



	degree applicable credit courses for fall 2014:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,194
9.	Number of courses offered via distance education:	Fall 2014: 56 Fall 2013: 52 Fall 2012: 41

10. Number of programs which may be completed via distance education: 57

Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.

15.	<p>a. If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</p>	N/A
	<p>b. If you have separate institution-set standards for degrees, what is your institution-set standard for (s)6(i)-7(n)6()5reW*nBT/F1 9 Tf1 0 0 1 290.33 €</p>	

	part of the general education (GE) program:	
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29.

	programs (courses) and activities (student and learning support activities).	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%

Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).

35. NVC forms an Inquiry Group each year to assess ILOs. Inquiry Groups identify activities to help explore questions that existing data cannot answer and then use a combination of results from those activities (surveys conducted across the curriculum; indirect assessment) and existing data (collected at the course level; direct assessment) to assess student learning and identify areas for improvement. In 2013-2014, two surveys were conducted among subpopulations of students (new students and those who had petitioned for graduation) to assess the "value added" by time spent at the college. The surveys were used to track improvements in information competency and personal responsibility and to identify instructional programs and student learning services that contributed to students' skills in

revisiting the outcomes statements. The college revised its institution-level outcomes (ILOs) in 2013-2014 to facilitate the alignment of course and program outcomes with the broader ILO competencies. Instructional programs link CLOs and PLOs to the component skills that contribute to ILOs. These linkages can be used to identify individual courses that contribute to ILO attainment and incorporate data collected within those courses into the evaluation of outcomes across the college. Program review requires all programs and services to describe how they contribute to student achievement of the stated ILOs.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

37.

The college uses the following approaches to communicate assessment results internally: Assessment results are shared at departmental meetings. Internal planning processes including program review and annual planning and reporting ensure that programs and services describe assessment activities and summarize results on a regular basis. Flex day activities and workshops provide opportunities for sharing effective assessment strategies and communicating results. The Learning Outcomes Assessment Committee produces newsletters highlighting assessment activities and results. The Faculty Coordinator continues a blog dedicated to assessment to share information via podcasts and stimulate dialogue. Internal communications are intended to share effective practices and build connections across the institution. Assessment results are shared with external audiences via the college website. Program review documents and annual institution-level progress reports are posted on the website. A template for reporting PLO assessment results has been developed to create a common structure for reporting results to the public, and a page of the website has been designated for reporting PLO results. The college is in the process of restructuring the Learning Outcomes Assessment Committee to increase communication and effectiveness.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

38.

Departments and instructional programs discuss outcomes assessment at monthly department meetings. During program review, faculty and staff are required to summarize results of outcomes assessment as well as the related dialogue. SLO assessment results and dialogue are also recorded in TracDat (both within and outside of the program review year). The Learning Outcomes Assessment Committee (LOAC) has developed a template for faculty to summarize results of assessment at the program level and post those results on the college website. However, completion of the template has not become a widespread practice across programs. At the institutional level, an Inquiry Group is assigned to assess a subset of ILOs each year. Inquiry Groups discuss outcomes assessment across the institution based on information collected through student surveys. Dialogue is structured around results of indirect assessment, supleme

that learning. Based on SALG results, faculty in Photography have: o reviewed strategies that increase visual literacy; o revised curriculum to increase emphasis on critique skills; o expanded opportunities for creating matted prints, printed folios, and electronic files; o incorporated podcasts as a graded component of class; and o modified projects to increase

