and shared decision-making.
3. Evidence based practice: use current evidence as a basis for nursing practice.
4. Informatics: use information and client care technology to support the delivery of safe, quality client care.
5. Quality Improvement: participate in quality improvement activities assessing their effect on client outcomes.
6. Safety: provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Professionalism: demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
8. Leadership: use leadership skills that support the provision and coordination of client care.

Non-Degree

Success First

Upon successful completion of the Success First program, students will demonstrate:

1. Effective academic communication, both in written and oral form.
2. Literal comprehension of college-level readings.
3. Understanding and application of processes for writing and research.
4. The characteristics, habits and attitudes of an effective learner.
5. Understanding of connections between their community experiences and the larger world, focusing especially on social justice issues.

Co-Curricular

Student Support Services

Through participation in Student Support Services programming, students will demonstrate:

1. Active participation in academic and career selection.
2. Enhanced knowledge of resources to help them succeed in college.

3. Active academic and social engagement, growth, and development.
4. The skills to work cooperatively in diverse communities and build a strong support network of faculty, staff, and peers.

Assessment Plans

Annual Assessment Plans are due for each academic year prior to the start of the Fall semester.

Plans should be submitted in AMS for review through the Student Learning Outcomes Assessment Workspace.

Assessment Council will review and post to web.

Each Assessment Plan should cover a PLO that aligns to the chosen DCLOs for the academic year. DCLOs will rotate by year according to the following schedule:

2019-2020 Academic Year

- DCLO # 2. Technology and Information Literacy Skills: Students will demonstrate proficiency in information literacy skills.
- DCLO # 6. Academic Inquiry: Students will engage independently and effectively in lifelong learning.

2020-2021 Academic Year

- DCLO # 3. Symbolic Problem Solving: Students will demonstrate competency in qualitative and quantitative problem solving.
- DCLO # 5. Personal and Interpersonal Skills: Students will develop an understanding across cultural differences locally, nationally, and internationally.

2021-2022 Academic Year

- DCLO # 1. Communication Skills: Students will communicate effectively in writing and speaking.
- DCLO # 4. Analytical Thinking: Students will employ reflective thinking to evaluate diverse ideas in the search for truth.

2022-2023 Academic Year

- DCLO # 2 Technology and Information Literacy Skills: Students will demonstrate proficiency in information literacy skills.
- DCLO # 7 Values: Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

Curriculum Mapping

Full curriculum maps can be found under the Learning Outcomes Assessment > Assessment Plans section under Institutional Effectiveness on our website. These are reviewed and updated regularly.

Program Review

Program review is a systematic process used to analyze the objectives and performance of an academic unit. It is an interactive process with open, professional dialogue among all participants. Successful program review depends on faculty and academic staff willingness to engage in a self-study process. The program review process aligns with Donnelly College's Strategic Planning and Assessment Plans. Each Program Review will be submitted via Taskstream and will include the following sections:

Summary

- a. Program Review Summary
- b. Key Findings
- c. Suggested Changes
- d. Implementation Plan

Section 1 – Program Overview

- a. Program Mission Statement
- b. Program Learning Outcomes
- c. Student Learning Outcomes
- d. Curriculum
- e. Program Accreditation
- f. Collaboration/Agreements
- g. Faculty Credentials
- h. Teaching Loads
- i. Scholarly Activities

Section 2 – Student Success

- a. Enrollment Data & Retention Rate
- b. Graduation Data
- c. Placement Data

Section 3 – Satisfaction Surveys

- a. Students
- b. Alumni
- c. Advisory Board members
- d. Employers

Section 4 – Financial Information

- a. Financial Data
- b. Grants

Section 6 – Recruitment and Retention

Section 7 – Assessment of Student Learning Outcomes

Section 8 – Summary of Accomplishments & Future Challenges

- a. Accomplishments
- b. Challenges

Program Review Schedule¹

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Business | | Due April 2020 | | | Due April 2023 | | | Due April 2026 |
| Business Leadership ² | | | Due April 2021 | | | Due April 2024 | | |
| Information Systems ³ | | | | Due April 2022 | | | Due April 2025 | |
| Liberal Arts & Sciences | Due April 2019 | | | Due April 2022 | | | Due April 2025 | |
| Practical Nursing | | Due April 2020 | | | Due April 2023 | | | Due April 2026 |
| Registered Nursing | | | Due April 2021 | | | Due April 2024 | | |
| Success First | | | Due April 2021 | | | Due April 2024 | | |
| Student Support Services | Due April 2019 | | | Due April 2022 | | | Due April 2025 | |

¹ Gateway to College was discontinued at the end of the 2018-2019 academic year and has been removed. BS in Education was removed in fall 2018.

² Organizational Leadership was renamed to Business Leadership starting in 2019-2020

³ The schedule for Practical Nursing and Information Systems was revised due a change in Director

Program Review Recommended Timeline

| Planning Year | |
|-----------------------------|---|
| Aug – Dec | <ul style="list-style-type: none"> ▪ Program Chair/Director and designated faculty/staff draft outline for what data will be collected and analyzed for upcoming Program Review. |
| March – May | <ul style="list-style-type: none"> ▪ Program Chair/Director attends an Assessment Committee of Donnelly College meeting for orientation to the Program Review Process. |
| Data Collection Year | |
| Aug – October | <ul style="list-style-type: none"> ▪ Program Chair/Director requests data from the Office of Institutional Research (IR) by <u>October 31st</u> |
| November – Dec | <ul style="list-style-type: none"> ▪ Program Chair/Director submits additional data requests to IR by <u>Dec 30th</u> |
| March – May | <ul style="list-style-type: none"> ▪ Program Chair/Director attends an Assessment Committee of Donnelly College meeting to provide a status update. |
| Reporting Year | |
| Aug – October | <ul style="list-style-type: none"> ▪ Designated faculty submit any final data requests to IR by <u>Aug 30th</u>. IR may not be able to fulfill data requests submitted after this date. |
| November – Dec | <ul style="list-style-type: none"> ▪ First draft due <u>Dec. 31st</u>. ▪ Program Chair/Director and designated faculty/staff revise the first draft according to feedback received from colleagues. |
| Jan – March | <ul style="list-style-type: none"> ▪ Program Chair/Director submit completed program reviews to the Assessment Committee of Donnelly College and Vice President of Student and Academic Affairs ▪ Assessment Committee of Donnelly College meets to evaluate Program Review and suggest edits. Program Chair/Director may respond to edits within this timeline. ▪ <u>Final Program Review due April 1st</u> |
| April – June | <ul style="list-style-type: none"> ▪ Assessment Committee of Donnelly College (ACDC) completes the Program Review process and attached rubric and score to Program Review. (confusing-reword) ▪ Assessment Council meets with the Program Chair/Director to offer feedback on the Program Review Process. ▪ Assessment Council submits Program Review to Cabinet by <u>June 30th</u> ▪ Office of Institutional Research posts Program Review to website. |

Program Review Rubric



| Program name: _____ | | Due Date: _____ | | |
|-----------------------------|--|--|--|-------|
| Topics | 1 Early Development | 2 Developing | 3 Highly Developed | Score |
| Overview: Mission and Goals | <ul style="list-style-type: none"> • Overview is incomplete; program has not created mission or goals. Or, mission and goals are not aligned with College mission and goals. | <ul style="list-style-type: none"> • Program has established its own set of mission and goals unique to the program, but mission and goals are not aligned with College mission and goals. | <ul style="list-style-type: none"> • Program has established its own set of mission and goals unique to the program AND are aligned with College mission and goals and stated clearly and concisely. | |
| Faculty and Staff Resources | <ul style="list-style-type: none"> • Adjunct faculty teach majority of the courses in the curriculum. • Program does not use/refer to academic and student support services. • Faculty credentialing missing • Teaching loads missing | <ul style="list-style-type: none"> • All courses are taught by qualified faculty. • Program uses/refers to academic and student support services to a limited extent. • Limited faculty scholarship/research trends or plans. • Incomplete faculty credentialing • Incomplete faculty loads | <ul style="list-style-type: none"> • All courses taught by qualified faculty in the academic discipline. • Program draws upon relevant academic and student services to increase program effectiveness. • Widespread faculty scholarship/research portfolios across the program • Program taught by fully credentialled full-time faculty and adjuncts | |
| Enrollment and Recruitment | <ul style="list-style-type: none"> • No analysis of program enrollment and degree production in the context of program development, capacity and sustainability. • No discussion of student diversity and plans to increase student diversity through recruitment. | <ul style="list-style-type: none"> • Uses some rudimentary analysis of trends in enrollment and degree production in the context of program quality and sustainability. • No discussion of employment projections or prospects for program graduates. • Some discussion about student diversity and planning for recruitment. | <ul style="list-style-type: none"> • Well-developed and successful plans for student recruitment, retention and success. • Data analysis reflects trends and understanding of both internal and external forces. | |
| Curriculum | <ul style="list-style-type: none"> • Static curriculum unreflective of changes in the academic discipline. • Courses are not integrated into a coherent whole and do not reflect student needs. • No discussion of curriculum to reflect current practice in the academic discipline, changing student needs or changing employment conditions. • Curriculum mapping missing • Plan does not address curricular or program challenges ahead | <ul style="list-style-type: none"> • Curriculum appears to reflect current practice in the discipline. • Curriculum mapping for some courses included. • Curriculum changes are noted • Specific program/curricular changes are discussed and based on evidence and trends. | <ul style="list-style-type: none"> • Innovative, dynamic curriculum; program development based on data about student performance and developmental needs. • Curriculum mapping complete • Specific program/curricular changes are discussed and based on evidence and trends | |

¹ Adapted from Saint Louis University.

| Topics | 1 Early Development | 2 Developing | 3 Highly Developed | Score |
|--|---|---|--|-------|
| Student Learning Outcomes and Assessment | <ul style="list-style-type: none"> Program-level student learning outcomes not present or vague or not measurable. Courses or experiences required for the degree/certificate are listed but not linked to the SLOs. Assessment methods are not identified; no evidence of use of assessment results to improve curriculum, academic support services, faculty development, etc. | <ul style="list-style-type: none"> Program-level student learning outcomes clear and measurable in direct and direct measures of learning are used. Program uses results to improve curriculum, academic support services, and faculty development. Evidence of administrative support for assessment and resources for regular data collection. | <ul style="list-style-type: none"> Program-level student learning outcomes are clear and measurable with indirect and direct measures of learning. Courses listed and linked to SLOs (curriculum mapping). Program uses results to improve curriculum, academic support services, and faculty development. Evidence of administrative support, use of regular data collection to support assessment. | |
| Analysis and Conclusions | <ul style="list-style-type: none"> Discussion of strengths, accomplishments and improvements needed are not supported in review. | <ul style="list-style-type: none"> Reflects spirit of continuous improvement. One-year plan identified with one area targeted for improvement. Goals supported in review document. | <ul style="list-style-type: none"> Reflects spirit of continuous improvement and self-reflection. One-year plan identified with two or more areas targeted for improvement. Realistic goals supported in review. | |
| Response to Previous Program Reviews | <ul style="list-style-type: none"> Program did not address or implement recommendations nor explain for not doing so. | <ul style="list-style-type: none"> Program implemented some recommendations. Provides explanation for not addressing all. | <ul style="list-style-type: none"> Program effectively addressed most, if not all, recommendations or incorporated them into its current plan. | |
| Total Score | | | /21 | |

1st Review 2nd Review 3rd Review

Additional Comments:

Revised 3/28/18

Appendix A: AAHE Nine Principles of Good Practice for Assessing Student Learning⁴

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

⁴ Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright.

These principles were developed under the auspices of the AAHE Assessment Forum with support from the Fund for the Improvement of Post-Secondary Education with additional support for publication and dissemination from the Exxon Education Foundation. Copies may be made without restriction.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.
6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation – to ourselves, our students, and society – is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Appendix B: Blooms Taxonomy Action Verbs


| K | | A | | S | |
|--|--|--|---|---|--|
| I. Remembering | II. Understanding | III. Applying | IV. Analyzing | V. Evaluating | VI. Creating |
| Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. | Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. | Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. | Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. |
| <ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why | <ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate | <ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize | <ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme | <ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value | <ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory |

* Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon

Appendix C: Assessment Plan Template

2017-2018 Assessment Cycle

Assessment Plan Template Example

| |
|--|
| Mission Statement |
| Measures |
| Program Name Outcome Set |
| Outcome |
| Outcome: |
| Measure: <i>Course level Direct - Exam</i> |
| Details/Description: |
| Benchmark: |
| Implementation Plan (timeline): |
| Key/Responsible Personnel: |
| Supporting Attachments: |
|  Rubric.pdf |

Appendix D: Syllabus Template

Every course syllabus must use the syllabus template provided by the college containing the following information.

[Enter Course Code, Course Name]

DONNELLY COLLEGE

[Enter Semester Year]

[Enter Days, Times]

[Enter Room]

[Enter Credit Hours]

INSTRUCTOR INFORMATION: [to be left blank unless person proposing the course is the one teaching the course]

Name:

Office:

Office hours:

Telephone:

E-mail address:

COURSE DESCRIPTION:

[Enter catalog course description]

PREREQUISITES:

[Enter as listed in catalog]

REQUIRED TEXTBOOK & SUPPLIES:

PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

DONNELLY COLLEGE LEARNING OUTCOMES:

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.

3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

PROGRAM LEARNING OUTCOMES:

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the (**INSERT PROGRAM/DEGREE NAME**) students should be able to demonstrate:

1. *ENTER THE PLO'S FROM THE CATALOG*
2. *ENTER THE PLO'S FROM THE CATALOG*
3. *ENTER THE PLO'S FROM THE CATALOG*

STUDENT LEARNING OUTCOMES:

1. *INSERT SLO'S*
2. *INSERT SLO'S*
3. *INSERT SLO'S*
4. *INSERT SLO'S*

Provide list of Learning Outcome students will meet.

| Donnelly College Learning Outcomes | Program Learning Outcomes | Student Learning Outcomes | Application and Assessment |
|---|---|---|--|
| Students will communicate effectively in writing and speaking. | <i>Students will demonstrate...instructors must use department PLOs, check with your department chair or program director</i> | <i>Students will demonstrate...instructors must use department SLOs, check with your department chair or program director</i> | <i>This is one of the Learning Outcomes that will be assessed in AY 18-19. Make sure that your assessment indicator is measurable</i> |
| Students will demonstrate proficiency in information literacy skills. | | | |
| Students will demonstrate competency in qualitative and quantitative problem solving. | | | |
| Students will employ reflective thinking to | | | |

| | | | |
|--|--|--|---|
| evaluate diverse ideas in the search for truth. | | | |
| Students will develop an understanding across cultural differences locally, nationally, and internationally. | | | |
| Students will engage independently and effectively in lifelong learning. | | | |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | | | <i>This is one of the Learning Outcomes that will be assessed in AY 18-19. Make sure that your assessment indicator is measurable.</i> |

COURSE REQUIREMENTS: [provide a detailed description]

EXAMPLE: Exams (10%): students will have 3 exams etc.

| | |
|--|-------------------|
| <i>Weekly Discussion Posts & Responses (20 pts x 10)</i> | <i>40%</i> |
| <i>Weekly Article Paper (25 pts x 5)</i> | <i>25%</i> |
| <i>End of Module Projects (25 pts x 3)</i> | <i>15%</i> |
| <i>Final Project (110 pts x 1)</i> | <i><u>20%</u></i> |
| TOTAL | 100% |

LIST OUT THE ASSIGNMENTS FOR THE COURSE AND PLACE ASSESSMENT TOOL (i.e., Rubric, Checklist, Survey, Quiz, etc.) IN THIS AREA THAT WILL BE USED TO EVALUATE/GRADE THE ASSIGNMENTS.

GRADING POLICY:

[List specifics of how the final grade is determined]

Example: Exams (100pts.)

| | |
|--|-------------------|
| <i>Weekly Discussion Posts & Responses (20 pts x 10)</i> | <i>200</i> |
| <i>Weekly Article Paper (25 pts x 5)</i> | <i>125</i> |
| <i>End of Module Projects/Test (25 pts x 3)</i> | <i>75</i> |
| <i>Final Project (100 pts x 1)</i> | <i><u>100</u></i> |
| TOTAL points possible | 500 |

LIST BEHAVIORAL EXPECTATIONS FOR THE STUDENTS TO MEET THE REQUIREMENTS OF THE COURSE (i.e., minimal attendance requirements, online participation, in class participation, late work policy)

IF THE COURSE IS ONLINE DETAIL THE RESPONSIBILITIES OF THE ONLINE COURSE

Additional Assistance:

If you have questions about using Canvas, check the Online Student Guide available at <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents> For any technical problems, call the assistance line at 1-855-593-5537. This line is available 24/7.

CANVAS: All course materials, grades, and communication with the instructor will be conducted in the Canvas online learning platform. Students are expected to check their accounts on a regular basis (i.e., 2X a week minimum).

Note: All communications regarding this course will be made via your Donnelly College email account.

GRADING SCALE:

[List specifics on how the grading scale is determined for your class]

Example: Grades will be assigned according to the following scale.

| | |
|--------------|-----------|
| A: 90%-100% | 450 – 500 |
| B: 80%-89% | 400 – 449 |
| C: 70%-79% | 350 – 399 |
| D: 60%-69% | 300 – 349 |
| F: Below 60% | ≤ 299 |

ACADEMIC INTEGRITY: “...Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee appointed by the appropriate dean. Appropriate sanctions will be imposed.”

PLAGIARISM: Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

ACCOMMODATIONS: In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

CIVILITY & DECORUM: As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

ATTENDANCE POLICY: *Every instructor must have an attendance policy. Please insert your attendance policy here. If you are teaching an ONLINE course there is an attendance policy that should be inclusive of that policy.*

WITHDRAWAL FROM COURSES OR FROM SCHOOL: It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid. Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

| | |
|-------------------|-------------------------------------|
| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks | 7 weekdays before the end of class |
| 4 to 5 weeks | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

TENTATIVE COURSE CALENDAR:

The schedule is subject to change based on the progress or needs of the class.

| Class Meeting | Classroom/Laboratory Protocol | Assignments |
|---------------|---|------------------------------|
| 1 | <i>Blank course calendars are not allowed. Provide at least chapter and/or subject to be covered.</i> | <i>DETAIL OF ASSIGNMENTS</i> |
| 2 | | |
| 3 | | |
| 4 | | |

| | | |
|-----------|-------------------|--|
| <i>5</i> | | |
| <i>6</i> | | |
| <i>7</i> | | |
| <i>8</i> | | |
| <i>9</i> | | |
| <i>10</i> | | |
| <i>11</i> | | |
| <i>12</i> | | |
| <i>13</i> | | |
| <i>14</i> | | |
| <i>15</i> | | |
| <i>16</i> | | |
| | Final Exam | |

Appendix E: Syllabus Template – Service Learning

[Enter Course Code, Course Name] **SL**

DONNELLY COLLEGE

[Enter Semester Year]

[Enter Days, Times]

[Enter Room]

[Enter Credit Hours]

INSTRUCTOR INFORMATION: [to be left blank unless person proposing the course is the one teaching the course]

Name:

Office:

Office hours:

Telephone:

E-mail address:

Web site address:

COURSE DESCRIPTION:

[Enter catalog course description]

Service-Learning (SL) Standards: Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content. When implemented according to the below standards of best practice, service-learning can enhance academic learning, promote civic responsiveness, and strengthen communities.

COURSE FEES:

PREREQUISITES:

[Enter as listed in catalog]

REQUIRED TEXTBOOK & SUPPLIES:

PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

DONNELLY COLLEGE LEARNING OUTCOMES:

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

PROGRAM LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES:

Provide list of Learning Outcome students will meet.

- The course includes clear and specific student learning outcomes, which reflect what students should be able to demonstrate, know, or do by the end of the course. Student learning outcomes should reflect the presence of service in the course, and the service should enhance the academic learning.
- One or more of the student learning outcomes addresses civic learning.

| Donnelly College Learning Outcomes | Program Learning Outcomes¹ | Student Learning Outcomes² | Application and Assessment³ |
|---|--|--|---|
| Students will communicate effectively in writing and speaking. | <i>Students will demonstrate...</i> | <i>Students will have the ability to...</i> | |
| Students will demonstrate proficiency in information literacy skills. | | | |
| Students will demonstrate competency in qualitative and quantitative problem solving. | | | |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | | | |

| | | | |
|--|--|--|--|
| Students will develop an understanding across cultural differences locally, nationally, and internationally. | | | |
| Students will engage independently and effectively in lifelong learning. | | | |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | | | |

COURSE REQUIREMENTS: [provide a detailed description]

- The course includes a service project that has reflects mutual benefit between community and college partners such that it is meaningful to the community partner and relevant to the course
- The course includes structured reflection upon the service project by the students in light of course learning. Reflection should be continuous throughout the course, connected to the student learning outcomes, and challenging to the students—requiring higher-order thinking skills.

Example: Exams (10% or 100pts): students will have 3 exams etc.

GRADING POLICY:

[List specifics of how the final grade is determined]

Example: Exams (10% or 100pts etc.)

GRADING SCALE:

[List specifics on how the grading scale is determined for your class]

Example: Grades will be assigned according to the following scale.

| | |
|--------------|----------------------|
| A: 90%-100% | 720 - 800 |
| B: 80%-89% | 640 - 719 |
| C: 70%-79% | 560 - 639 |
| D: 60%-69% | 480 - 559 |
| F: Below 60% | 479 points and below |

ACADEMIC INTEGRITY: “...Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action.

Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

PLAGIARISM: Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

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The deadlines for withdrawing from classes are as follows:

| | |
|-------------------|-------------------------------------|
| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks | 7 weekdays before the end of class |
| 4 to 5 weeks | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

TENTATIVE COURSE CALENDAR:

The schedule is subject to change based on the progress or needs of the class.

| Class Meeting | Classroom/Laboratory Protocol | Assignments |
|----------------------|--------------------------------------|--------------------|
| <i>1</i> | | |
| <i>2</i> | | |
| <i>3</i> | | |
| <i>4</i> | | |
| <i>5</i> | | |
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| | Final Exam | |

Appendix f: Student Learning Outcomes

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Business

BS 101: Instruction to Business ✓

1. Students will have the ability to analyze and appraise business theories and concepts.
2. Students will have the ability to Explain the importance of effective communications within the organizational structure
3. Students will have the ability to define and apply business vocabulary.
4. Students will have the ability to identify and apply the major functions in the managerial process.
5. Students will have the ability to define and explain the nature of organization, including organizational theories and types.
6. Students will have the ability to define and demonstrate techniques for directing and motivating employees.

BS 102: Principles of Management ✓

1. Students will have the ability to understand and communicate the concepts of management practices and theories.
2. Students will have the ability to understand concepts of strategic management.
3. Students will have the ability to develop confidence in making ethical leadership decisions.
4. Students will have the ability to understand the role and legal position of the manager.
5. Students will have the ability to develop personal management style.

BS 103: Personal Finance ✓

1. Students will have the ability to understand and communicate the concepts of personal finance.
2. Students will have the ability to develop a personal budget.
3. Students will have the ability to understand the role and legal position of the consumer.
4. Students will have the ability to understand investing in stocks and bonds to gain the benefits of compounding.
5. Students will have the ability to develop confidence in making financial decisions.

BS 104: Principles of Supply Chain Management ✓

1. Students will have the ability to understand and communicate the concepts of personal finance.
2. Students will have the ability to develop a personal budget.
3. Students will have the ability to understand the role and legal position of the consumer.
4. Students will have the ability to understand investing in stocks and bonds to gain the benefits of compounding.
5. Students will have the ability to develop confidence in making financial decisions.

BS 110: HR Mgmt. ✓

1. Understand Human Resource responsibilities and terminology
2. Become familiar with the importance of recruiting, selection, and training processes.
3. Comprehend the Human Resource laws, rules, and regulations
4. Appreciate Compensation and Benefit systems
5. Recognize the value of Employee Performance and Assessment systems

BS 116: Business Communication ✓

1. Students will have the ability to understand and communicate the concepts of personal finance.
2. Students will have the ability to develop a personal budget.
3. Students will have the ability to understand the role and legal position of the consumer.
4. Students will have the ability to understand investing in stocks and bonds to gain the benefits of compounding.
5. Students will have the ability to develop confidence in making financial decisions.

BS 121: Principles of Accounting I ✓

1. Describe the purpose of accounting and the elements of basic accounting statements.
2. Demonstrate a working knowledge of accounting principles and concepts.
3. Illustrate the process of analyzing and recording accounting entries, including adjusting and closing entries.
4. Prepare financial statements for a sole proprietorship and for a merchandising concern.
5. Describe the accounting for assets, including merchandise inventory, cash, receivables, short-term investments, plant assets, natural resources, and intangible assets.
6. Describe the accounting for liabilities, including current, long-term, and contingent liabilities.

BS 122: Principles of Accounting II ✓

1. Students will have the ability to understand and communicate accounting and cost-accounting principles for corporations and partnerships.
2. Students will have the ability to process information to develop confidence in making decisions.
3. Students will have the ability to prepare, interpret, and analyze financial statements/documents/reports to effectively manage an organization.
4. Students will have the ability to understand the accounting process of external financing functions.

BS 220: Legal Environment of Business ✓

1. Identify, describe, and evaluate ethical issues in organizations, e.g. good faith, due care, confidentiality, conflicts of interest, individual values.

2. Explain and appraise various global issues affecting organizations, including sources of international law, international organizations affecting trade, risks involved in international trade, and resolving international disputes
3. Evaluate environmental/technological issues of organizations, including pollution laws and regulations involving clean air, water pollution, endangered species, pesticides, and solid wastes and toxic/hazardous substances.
4. Examine and evaluate the impact of demographic diversity on organizations, including discrimination on the basis of race, color, national origin, religion, sex, age, and disabilities.
5. Enumerate and describe social/political issues of organizations, i.e. constitutions, legislation, administrative rulings and regulations, alternative dispute resolution, social issues, and basic constitutional rights.

BS 301: Economics for Managers (Need Revision)

1. 10 key principles of economics. THERE ARE NO SOLUTIONS – ONLY TRADEOFFS
2. The role of the entrepreneur, the consumer, corporation and government in economics.
3. The impact of globalization and the importance of free trade.
4. The law of marginal returns and diseconomies of scale.
5. The importance of cost analysis, pricing strategies and efficiency in business.
6. The intricacies of a market economy, oligopolies and monopolies.
7. The basics of supply, demand and elasticity.
8. Why capitalism is the dominant and most successful economic system.
9. Strategies countries and governments can use to enhance economic growth and prosperity.
10. Macro principles of GDP, CPI, Unemployment.

BS 302: Survey of Accountings (Need Revision)

1. demonstrate understanding of elements of accounting system
2. demonstrate understanding of cash and accrual bases accrual basis of accounting
3. demonstrate understanding of principal accounting statements
4. demonstrate understanding of accounts receivable and inventories
5. demonstrate understanding of fixed assets and intangibles
6. demonstrate understanding of liabilities and stockholders' equity
7. demonstrate understanding of financial statement analysis
8. demonstrate understanding of the role of working capital in organizations.
9. demonstrate understanding of objectives and characteristics of Government and Non-Profit accounting and financial reporting.

BS 303: Essentials of Mgmt. Information Systems(Need Revision)

1. Students will have the ability to identify and communicate qualities needed for a successful IT environment.

2. Students will have the ability to understand basic concepts and business values of information systems.
3. Students will have the ability to show understanding of the decision-making process using applicable computing theories/methods.
4. Students will have the ability to gain an understanding of managerial issues in the information systems environment.
5. Students will have the ability to develop skills to properly diagnose and problem solve IT/IS business impacting issues.

BS 310: Introduction to Marketing ✓

1. Students will have the ability to identify and communicate concepts and theories needed for a successful marketing environment.
2. Students will have the ability to understand basic concepts and business values of marketing.
3. Students will have the ability to show understanding of the decision-making process using applicable marketing theories/methods.
4. Students will have the ability to gain an understanding of managerial issues in a marketing environment.
5. Students will have the ability to develop skills to appropriately apply marketing concepts and theories to business impacting issues.

BS 315: Financial Decision Making ✓

1. Students will have the ability to understand and communicate the concepts of costs, present value analysis and how concepts are used in the budgeting process.
2. Students will have the ability to describe how “costs” are appropriate for different decision circumstances.
3. Students will have the ability to understand the analytical concepts related to financial decision making.
4. Students will have the ability to describe cost behavior and cost-volume-profit relationships when developing budgets.
5. Student will have the ability to apply course theories to achieve organizational goals and how budgets can contribute to the achievement of goals and objectives.
6. Understand how to use the critical thinking process for ethical decisions regarding workplace situations.

Information Systems

IS 303: Essentials of Management Information Sys ✓

6. Students will have the ability to identify and communicate qualities needed for a successful IT environment.

7. Students will have the ability to understand basic concepts and business values of information systems.
8. Students will have the ability to show understanding of the decision-making process using applicable computing theories/methods.
9. Students will have the ability to gain an understanding of managerial issues in the information systems environment.
10. Students will have the ability to develop skills to properly diagnose and problem solve IT/IS business impacting issues.

IS 304: Disaster Recovery and Business Continuity ✓

1. The student will have the ability to understand and communicating the theories and foundations of business continuity and its basic principles
2. The student will have the ability to develop, implement, and maintain a business continuity management (BCM) program.
3. The student will have the ability to gain insight on the industry best practices for business continuity and resilience.
4. The student will have the ability to work effectively on multi-disciplinary teams.

IS 305: Information Security Mgmt. ✓

1. The student will have the ability to define key terms and critical concepts of information security.
2. The student will have the ability to explain the role of security in the systems development life cycle.
3. The student will have the ability to identify major national laws that affect the practice of information security.
4. The student will have the ability to describe what contingency planning is and how it relates to incident response planning, disaster recovery planning, and business continuity plans.
5. The student will have the ability to define risk management, risk identification, and risk control.
6. The student will have the ability to identify and describe the categories and models of intrusion detection and prevention systems.
7. The student will have the ability to describe virtual private networks (VPNs) and discuss the technology that enables them.
8. The student will have the ability to explain the basic principles of cryptography.
9. The student will have the ability to collaborate with classmates in virtual projects.

IS 310: Advanced Network & Telecommunication ✓

1. The student will have the ability to understand the theories and foundations of Networking including security measures.
2. The student will have the ability to apply conceptual functions of Switching Technologies.

3. The student will have the ability to understand conceptual techniques and functions for LAN, WAN, OSPF, DHCP, NAT, OSI, PDP, and TCP/IP Models.
4. The student will have the ability to understand routing functions and virtually configure a Cisco Router.
5. The student will have the ability to work effectively on multi-disciplinary teams.

IS 311: Information Systems Projects Management ✓

1. The student will have the ability to understand and communicating the theories and foundations of various types of managing and delivering projects/products.
2. The student will have the ability to apply conceptual functions of various delivery methodologies.
3. The student will have the ability to understand conceptual techniques and functions for SCRUM, Agile, and Waterfall Project Management.
4. The student will have the ability to work effectively on multi-disciplinary teams.

IS 315: Object-Oriented Programming ✓

1. The student will have the ability to explain and apply different data types, control structures, arrays, classes, and file manipulation techniques.
2. The student will have the ability to debug moderately complex application problems
3. The student will have the ability to apply conceptual techniques of problem solving and program design using the object-oriented methodology.
4. The student will have the ability to apply conceptual foundation of a programming language for solving moderately complex problems.
5. The student will have the ability to work effectively on multi-disciplinary teams.

IS 325: Advanced Database (Oracle) ✓

1. The student will have the ability to identify a variety of ways to gather databases requirements.
2. The student will have the ability to define business rules for a database.
3. The student will have the ability to create an entity design for a database.
4. The student will have the ability to normalize and design up to the Third Normal Form (3NF).
5. The student will have the ability to write and run SQL queries.
6. The student will have the ability to understand security concepts for database users.
7. The student will have the ability to collaborate with classmates in virtual projects.

IS 401: Cryptography and Network Security Fundamentals ✓

1. Students will demonstrate an ability delineate the importance of computer and network security in relation to societal impacts.
2. Students will demonstrate an ability to discern and discuss the legal, privacy, and ethical aspects of computer security.

3. Students will demonstrate an ability to analyze the techniques used by hackers to penetrate systems and networks.
4. Students will demonstrate an ability to analyze systems and protocols for security vulnerabilities.
5. Students will demonstrate an ability to detect and categorize the most common network and system-based attacks.
6. Students will demonstrate an ability to explain core security issues related to wired, wireless, and cloud-based networks such as: key management, message authentication, and message encryption.

IS 410: Business Analytics ✓

1. Students will demonstrate an ability to articulate and apply their analytical skills on data trends.
2. Students will demonstrate an ability to show mastery of their decision-making process using applicable analytical theories and methodologies.
3. Students will demonstrate an ability to mature their data knowledge and learn the value-add to
4. organization.
5. Students will demonstrate an ability to examine components and technologies used to create business tools that support the decision-making process.

IS 415: Enterprise Software Installation & Maintenance ✓

1. Students will have an ability to layout the scope of enterprise Systems implementation.
2. Students will have an ability to explain the competitive advantages of using enterprise Systems.
3. Students will have an ability to explain the issues in enterprise implementation and management.
4. Students will have an understanding of the influence of enterprise systems on business development.
5. Students will have an understanding on how enterprise systems are organized in modules and components.
6. Students will have an understanding of theories of enterprise systems.
7. Students will have an ability to formulate criteria for choice of enterprise systems.
8. Students will have an ability to independently judge criteria for choice of enterprise systems.

IS 417: Server Virtualization ✓

1. Students will have the ability to understand the main concepts of virtualization.
2. Students will have the ability to virtualize a database using VMware.
3. Students will understand the concepts, functions, and types of hypervisors.
4. Students will understand the concepts of storage considerations.

5. Students will have the capability to understand concepts of memory and network performance.

IS 420: Topics in Info Sys √

1. Students will demonstrate an ability to show mastery of their decision-making process using applicable computing theories/methods.
2. Students will demonstrate an ability to articulate and apply technical skills.
3. Students will demonstrate an ability to show compassion and care for others that might not otherwise be served.
4. Students will demonstrate an ability to complete a capstone project through an oral and written presentation.

IS 499: Capstone: An Academic Senior Level Integ √

1. Students will demonstrate an ability to show mastery of their decision-making process using applicable computing theories/methods.
2. Students will demonstrate an ability to articulate and apply technical skills.
3. Students will demonstrate an ability to show compassion and care for others that might not otherwise be served.
4. Students will demonstrate an ability to complete a capstone project through an oral and written presentation.

Information Technology

IT 111: Microcomputer Essentials √

1. Students will have the ability to use and understand computer technology.
2. Students will have the ability to create a Word document.
3. Students will have the ability to understand and apply formulas and functions in worksheets.
4. Students will have the ability to use and understand MS Excel software to create, edit, enhance, manage, and analyze worksheets/workbooks.
5. Students will have the ability to create, modify, and refine presentations using PowerPoint.
6. Students will have the ability to understand and use the basic concepts of databases; including tables, forms, queries and exporting functions.

IT 123: Fundamentals of Programming √

1. The student will be able to understand the concept of algorithms.
2. The student will be able to understand the concept of a computer program.
3. The student will be able to plan and create well-structured programs.
4. The student will be able to write programs using the sequence, selection, and repetition structures.
5. The student will be able to create functions, arrays, strings, classes, and objects.

IT 125: Fundamentals of Database Systems ✓

1. Identify a variety of ways to gather database requirements.
2. Define business rules for a database.
3. Create an entity design for a database.
4. Normalize and design up to a Third Normal Form (3NF).
5. Design a database for a database management system (DBMS).
6. Run SQL queries.
7. Understand security concepts for database users.

IT 130: Inside the PC ✓

1. Look at Computer Parts and Tools
2. Work with Windows Operating and all about Motherboards
3. Upgraded Memory and hard drives
4. Install Windows
5. Troubleshooting Hardware Problems
6. Connect and Setting Up Networks

IT 135: Problem Solving & Programming I ✓

1. The student will be able to apply conceptual techniques of problem solving and program design.
2. The student will be able to apply conceptual foundation of a programming language for solving basic/intermediate level problems.
3. The student will be able to debug basic/intermediate application problems.
4. The student will be able to work effectively in virtual teams.

IT 210 Networks and Telecommunications (Need Revision)

1. Identify Network Models
2. Introduce Physical Layer and Media
3. Introduce Data Link Layer
4. Introduce Network Layer
5. Introduce Transport Layer
6. Introduce Application
7. Identify and understand network security

IT 230: Introduction to System Design & Analysis (Need Revision)

1. The student will have the ability to define and describe the five phases of the systems development life cycle (SDLC).
2. The student will have the ability to identify common types of information systems and explain their appropriate use.
3. The student will have the ability to define and use in examples the different feasibility studies common in systems analysis.

4. The student will have the ability to draw and use data flow and entity-relationship diagrams in enterprise modeling concepts.
5. The student will have the ability to explain data design concepts and data structures.
6. The student will have the ability to define system changeover methods.
7. The student will have the ability to describe techniques for managing system operation and support.
8. The student will have the ability to create a systems analysis of an organization.
9. The student will have the ability to collaborate with classmates in virtual projects.

Liberal Arts & Sciences

AN 101: Cultural Anthropology ✓

1. Compose essays discussing human culture, using basic anthropology-specific terminology.
2. Compare and consider divergent cultural development through human history.
3. Describe a variety of cultures with accuracy and sensitivity.

AN/EN 108: Introduction to Popular Culture ✓

1. Identify examples of popular culture texts using precision, clarity and variety in the basic vocabulary of media and cultural studies.
2. Use basic media literacy skills to question mass media content and its purposes.

BL 110: Lifetime Fitness ✓

1. Students will have the ability to present information on diet and exercise plans in both spoken and written forms
2. Students will have the ability to interpret and analyze data from studies on basic health parameters Students will have the ability to analyze graphs and tables listing data on nutrition.
3. Student are expected to analyze health issues with an awareness of cultural sensitivity
4. Student will learn how cultural differences shape and determine the response of individuals and societies toward health issues and crises
5. Students will show interest in class, participate in class discussions, and continually strive to advance their knowledge.
6. Students must respect and care for each other in keeping with the Catholic spirit.

BL 101: Biology ✓

1. Students will have the ability to explain the scientific method.
2. Student will have the ability to recognize biological structure and function at all levels: molecular, cellular, and organism.
3. Students will have the ability to explain major concepts in the biological sciences.
4. Students will have the ability to effectively communicate using the vocabulary of the biological sciences.

5. Students will have the ability to analyze tables, charts and graphic data of the biological sciences.

BL 110: Lifetime Fitness & Wellness ✓

1. Students will have the ability to present information on diet and exercise plans in both spoken and written forms
2. Students will have the ability to interpret and analyze data from studies on basic health parameters
3. Students will have the ability to analyze graphs and tables listing data on nutrition.
4. Student are expected to analyze health issues with an awareness of cultural sensitivity
5. Student will learn how cultural differences shape and determine the response of individuals and societies toward health issues and crises
6. Students will show interest in class, participate in class discussions, and continually strive to advance their knowledge.
7. Students must respect and care for each other in keeping with the Catholic spirit.

BL 130: Fundamentals of Nutrition ✓

1. Interpret data from studies on health parameters.
2. Analyze health issues with an awareness of cultural sensitivity.

BL 136: Anatomy & Physiology ✓

1. Students will have the ability to effectively communicate using the vocabulary of Anatomy and
2. Physiology.
3. Students will have the ability to recognize the anatomical structures and functions of body systems.
4. Students will have the ability to explain physiological systems of the human body.
5. Students will have the ability to analyze graphs of anatomical and physiological data.
6. Students will have the ability to recognize the principle of homeostasis feedback loops that control
7. physiological systems in the human body.

BL 1361: Anatomy & Physiology Lab ✓

1. Students will have the ability to effectively communicate using the vocabulary of Anatomy and
2. Physiology.
3. Student will have the ability to correctly use appropriate laboratory instrumentation and proper
4. laboratory techniques.
5. Students will have the ability to interpret graphic lab data of anatomy and physiology.
6. Students will have the ability to recognize the anatomical structures and physiological functions of body systems.

7. Students will have the ability to use scientific method reasoning skills in the analysis of lab experiments.

CH 100: General Chemistry ✓

1. Students will be able to distinguish common principles, terms, compounds and functional groups in general, organic and biological chemistry and explain how they relate to the natural sciences and society.
2. Students will be able to recognize differences between phases of matter and justify the behavior of states of matter using the Kinetic Molecular Theory.
3. Students will be able to identify and analyze different chemical and physical properties of matter, the types of chemical reactions, including energetics and stoichiometry.
4. Students will be able to perform fundamental chemical calculations and solve problems.
5. Students will be able to collect and record quantitative and qualitative data accurately. Critically analyze data and chemical information from various sources responsibly and accurately.
6. Students will be able to demonstrate mastery of common chemistry laboratory techniques and knowledge of good laboratory practices.

CH 101: College Chemistry I ✓

1. Students will be able to explain and apply principles, generalizations, theories and common terms in general chemistry and explain how they relate to the natural sciences and society.
2. Students will be able to describe the chemistry of elements and ionic and covalent compounds, their bonding and structure and use the periodic table to understand atomic as well as chemical relationships between them.
3. Students will be able to identify and analyze the types of chemical reactions, recognize differences between phases of matter and justify the behavior of states of matter using the Kinetic Molecular Theory.
4. Students will be able to describe, define and perform calculations involving basic concepts in thermodynamics, stoichiometry and physical and chemical properties of solids, liquids, gases, and solutions.
5. Students will be able to collect and record quantitative and qualitative data accurately. Critically analyze data and chemical information from various sources responsibly and accurately.
6. Students will be able to correlate laboratory work with principle topics in College Chemistry I lecture.

ED 101: Introduction to Teaching ✓

1. Demonstrate reflective practice by giving thoughtful attention to ideas expressed in class discussions and assignments.
2. Identify instruction that creates an effective bridge between curriculum goals, assessment and student outcomes.

3. Describe and understand the social, historical and philosophical factors that influence elementary schools in America.
4. Identify the role of local, state and federal governments with regard to education.
5. Identify and understand differences and commonalities within urban, suburban and rural schools.
6. Describe and examine one's own values, beliefs and assumptions about the teaching profession.

EN 100: Freshman Seminar (Need Revision)

1. Students will have the ability to examine how a community of persons promotes the common good through service-learning.
2. Students will have the ability to explain the workings of the college/university system in educating the whole human person and the interconnections between the liberal arts and sciences.
3. Students will have the ability to identify environmental and technological issues regarding ethical and moral responsibilities of the individual human person and organizations (i.e., pollution laws, regulations involving clean air, water pollution, endangered species, pesticides,
4. Students will have the ability to articulate common human themes in the journey of life through Great Books literature.

EN 111: English Composition I ✓

1. Compose essays in a variety of styles, using thesis statements and evidence.
2. Discover and evaluate information from a variety of sources, and then apply those sources to the student's original written work.
3. Engage multiple perspectives on a single topic.
4. Compose papers free from plagiarism, using proper in text citation and works cited formatting.

EN 112: English Composition II ✓

1. Compose essays in a variety of styles, using thesis statements and evidence.
2. Discover and evaluate information from a variety of sources, and then apply those sources to the student's original written work.
3. Engage multiple perspectives on a single topic.
4. Compose papers free from plagiarism, using proper in text citation and works cited formatting.

EN 135 Children's Literature ✓

1. Identify a wide variety of authors, illustrators, and books in the field of children's literature.
2. Create lessons that motivate children to learn, enjoy literature and become lifelong readers.

3. Evaluate children's books in terms of literary merit, their interest to children, and possible use in a curriculum.
4. Recognize how diversity and multiculturalism are portrayed in children's literature.

EN 140: Public Speaking ✓

1. Compose, organize, prepare and deliver extemporaneous and manuscript speeches using appropriate oral and body language.
2. Research current and relevant sources for supporting assertions made in speeches.
3. Perform critical evaluation and feedback of fellow students' speeches.

EN 146: INTRODUCTION TO THEATRE ✓

1. Employ the vocabulary and terminology of theatre production.
2. Apply the artistic and technical aspects of theatre production.
3. Evaluate the quality of theatrical production, including historical and cultural context.

EN 194: Special Studies: Acting I ✓

1. Respond successfully to theatrical direction, including rehearsal notes.
2. Apply major concepts in acting to develop a thorough textual analysis of a script used in preparation for performance.
3. Exhibit understanding the process of acting in a play, musical or one act.

EN 203(Need Revision)

1. Describe bilingualism and codeswitching in literature.
2. Engage multiple perspectives on the topic of bilingual literature.
3. Discover and evaluate information from a variety of sources, and then apply those sources to the student's original written work.
4. Compose analytical essays, free from plagiarism, using proper in text citation and works cited formatting

EN 215: Creative Writing ✓

1. Compose works of poetry, short fiction and creative essays.
2. Illustrate broad aspects of the social role of literature.
3. Evaluate their own work, as well as the work of published authors, their peers.

EN 220: (Need Revision)

1. Need SLOs

EN 221: Survey of World Mythology ✓

1. Compose analytical essays, free from plagiarism, using proper in text citation and works cited formatting.
2. Discover and evaluate information from a variety of sources, and then apply those sources to the student's original written work.
3. Engage multiple perspectives on the topic of mythology.

4. Define myth and mythology

EN 222: Introduction to Shakespeare ✓

1. Compose written reaction- and research-based responses to the work of Shakespeare.
2. Explore and utilize databases for literary research.

FA 110: Art in the World ✓

1. Students will have the ability to compose a descriptive essay formally and conceptually analyzing of a piece of historically significant art.
2. Students will have the ability to execute basic compositions based on the elements and principles of design
3. Students will have the ability to discuss historically significant work as well as their own using professional vocabulary and protocols.

FA 112: Drawing I ✓

1. Employ the basic terminology of drawing, including the vocabulary and protocols of artistic critique.
2. Develop basic observational drawing skills through use of graphite pencil, charcoal and ink; including accurate
3. representation of perspective and proportion and variations in line, shape, form, space, value and texture.

FA 113: Painting I ✓

1. Compose a descriptive essay employing the basic terminology of painting.
2. Execute basic paintings including composition, space and media characteristics and surfaces, color theory, watercolor techniques, landscapes and the human figure.
3. Critique each other's work as well as their own using professional vocabulary and protocols.

GE 101: World Geography ✓

1. Proficiency in comparing and contrasting major global developments.
2. Understand the concepts of geography, culture, and civilization.
3. Comprehend the cultural, religious, economic, and technological developments of the world's people.
4. Explain the basics of the five themes of geography: location, place, human/environment interaction, movement, and regions.

HS 101: Early World Civilizations ✓

1. Express an understanding of the concepts of history, culture, and civilization.
2. Compare and contrast major global developments through critical analysis.

HS 102: Modern World Civilizations ✓

1. Express an understanding of the concepts of history, culture, and civilization.

2. Compare and contrast major global developments through critical analysis.

HS 121: Early American History ✓

1. Express an understanding of the causes, origins, and impacts of movements and values that shaped the lives of various groups in the U.S. before 1865.
2. Provide evidence of research as to persons, events, global developments and institutions that shaped U.S. history until 1865.

HS 122: Late American History ✓

1. Compose essay analyzing the causes, origins and impacts of movements and values that have shaped the lives of various groups in the U.S. since 1865.
2. Provide evidence of research as to persons, events, global developments and institutions that have shaped U.S. history from 1865 to the present.

MT 080 Arithmetic ✓

1. Evaluate and/or simplify expressions.
2. Solve application problems.
3. Convert measurements within and between systems.
4. Solve simple linear equations.

MT 085 Basic Algebra ✓

1. Simplify and/or evaluate expressions.
2. Solve equations and inequalities.
3. Solve application problems.
4. Graph linear equations.
5. Factor algebraic expressions.

MT 103 Intermediate Algebra ✓

1. Solve equations and inequalities.
2. Solve application problems.
3. Evaluate functions.
4. Factor and/or simplify algebraic expressions.
5. Construct and graph equations of lines.

MT 121 Introduction to Statistics ✓

1. Use inferential statistics to estimate population parameter.
2. Calculate descriptive statistics using technology.
3. Use the probability distribution to solve problems.
4. Determine the probability of events.
5. Calculate correlation coefficients and regression lines.

MT 130: College Algebra ✓

1. Analyze functions and their graphs.

2. Sketch the graphs of functions, including constant, linear, and piecewise-defined, absolute value, square root, and polynomial, rational, exponential and logarithmic.
3. Solve equations including polynomial, exponential, and logarithmic equations.
4. Solve systems of equations and systems of linear inequalities.
5. Create mathematical models to solve application problems and make predictions.

MT 133: Precalculus ✓

1. Evaluate and solve linear, quadratic, proportional, absolute value, exponential, logarithmic and trigonometric equations and related application problems analytically and graphically.
2. Evaluate and solve linear, polynomial, rational, and absolute value inequalities.
3. Use concepts of symmetry, intercepts, left-and right-hand behavior, asymptotes, and transformations to sketch graphs of linear, quadratic, absolute value, piecewise-defined, square root, cubic, polynomial, rational, exponential, logarithmic trigonometric, and functions, and find inverse of a function.
4. Solve systems of linear equations using graphing, substitution, elimination, and matrices. Also solving systems of linear inequalities by graphing.
5. Compute the six trigonometric functions for angles measured in both degrees and radians.
6. Simplify trigonometric expressions using identities.
7. Solve the right and oblique triangle.

MT 136: Trigonometry ✓

1. Students will have the ability to find the area of triangles using trigonometric formulas.
2. Students will have the ability to apply the trigonometric functions in real-world situations.
3. Students will have the ability to verify trigonometric identities.
4. Students will have the ability to solve a variety of trigonometric equations
5. Students will have the ability to calculate products, quotients, powers, and roots of complex numbers in trigonometric form.
6. Students will have the ability to analyze the graphs of trigonometric, inverse trigonometric and polar functions

MT 228: Business Calculus ✓

1. Student should be able to apply limit concepts graphically, numerically and analytically.
2. Student should be able to describe asymptotic behavior of functions.
3. Student should be able to calculate the derivatives, integral of functions using differentiation and integration rules.
4. Student should be able to Apply derivatives to problems in economics, business, and the physical, social and life sciences. Concepts of derivative: rate of change, optimization problems, applications to economics, approximation.
5. Student should be able to use integration to solve applications involving area, volume.

MT 231: Calculus and Analytical Geometry ✓

1. Student should be able to apply limit concepts graphically, numerically and analytically.
2. Student should be able to describe asymptotic behavior of functions.
3. Student should be able to calculate the derivatives, integral of functions using differentiation and integration rules.
4. Student should be able to solve application problems involving concepts of derivative: rate of change, optimization problems, physics applications, approximation.
5. Student should be able to use integration to solve applications involving area, volume and surface area of solids of revolution, arc lengths, work, centroids, fluid pressure and fluid force.

MT 232: Calc II ✓ (Need Revision)

1. Use Integral calculus to solve applied problems, such as competitions of area, curve length, volume, surface area, and work. Understand and be able to explain how the computational methods are established, based on the notion of Riemann integral.
2. Compute integrals using as appropriate the method of integration by parts the method of partial fractions, methods associated to trigonometric functions, and tables of integrals in addition to the method learned in MT231. Recognize and evaluate improper integrals.
3. Use first order separation of variables of differential Equations to solve mathematical modeling.
4. Explain clearly the definition of an infinite series as the limit of a sequence of partial sums. Recognize a geometric series and correctly apply the convergence theorem. Be able to apply convergence tests (comparison, ratio, and root, alternating series test) in order to decide convergence /divergence /conditional divergence
5. Derive the leading terms in the Taylor polynomial for a function of one variable. Understand the use of these polynomials as approximations of functions of one variable, and address the issue of error of this approximation. Use Taylor series to model functions of one variable. Develop several methods of computing Taylor series in closed form
6. Be able to explain the concept of radius of convergence of power series, and apply the convergence tests to compute it in concrete situations.
7. Recognize functions defined parametrically, and be able to translate between parametric equations and other ways of describing a function. Be able to sketch the graph of a various parametrically defined functions, and in particular be able to sketch graphs functions in polar coordinates. Adopt some of the topics studied for functions of one variable to functions defined parametrically: tangent lines, arc length, competitions of area.
8. Distinguish among the main types of conic sections and be able to graph them.
9. Develop and understand an understanding of the rectangular coordinate system in 3-space and the use of vectors.

10. Use correct mathematical notation and language and provide clear and comprehensive explanations in writing as needed. Understand and be able to reproduce/ Mimic/ adopt Standard mathematical reasoning Encountered in the study of calculus.

MT 233: Calc III \checkmark (Need Revision)

1. Need SLOS

PH 210: Introduction To Philosophy \checkmark

1. Students will have the ability to develop philosophical thinking skills by reading primary and secondary source material written by major philosophers.
2. Students will have the ability to understand the impact of great ideas and their consequences on a wide range of human activity through oral and written assignments.
3. Students will have the ability to explain the branches of philosophy as to their aims and methods.
4. Students will have the ability to describe the importance of causality and assess the various kinds of causes underlying reality.

PH 213 General Ethics (Need Revision)

1. Students will have the ability to develop philosophical thinking skills by reading primary and secondary source material written by major philosophers.
2. Students will have the ability to understand the impact of great ideas and their consequences on a wide range of human activity through oral and written assignments.
3. Students will have the ability to explain the branches of philosophy as to their aims and methods.
4. Students will have the ability to describe the importance of causality and assess the various kinds of causes underlying reality.

PH/RS 225: Foundations of Theology(Need Revision)

1. Students will have the ability to identify and explain various theological terms, contrasting and compare sacred Scripture and Tradition.
2. Students will have the ability to use our online platform for discussion, note-taking, sharing of ideas and submission of assignments.
3. Students will have the ability to describe the person of Jesus in the context of the Church's understanding of the same
4. Students will have the ability to describe the early beginnings and present continuity of the Church
5. Students will have the ability to distinguish and explain essential elements of the Church (Sacraments etc.)
6. Students will have the ability to explain the church's relationships with other Christian faiths and the other Abrahamic religions.

PH 301: Ancient Philosophy(Need Revision)

1. assess the contributions of Plato and Aristotle as foundations of Christian Theology.
2. analyze the dialectical method through a close reading of the Platonic texts.
3. examine the ethical considerations in Epicureanism and Stoicism.

PH 302: Logic And Epistemology (Need Revision)

1. Students will have the ability to analyze the processes of the human intellect in the formation of ideas, judgements and reasoning.
2. Students will have the ability to discuss the correlations between the acts of the mind and their expressions in language.
3. Students will have the ability to evaluate both inductive and deductive reasoning.
4. Students will have the ability to design valid and cogent arguments.

PH 303 Philosophy Of Nature: (Need Revision)

1. Students will have the ability to discuss the physical world in the light of the ultimate philosophical principles and causes.
2. Students will have the ability to analyze the connections among the realities of time, space, place and change and material being.
3. Students will have the ability to evaluate the progression of the philosophical understanding of nature from ancient times to contemporary times.

PH 304 Philosophical Anthropology(Need Revision)

1. Students will have the ability to defend the substantial unity of the body-soul relationship.
2. Students will have the ability to differentiate the cognitive and appetitive powers of the human person.
3. Students will have the ability to appraise Thomas Aquinas's account of human nature.
4. Students will have the ability to justify the human being as personal.

PH 305: Medieval Philosophy (Need Revision)

1. Assess the contributions of St Augustine and St. Thomas of Aquinas as foundations of Christian Philosophy
2. Analyze the scholastic method, that is, the medieval disputatio, through a close reading of the Aquinas' Summa Theologiae.
3. Examine the considerations of the via modern era from Ockham to Duns Scotus.

PS 101: Principles of Political Science ✓

1. Using current events, articulate the importance of engagement with the political environment.
2. Identify the role and function of state and local government in the American political system.
3. Demonstrate familiarity with the structures, functions, and processes of American government.

PS 111: American Government ✓

1. Discuss current events, understanding the importance of engagement and the political process.
2. Recognize and evaluate the basic debates and issues in American government and American political history.
3. Identify the structure, functions, and processes of American government.

PX 110: College Physics I (Need Revision)

1. Students will have the ability to evaluate situations involving Physics I topics by choosing the appropriate conceptual frameworks.
2. Students will have the ability to recall relevant physical models and to successfully apply these models using techniques of symbolic and numerical analysis in order to generate solutions to problems in Physics I topics.
3. Students will be able to think critically by utilizing problem solving techniques to evaluate and analyze context rich, multiple-step problems in Physics I topics, selecting relevant information, selecting an approach to solving the problem and carrying out the analysis needed to generate and communicate solution(s).
4. Students will be able to perform measurements using physical apparatus, analyze the collected data including appropriate treatment of errors and uncertainties, generate and communicate conclusions based on the data and analysis for experimental investigations in Physics I topics.

PY 101: General Psychology ✓

1. Describe the basic concepts and principles in the field of psychology
2. Explain the basic psychological concepts and principles
3. Identify major psychological theories

PY 205: Human Growth and Development ✓

1. Explain the physical and cognitive development of the human person.
2. Demonstrate knowledge of sociological development.
3. Compare the various theories of human development in each stage.

PY 213: Psychology of the Exceptional Child (Need Revision)

1. Define individual screening, assessment, and Individual Educational Plans for children with special needs
2. Describe instructional and assistive technology available for supporting exceptional children.
3. Identify and analyze significant genetic and environmental risk factors related to the development of children from birth to age twelve.
4. Understand the history of special education and legislation, and their impact on advocacy for children with special needs.

5. Examine and explain exceptionality including physical, sensory, communicative and behavioral disabilities among children from birth to twelve years of age in light of diversity and family issues.
6. Discuss the correlation between poverty and developmental disabilities in young children.
7. Demonstrate knowledge of the unique needs of culturally diverse, exceptional individuals and their families.
8. Demonstrate knowledge on the philosophy and techniques used in ethical developmental assessment, as well as on family-based intervention strategies.

PY 301(Need Revision)

RS 135: Survey of Catholic Belief (Need Revision)

1. Describe the relationships of the three elements of the tripod of truth: Sacred Scripture, Sacred Tradition and the Magisterium.
2. Articulate the Church's teachings on the Eucharist and the other Sacraments.
3. Describe the role of Mary as model of the Church.
4. Identify and explain the Church's teachings on current moral issues.

RS 145: New Testament Biblical Literature (Need Revision)

RS 301: Comparative Religions (Need Revision)

1. Comprehend and discuss significant passages from the scriptures of various religious systems.
2. Identify customs and traditions of the religious systems and trace their historical developments.
3. Articulate the salient theological and/or philosophical features of each religious system.

SC 101: Physical Science ✓

1. Students will be able to explain the scientific method.
2. Students will develop a new awareness and sense of knowledge of the physical world in which we live.
3. Students will have the ability to apply scientific concepts to explain everyday phenomena.
4. Students will be able to describe the scope of the physical sciences.
5. Students will be able to make observations, orderliness and persistence in solving scientific problems.
6. Students will be able to explain and critique science as presented in the media.
7. Students will be able to demonstrate mastery of common laboratory techniques in the physical sciences and show knowledge of good laboratory practices.

SO 100: Intro to Sociology (Need Revision)

1. Examine the role and relevance of the sociological perspective for contemporary social life.
2. Reflect on contemporary issues and controversies in the academic discipline of Sociology. Thus students will be able to examine issues of inequality, cultural difference, and social stratification
3. Explore the basic theoretical and methodological perspectives, both in the social sciences and in a chosen specialty area. Thus students will have the capacity to critically evaluate and engage contemporary issues, trends in theory, and instruments of social analysis.

SP 101: Spanish I (Need Revision)

1. Need SLOS

WL 136: Portuguese I(Need Revision)

1. Need SLOs

Organizational Leadership**OL 301: Leadership Fundamentals I**

1. Students will demonstrate an ability to improve analytical, writing and communication skills through a variety of assignments.
2. Students will demonstrate an ability to identify theories, techniques and methods conducive to aid in development of individual style and approach to leadership.
3. Students will demonstrate an ability to comprehend leadership fundamentals.
4. Students will demonstrate an ability to identify and apply leadership theories in a variety of settings.
5. Students will demonstrate an ability to synthesize moral and ethical responsibilities.

OL 302: Info Technology as a Leadership Instrument (Need Revision)

1. Describe current state and future trends in IT
2. Identify the skills that a manager of Information Systems requires to successfully lead a team in development or maintenance of an Information Systems.
3. Determine types of decision making at each level in the organization.
4. Identify the strategic value of creating an information technology infrastructure and collaborative environment to various organizations.
5. Identify concepts for process management, memory management, and file management
6. Identify various types of information systems, both traditional and modern. Understand the basic functions common to all operating systems.
7. Experience teamwork and the importance of working collaboratively and cooperatively with others.

OL 303: Elements of Mgmt. & Supervision

1. Students will have the ability to define and differentiate basic theories of management and supervision
2. Students will have the ability to demonstrate an understanding of the Competing Values Approach to Management.
3. Students will have the ability to describe planning, organizing, and controlling functions of management and supervision.
4. Students will have the ability to create job descriptions, analyze job positions, and conduct mock evaluations.
5. Students will have the ability to describe processes for managing change.
6. Students will have the ability to reflect on personal experience as a supervisor or being supervised.
7. Students will have the ability to demonstrate an understanding of the importance of organizational culture.

OL 304: Leadership Processes & Communication

1. Students will have the ability to develop and communicate their leadership vision.
2. Students will have the ability to understand the importance of decision processes and challenging them when necessary.
3. Students will have the ability to create a climate of trust while developing personal competence and confidence.
4. Students will have the ability to recognize the value of individual contributions and celebrating those contributions.
5. Students will have the ability to effectively use their leadership challenges to make the organization stronger.

OL 310: Nonprofit Leadership (old ge outcomes)

1. Analyze and apply understandings of leadership theory, principles and behaviors in a variety of personal situations and organizational settings.
2. Differentiate and critique organizational and management theory and behavior as it applies to groups and organizations.
3. Evaluate and apply ethical considerations as they relate to the exercise of leadership and social responsibility.
4. Apply managerial and decision-making skills to a variety of leadership situations.
5. Analyze qualitative and quantitative data in a systematic way, evaluate findings, and use data to make informed decisions.
6. Practice systems of academic, professional and personal self-evaluation in order to create an effective personal leadership approach in a variety of settings.

OL 340: The Art & Pract of Community Leadership

1. Examine the framework of community leadership within the context of Wyandotte County.
2. Appraise the relationship between community leadership and community organizations in Wyandotte County.
3. Analyze the levels of community leadership in Wyandotte County.
4. Develop the concepts of adaptive leadership and servant leadership.
5. Improve analytical writing and communication skills through a variety of assignments.

OL 400: Leadership Fundamentals II

1. Students will have the ability to identify and communicate qualities needed for a successful leader.
2. Students will have the ability to energize and inspire others and build trustworthy processes.
3. Students will have the ability to clearly understand self and their capabilities and vulnerabilities.
4. Students will have the ability to properly diagnose situations and the factions involved.
5. Students will have the ability to intervene more skillfully within personal and professional systems.
6. Students will have the ability to establish a value system predicated on service to, and growth of, others.

OL 401: Legal, Ethical, & Spiritual Dimensions of Leadership

1. Students will develop a personal mission statement based on identification of their spiritual and ethical values
2. Students will analyze current ethical leadership dimensions impacting business organizations
3. Students will be able to explain how spiritual and ethical values can be integrated into organizations and the workplace
4. Students will be able to identify current moral issues and dilemmas and possible solutions
5. Students will be able to define spirituality, the moral/ethical decision-making process, and describe how to implement these in the workplace.

OL 403: Organizational Theory & Behavior

1. Students will have the ability to identify and communicate qualities needed for a successful organization.
2. Students will have the ability to gain an understanding of organizational systems.
3. Students will have the ability to sharpen their organizational values, assumptions, beliefs, and expectations.
4. Students will have the ability to develop skills to properly diagnose and problem solve the organizational issues impacting personal and professional systems.

5. Students will have the ability to cultivate and apply a deeper understanding of holistic well-being regarding human capital in organizational environments.

OL 404: Multicultural Issues in Leadership

1. Students will have the ability to understand and communicate their understanding of the role of multicultural leadership in organizations.
2. Students will have the ability to understand the benefits of defining culture inclusivity.
3. Students will have the ability to learn the basic issues related to diversity training and its application in the workplace.
4. Students will have the ability to identify the business imperative to develop an awareness and knowledge of diversity.
5. Students will have the ability to identify and describe models of culture and the relationship to leader actions in the workplace.

OL 499: Capstone: An Academic Senior Level Integration

1. Students will demonstrate an ability to show mastery of their decision-making process using applicable leadership theories.
2. Students will demonstrate an ability to articulate and apply interpersonal, conceptual, technical skills of an effective leader.
3. Students will demonstrate an ability to show compassion and care for others that might not otherwise be served.
4. Students will demonstrate an ability to complete a capstone project through an oral and written presentation.

Practical Nursing

NU 100: Found of Nursing ✓

1. Identify the history of nursing, the role of the practical nurse, and scope of practice related to established code of ethics, nurse practice acts, and professional registrations/certifications.
2. Describe the relationship of profession-related concepts to client care: relationship-centered care, inter-professional collaboration, evidence-based practice, quality improvement, safety, informatics, client education, professionalism, and leadership
3. Discuss concepts integral to the provision of safe, quality, relationship-centered care: nursing process, advocacy, cultural sensitivity, and communication
4. Identify the nurse's role in supporting a client's physiologic needs: rest and sleep, spirituality, sensory perception, hygiene, activity and exercise, infection control, elimination, nutrition, oxygenation and comfort.
5. Describe the various elements of the nursing process and its relationship to clinical decision-making
6. Identify the nurse's role in data collection as an integral part of the nursing process

7. Demonstrate basic data collection skills as they relate to a client's physiological, psychological, sociological, cultural, and spiritual dimensions using proper techniques and measures that ensure client safety.

NU 1001: Foundations of Nursing Lab ✓

1. Exhibit competency in assigned skills.
2. Adjust care to include socio-cultural, spiritual and developmental needs of a stable patient in a simulated environment.
3. Perform safe and accurate beginning nursing skills/care for a stable patient in a simulated environment.
4. Administer medications safely to a stable patient in a simulated environment.
5. Prioritize care for a stable patient in a simulated environment.
6. Begin to use available resources when planning and demonstrating essential skills and care for stable patients in a simulated environment.
7. Manage the care of a single stable patient in a simulated environment situation.
8. Collaborate with peer to provide appropriate care for the stable patient in a simulated environment.

NU 102: Medical Surgical Nursing I ✓

1. Understand the standards of nursing care for the adult client to include ethical, legal, communication and collaboration within the healthcare team.
2. Incorporate an understanding of the developmental processes through the lifespan, nutrition, and cultural diversity to nursing care of the adult patient.
3. Utilize the assessment and nursing process to prioritize and care for clients with alterations in the cardiovascular, respiratory, endocrine, integumentary, lymph, hematological, sensory, and musculoskeletal systems.
4. Integrate appropriate technology, personnel, equipment/supplies and resources to meet the health care needs of the patient with complex health needs.
5. Use critical thinking skills to suggest prioritization of care and care/quality of life improvement into the care of patients.

NU 103: Pharmacology ✓

1. Students will have the ability to use communication techniques as it pertains to nurse/client, nurse/interdisciplinary team interaction and documentation of medication administration
2. Students will have the ability to apply principles of pharmacology, pharmacokinetics, and pharmacodynamics to medication therapy.
3. Students will have the ability to discuss nursing implications and concepts of safety when performing medication administration.
4. Students will have the ability to administer medications using the “Rights of Medication Administration”

5. Students will have the ability to recognize basic pharmacologic terms, abbreviations and symbols related to medication management.
6. Students will have the ability to describe the legal and ethical implications/aspects of medication administration

NU 104: Medical Surgical Nursing I Clinical ✓

1. Implement nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.
2. Collaborate with members of the interprofessional health care team to promote continuity of client care.
3. Use current evidence-based practice resources as a basis for nursing practice.
4. Use information and client care technology in the provision of safe, quality client care
5. Participate in the use of quality improvement practices.
6. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Demonstrate standard-based professional and accountable behaviors that comply with legal, ethical, and regulatory guidelines when coordinating client care within various healthcare systems.

NU 105: Nursing Leadership, Roles, and Issues ✓

1. Communicate effectively as a leader in verbal and written format.
2. Describe skills necessary for career placement and advancement as a licensed practical nurse.
3. Identify appropriate resolutions to work related challenges a practical nurse will be faced with upon entering the workforce.
4. Discuss how to assign client care tasks to assistive personnel commensurate with abilities, level of preparation and regulatory guidelines and supervise care provided
5. Identify effective leadership and management skills for the licensed practical nurse
6. Construct examples of ethical decision making, exhibiting tolerance of and respect for diversity in human abilities, cultures, age and beliefs.

NU 200: Medical Surgical Nursing II ✓

1. Integrate prior knowledge of legal, ethical and regulatory frameworks as well as professional behaviors when providing care for the adult patient and/or the family with complex health care needs.
2. Integrate use of the nursing process to prioritize nursing care for the patient with complex and/or multi system disorders based on use of critical thinking skills, EBP and caring behaviors.
3. Integrate appropriate technology, personnel, equipment/supplies and resources to meet the health care needs of the patient with complex health needs.
4. Suggest improvements to quality improvement tools in the care of the complex patient.

5. Adapt various leadership and patient advocacy skills used to care for the patient with complex and/or multisystem health problems.
6. Modify therapeutic and effective communication skills in collaboration with the interdisciplinary team to meet health care needs of the patient with complex health needs.

NU 201: Medical Surgical Nursing II Clinical ✓

1. Use communication techniques that promote caring, therapeutic relationships with clients and collaborative relationships with the healthcare team.
2. Use information technology to support clinical decision-making in collaboration with other members of the health care team.
3. Participate in activities that improve the quality of client care.
4. Reflect on the care provided by the healthcare team citing actions necessary to improve the quality of that care.
5. Provide culturally sensitive care to clients from diverse populations.
6. Utilize current evidence-based practice resources and clinical experience to determine when to modify practice.
7. Use the Patient Bill of Rights, and the Self Determination Act along with an established nursing code of ethics as a personal framework for practice.

NU 202: Maternal Child Nursing ✓

1. Use effective communication techniques as it pertains to nurse/client, nurse/interdisciplinary team interaction and the maternal-child client.
2. Apply biological, psychosocial, spiritual, and cultural principles of nursing care to the maternal-child client.
3. Identify the standards of nursing care for the child bearing and child rearing family.
4. Assess client needs for the child bearing and child rearing family.
5. Describe the legal and ethical implications/aspects of maternal-child nursing care.
6. Discuss nursing implications and concepts of safety of the maternal-child client.

NU 203: Maternal Child Nursing Clinical ✓

1. Implement nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.
2. Collaborate with members of the inter-professional health care team to promote continuity of client care.
3. Use current evidence-based practice resources as a basis for nursing practice.
4. Use information and client care technology in the provision of safe, quality client care
5. Participate in the use of quality improvement practices.
6. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
7. Demonstrate standard-based professional and accountable behaviors that comply with legal, ethical, and regulatory guidelines when coordinating client care within various healthcare systems.

NU 204: Gerontology ✓

1. Discuss focused nursing assessment unique to aging adults including functional, environmental, risk, and setting specific assessments.
2. Examine the impact of ageism on client demographics, economic status, family dynamics, and health care needs
3. Identify psycho-social, spiritual and cultural considerations related to the care of aging adults.
4. Explore legal and ethical considerations in caring for aging adults

NU 205: Mental Health Nursing ✓

1. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with common mental health disorders.
2. Analyze the role of members of the health care team in regard to clients with common mental health disorders
3. Apply knowledge of pharmacology, psychopathology, and nutrition as it relates to the provision of quality care that supports desired health outcomes of clients with common mental health disorders
4. Use verbal and nonverbal communication that promotes a respectful and collegial relationship with peers, educators, client and family.
5. Describe strategies that provide quality care in a safe environment for patients, self, and others
6. Describe the role of the LPN in maintaining accountability and responsibility for the delivery of standard-based, ethical and legal care to clients with common mental health disorders and their families.

Registered Nursing

NU 206: LPN to RN Transition ✓

1. Identify basic nursing skills needed to assess the patient's health status and the patient's response to actual health problems.
2. Review established norms used to compare a client's data in order to make basic nursing judgments
3. Articulate the importance of providing the client with relevant information regarding his/her care
4. Express the techniques and methods used to convey caring behaviors toward the client, support persons(s), and health care team
5. Verbalize how standardized care is adapted to meet a client's individual needs
6. Demonstrate professional accountability in personal obligations as well as accountability needed in the provision of patient care

NU 207: Nursing Pathophysiology ✓

1. Students will be able to use clinical reasoning and knowledge as a basis for decision making.
2. Students will be able to explain disease processes, their causes, their diagnosis and their treatments for body systems.
3. Students will be able to specify types of infections as well as list chain of infections and transmission of diseases
4. Students will be able to analyze data from many sources such as assessment, technological and nursing processes as well as interpret diagnostic tests with current symptomatology.
5. Students will be able to compare the pathologic effects of disease processes from the cellular and systemic levels.
6. Students will be able to demonstrate critical thinking processes to using principles of pathophysiology as a basis for nursing process and practice.
7. Students will be able to explain the role that culture, ethnic background and genetics play in disease prevention and disease progression as well as varying treatment considerations

NU 208: Advanced Skills ✓

1. Identify advanced nursing skills needed to thoroughly assess the patient's health status and the patient's response to actual health problems.
2. Perform advanced intravenous (IV) procedures including maintenance of varying types of intravenous methods and blood product administration.
3. Demonstrate the ability to perform or assist with advanced procedures.
4. Test and refine core skills necessary of a registered nurse based on the Nurse Practice Act from the Kansas State Board of Nursing including advanced medication administration.
5. Test and refine procedures involving cardiovascular monitoring and care
6. Demonstrate professional accountability in personal obligations as well as accountability needed in the provision of patient care.

NU 209: Medical Surgical III ✓

1. Implement proper care of high acuity clients using evidence-based nursing judgment.
2. Use the nursing process in high acuity client care.
3. Recognize changes, either for the good or bad, in clients with high acuity problems.
4. Use therapeutic communication skills to affect change through patient teaching/teach back
5. Use patient care technologies, information systems, and communication devices that support safe nursing practice in high acuity patient care.
6. Explain and demonstrate knowledge of ethical and legal standards when dealing with clients in high acuity situations.
7. Recognize and explain operation of medical technologies, instruments, devices and medications used in the treatment and diagnosis of high acuity patients.

NU 2091: Medical Surgical III Clinical ✓

1. Implement proper care of high acuity clients using evidence-based nursing judgment.
2. Use the nursing process in high acuity client care.
3. Recognize changes, either positive or negative, in clients with high acuity problems.
4. Use therapeutic communication skills to affect change through patient teaching/teach back
5. Use patient care technologies, information systems, and communication devices that support safe nursing practice in high acuity patient care.
6. Explain and demonstrate knowledge of ethical and legal standards when dealing with clients in high acuity situations.
7. Recognize and explain operation of medical technologies, instruments, devices and medications used in the treatment and diagnosis of high acuity patients.

NU 210: Advanced Pharmacology ✓

1. The student will have the ability to provide medication education to the client and significant others, in both written and oral format.
2. The student will have the ability to correctly calculate safe medication doses, including critical care medications.
3. The student will have the ability to analyze potential medication adverse effects and benefits and identify precautions to ensure patient safety.
4. The student will have the ability to identify sources of information required to remain current and informed regarding pharmacology concepts.
5. The student will have the ability to administer medications utilizing the “rights of medication administration”.

NU 211: Maternal, Child, and Family Nursing ✓

1. Use verbal and nonverbal communication that promotes a respectful and collegial relationship with peers and educators
2. Utilize information technology to support the educational process and evidence-based practice regarding the care of childbearing women, newborns, and children.
3. Use the steps of the clinical decision-making process when establishing and interpreting expected outcomes of care
4. Collect data in a focused manner on childbearing women, newborns, and children and identify deviations from normal Understand different cultural and spiritual needs of clients during end of life care.
5. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for childbearing women, newborns, and children
6. Describe the role of the LPN in maintaining accountability and responsibility for the delivery of standard-based, ethical and legal care to childbearing women, newborns, children, and their families

NU 220: NCLEX-PN Review ✓

1. Understand the standards of nursing care for the adult client to include ethical, legal, communication and collaboration within the healthcare team.
2. Incorporate an understanding of the developmental processes through the lifespan, nutrition, and cultural diversity to nursing care of the adult patient.
3. Utilize the assessment and nursing process to prioritize and care for clients with alterations in the cardiovascular, respiratory, endocrine, integumentary, lymph, hematological, sensory, and musculoskeletal systems.
4. Integrate appropriate technology, personnel, equipment/supplies and resources to meet the health care needs of the patient with complex health needs.
5. Use critical thinking skills to suggest prioritization of care and care/quality of life improvement into the care of patients.

Success First

CCS 040: Success First Intensive English ✓

1. Students will be able to understand the main ideas and some details of most spoken discourse.
2. Students will be able to verbally respond in clear, understandable English.
3. Students will be able to formally present information and ideas.
4. Students will be able to identify purpose in a text.
5. Students will be able to use a variety of strategies to comprehend a grammatically complex text.
6. Students will be able to respond critically to a text.
7. Students will be able to write a cohesive essay.
8. Students will be able to revise and edit for organization and content.
9. Students will be able to use an adequate range of language including more complex forms.
10. Students will be able to perform basic research for an essay.
11. Students will engage in class.
12. Students will work collaboratively with other students.
13. Students will be highly self-directed and ask pertinent questions in class and when uncertain about assignments.

CCS 096: Writing Essentials ✓

1. The student will be able to write in several genres.
2. The student will be able to use writing for inquiry and communicating
3. The student will be able to understand writing as a process.
4. The student will practice appropriate means of documenting their work.
5. The student will demonstrate a commitment to be an involved citizen in his or her community.

CCS 097: Reading Essentials ✓

1. The student will have the ability to use pre-reading and post -reading skills with college-level texts.
2. The student will have the ability to expand vocabulary by using various methods.
3. The student will have the ability to demonstrate comprehension by applying strategies to college-level texts.
4. The student will demonstrate a commitment to be an involved citizen in his or her community.

CCS 098: Success First Lab ✓

1. The student will be able to demonstrate the use of pre-reading, reading and post-reading skills with college-level texts.
2. The student will be able to expand vocabulary by using various methods.
3. The student will be able to demonstrate comprehension by applying strategies to college-level texts.

CCS 100: College and Career Success ✓

1. Students will develop an improved sense of self.
2. Students will identify study strategies that best compliment personal strengths and weaknesses.
3. Students will be able to demonstrate the ability to access college electronic resources.
4. Students will be able to develop objective and essay test-taking skills.
5. Students will learn to locate and identify reliable or scholarly sources from internet sources.
6. Students will be able to read with comprehension from college-level texts.
7. Students will begin to develop an academic and career plan.
8. Students will be able to access various college departments and services to enhance success.