ASSESSMENT HANDBOOK

Assessment Handbook approved and adopted on 4/18/2022

Revision dates: 09/14/2023, 04/25/2024, 05/12/2025, 5/11/26

Table of Contents

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1. MISSION OF SOUTHEAST NEW MEXICO COLLEGE (SENMC)

The mission of SENMC is to provide educational programs, training, and services that best serve our diverse students, communities, and industry.

2. VISION STATEMENT

Building bridges to a better life through education.

3. INTRODUCTION OF ASSESSMENT

Southeast New Mexico College is committed to providing quality education, but the institution realizes that excellence in education can only be accomplished by vigorous assessment of student academic achievement that serves to improve learning, teaching, strategic planning, and institutional effectiveness. To this end, the administration and faculty of Southeast New Mexico College are committed to learning and teaching excellence and professional enhancement for continuous improvement.

The perceived benefits of an Assessment Handbook are below:

- Enhancement of learning and teaching
- Improvement of strategic planning
- Demonstration of institutional effectiveness to funding agencies
- Promotion of effective/efficient resource distribution

SENMC is committed to five basic tenets:

1. Assessment should start small and build on minor successes.
2. Assessment should be cost-effective and linked to budget planning.
3. Assessment should be systematic, widespread, and useful.
4. Assessment should involve the entire campus community, including students, faculty, staff, administrators, and executives.
5. Assessment should be used to facilitate the decision-making and strategic planning processes of the institution.

4. THE ASSESSMENT COMMITTEE

4.1. COMMITTEE STRUCTURE

The Assessment Committee is a standing committee at SENMC. The Committee's charge is to develop, implement, monitor, and improve assessment of student learning. The Assessment Committee meets monthly (or as required throughout the academic year) and will consist of an institutional analyst, faculty, and ex-officio members from the executive team. According to SENMC policy, the specific composition and committee members will be named by the President, and minutes

will be prepared and, upon approval, provided to the President's office. However, minutes will also be made available to interested parties upon request, and all meetings are open to the campus community.)

4.2. COMMITTEE OBJECTIVE

The principal objectives of the Assessment Committee are outlined below:

1. Enhance the knowledge of Southeast New Mexico College's faculty of assessment's role in student learning by the following:
    - Providing on campus and off campus professional development opportunities related to assessment techniques and strategies.
    - Entering a dialog with the Campus community about the assessment of student academic achievement and improvement.
2. Provide a comprehensive plan for course and program assessment at the college and regularly revise the plan to continuously improve assessment processes.

5. CONCEPTUAL FRAMEWORK USED TO DESIGN THE ASSESSMENT PLAN

The Assessment Committee recommends the necessity of considering what the student adds to the course/program, the environment of learning within the course/program, and defined student learning outcomes. These three elements are interdependent, and assessment of student academic achievement cannot be worthwhile without consideration of all three. The current plan involves a broad range of direct and indirect assessment measures that are utilized at the classroom, program, and institutional level and at all stages of the student's academic progress. However, the assessment of student academic achievement is an ongoing and evolutionary process. Therefore, the Assessment Committee will review and revise the Handbook biennially when necessary.

6. COMPREHENSIVE ASSESSMENT PROCESS AT SOUTHEAST NEW MEXICO COLLEGE

6.1 ORGANIZATIONAL STRUCTURE AND RESPONSIBILITY MECHANISM

The Vice President/Dean of Academic Affairs is responsible for assessment process and procedures at Southeast New Mexico College. Additionally, the Dean of Teaching and Learning or Director of Assessment is charged with organizing, tracking, and maintaining tasks, forms, rubrics, and timelines for collecting and analyzing a) online and in-person courses, b) program, c) program review, d) general education, and e) co-curricular assessment data. The Dean of Teaching and Learning or Director of Assessment, the Assessment Committee, the Office of Institutional Research, program coordinators, and chairs of academic departments will coordinate with faculty members to conduct assessments at all required levels of reflection and continuous improvement. However, faculty members are solely responsible for conducting assessments for assigned courses and academic programs.

6.2 ASSESSMENT EMBEDDED THROUGHOUT THE INSTITUTION

At Southeast New Mexico College, assessment processes are embedded throughout the institutional structure, and there are different levels of assessment processes: Course level assessment, Program level assessment, Program Review, General Education Assessment, Co-Curricular Assessment, and Institutional assessment.

6.2.1. Course Level Assessment

Individual faculty members must include Student Learning Outcomes (SLOs) (Institutional Graduate Outcomes are optional) in all course syllabi. Faculty members may use a variety of direct measures, corresponding to these outcomes, to assess student learning. An anonymous student end of course evaluation is conducted by the college each semester as indirect measure of course assessment. The feedback is presented to the course instructor after final grades are posted, and faculty members are expected to make course improvements based upon both direct and indirect assessments.

Every faculty member conducts classroom/course level assessments and inputs the assessment outcomes into an approved online assessment platform. A software user guide is in Appendix A-5. The assessment results are available to program coordinators, department chairs, and institutional analyst, under the supervision of the Assessment Committee and Vice President/Dean of Academic Affairs.

If a course is offered annually, course level assessment should be completed on a triennial basis. Department chairs/program coordinators will guide the assessment process and ensure individual faculty members fulfill this requirement. Faculty in each department or program will analyze the assessment data and discuss course or program improvements based on this

data on the Assessment Check-In days, Assessment Day, Day of Reflection, and monthly department meetings. The dates and times of each meeting are listed in the Important Dates for Faculty and Staff on the SENMC website.

6.2.2. Program Level Assessment

Program Level Assessment has three main components:

1. Program Learning Outcomes are published in the college catalog and on the college website and assessed triennially.

2. Program assessment results, reflections, recommendations, and improvements (based on the results of the program assessments) are used to generate triennial Program Reviews (Appendix A-9).

3. Program Reviews, which incorporate course and program assessments, are recorded in the approved assessment platform and presented to the Vice President/Dean of Academic Affairs on a triennial basis by program chairs or program coordinators.

6.2.3. Program Review

SENMC conducts Program Reviews on a triennial basis. Program Reviews detail improvements based on course and program assessments, enrollment trends, staffing, and budget needs. Program Reviews are presented to the Vice President of Academic Affairs for discussion and Executive Team for budget considerations. Program Reviews are reported in the approved assessment platform, and a digital copy of Program Review questions are in Appendix A-3. Faculty input is essential, so it is important that chairs and program coordinators work with full-time, adjuncts, and dual-credit instructors to prepare these reports. The Program Review cycle for the 2025-2032 is in Appendix A-9.

6.2.4. Assessment of General Education Courses

The Higher Education Department assesses general education courses by specific Student Essential Skills. Each general education course is associated with any of the six general education curriculum content areas: Communication; Mathematics; Science; Social and Behavioral Sciences, Humanities; and Creative and Fine Arts. Each content area, in turn, has three Essential Skills. The alignment of content areas and Essential Skills appear in Appendix A-6. Southeast New Mexico College assesses Essential Skills twice every five years. Each Essential Skill is evaluated according to its Component Skills on the calendar as follows:

Year One 2026-2027	**Critical Thinking** All Areas	**Personal and Social Responsibility** Science Social and Behavioral Science Humanities Fine and Creative Arts
Year Two 2027-2028	**Information and Digital Literacy** Communication Humanities	**Communication** Communication Mathematics Social and Behavioral Science Creative and Fine Arts
Year Three 2028-2029	**Critical Thinking** All Areas	**Quantitative Reasoning** Science Mathematics
Year Four 2029-2030	**Information and Digital Literacy** Communication Humanities	**Personal and Social Responsibility** Science Social and Behavioral Science Humanities Fine and Creative Arts
Year Five 2030-2031	**Communication** Communication Mathematics Social and Behavioral Science Creative and Fine Arts	**Quantitative Reasoning** Science Mathematics

Year 1 is the academic year 2026-2027. See Appendix A-7 for Component Skills associated with each Essential Skill.

Faculty must record Assessment Plans, Assessment Findings, Reflections, and Recommendations in the approved assessment platform. Assessment results (and all subsequent modifications) are accessible to the Assessment Committee for aggregation and reporting to the College. In addition, results must be shared with all faculty members. Work to improve each outcome will continue until the next reporting cycle, and a new plan will be devised. To evaluate each Component Skill, faculty must use the rubrics included in Appendix A-8.

6.2.5. Assessment of Cocurricular Activities

Cocurricular and extra-curricular activities are important learning and growing opportunities for SENMC students because they directly relate to General Education outcomes (Communication, Critical Thinking, Information and Digital Literacy, Quantitative Reasoning, Personal Responsibility) and Leadership. As such, co-curricular activities must be approved and assessed in the same manner as traditional courses and programs. Cocurricular PLOs are assessed annually, and a full Program Review is conducted on a triannual basis. Upon completion, assessments and program reviews are reported in existing assessment management systems. To aid in this process, SENMC has developed three forms (Appendix A-4): 1. Co-curricular Information Form, 2. Co-Curricular Activity Application Form, and 3. Co-curricular Activity

Assessment Form. (These forms are also available on the Faculty and Staff Resources page of the SENMC website.) Extra-curricular activities that do not qualify as cocurricular are not currently subject to the requirements above. However, SENMC acknowledges the value and significance of extra-curricular activities and works diligently to incorporate and develop such institutional sponsored endeavors into a culture of reflection.

6.2.6. Institutional Assessment

Instructional and administrative aspects of Institutional Assessment.

6.2.6.1 Instructional Aspect of Institutional Level Assessment

The Territorium Electronic Proficiency Profile test is the principal institutional-level assessment measure. The test is conducted annually in the spring semester by the Assessment Committee and the Office of Institutional Research. The test is also used as partial assessment of the New Mexico General Education Outcomes and is supplemented with SENMC faculty questions designed to obtain information about student achievement in the areas of Personal and Social Responsibility and Information and Digital Literacy. Additional information is obtained from attitudinal surveys (e.g., Student Satisfaction Survey) given to students routinely by the Office of Institutional Research.

Data from these sources will be analyzed by the Office of Institutional Research and reported to the Assessment Committee and the Executive Team. Information about the results of the Territorium test is also shared with full-time faculty.

6.2.6.2 Administrative Aspect of Institutional Level Assessment

The Vice-President/Dean of Academic Affairs, in conjunction with the Vice President of Business and Finance, is charged with addressing the financial needs of the Assessment Committee to obtain financial support for testing materials, faculty travel, and other assessment-related expenses.

6.2.7. Additional Assessments conducted at SENMC

SENMC uses multiple measures to place students in Mathematics and English courses. Such instruments include grades in Mathematics and English courses from student high school transcripts for those who graduated within the last five years, scores on the ACCUPLACER Next Generation writing and quantitative reasoning assessments, scores on ACT and/or SAT tests if taken within the last two years, and consultations with departmental faculty as appropriate. Students can sign up or walk-in to take the ACCUPLACER at the Testing Center. Exams are administered and student scores are reported online via The College Board portal.

6.3. DATA COLLECTION, INTERPRETATION, AND DISSEMINATION

The Vice-President/Dean of Academic Affairs, Dean of Teaching and Learning or Director of Assessment, Assessment Committee, and Office of Institutional Research are responsible for the

collection, interpretation, and dissemination of information about assessment outcomes. Data will be submitted by faculty, chairs, and program coordinators in the approve assessment platform and included forms (Appendices A1-A4). The institutional level assessment outcomes will be administered and provided by the Office of Institutional Research. Assessment data is available to faculty and executives for decision-making and strategic-planning purposes.

1. All course and program assessment reports created by faculty, department chairs, and program managers are input in the approved assessment platform.

2. Program Reviews incorporate course and program level assessments to help the department and program determine improvements needed to facilitate students' success in the program.

3. Assessment data is discussed on a regular basis during department meetings to create insight into individual program level and institutional level teaching-learning processes to improve students' overall learning at SENMC.

4. Each academic program presents course and program assessments in their program reviews to the Executive Team to facilitate informed decision making in the strategic planning and budget process.

6.4 FEEDBACK LOOPS

At the course level, measurable Student Learning Outcomes (SLOs) are directly assessed in the classroom and other teaching-learning settings. Faculty members make course level improvements based upon the results of assessing Student Learning Outcomes and aligning the SLOs with Program Learning Outcomes (PLOs) and Institutional Graduate Outcomes. SLO assessment types, results, and corresponding improvements are documented every semester in the approved assessment platform (for full time faculty) and Appendix A1 (for part time faculty), which are collected and recorded in the approved assessment platform by the Department Chair or Program Coordinator.

At the program level, assessment is defined by individual, specific methodologies created by the chair or program coordinator and faculty members of each program. Institutional Graduate Outcomes and Program Learning Outcomes are published in the SENMC catalog every academic year. Annual program assessment results are also available in the approved assessment platform. Program assessment results and completed Appendix A-1 forms are used to write Program Reviews for improvement.

At the institutional level, the Territorium Electronic Proficiency Profile test is used to conduct direct assessment annually. Student artifacts are obtained from different areas of teaching and learning across the College. The results are shared with all departments, governance committees,

administration, and faculty. Faculty are charged with implementing course, program, and teaching changes according to the results, and departments and administration use the results to address and assess program reviews and continuous improvement in the Strategic Plan.

6.5 THE TIMETABLE OF ASSESSMENT

The Timetable of individual course, program, and institutional level assessments at SENMC is below:

Assessment Level	Responsible Personnel	Assessment Implementation Timeline	
		Each Academic Year	Every 3 Academic Years
Classroom/Course Level	Every Full-Time Faculty and Adjuncts	Conducting Assessments of specific courses (or the specific Student Learning Outcomes of the course), based on the arrangement made by the Department Chair/Program Manager	Departments and programs review assessment results of all courses when all SLOs have been assessed in a three-year cycle.
	Department Chair/Program Manager	Coordinating with Faculty Members for Course Level Assessments	Coordinating with All Faculty Members for the Completeness of Course Level Assessments of all Course Offered by the Department
Program Level	Program Coordinator	Conducting Program Level assessments and Creating Program Review	Completing Program Review
General Education	All faculty who teach General Education courses	Conduct assessment of course according to a yearly schedule and assessed using the rubrics in appendix A-8.	Faculty analyze data twice every five years or as soon as a cycle is complete. Changes are implemented based on this data.
Co-curricular Assessment	Faculty and Staff in charge of co-curricular activities	Submit report on co-curricular assessment in the approved platform. Review data for implementing improvements in next cycle.	
Institutional Level	Office of Institutional Research and Assessment Committee	Implementing the Territorium Electronic Proficiency Profile Test	

7. STRATEGY FOR CONTINUED SUCCESS: ONGOING ASSESSMENT AT SOUTHEAST NEW MEXICO COLLEGE

The assessment process must be cyclical and ongoing. Therefore, after implementation and completion of each level of assessment,a meta-assessment will occur to gauge the success and relative usefulness of every aspect of the assessment process to adapt, improve, and create a complete learning-centered experience consistent with the needs and expectations of the College.

The Measurable Course Outcome Reporting Form, Program Outcomes Assessment Reporting Form, and Annual Program Review Form (Appendices A1-A3) are used to record assessment plans, findings, reflections, and recommendations in the approve assessment platform.

General Education Assessment Cycle

April:
A college level workshop for all departments will be held to discuss the assessment of Essential Skills (and their specific components). Each department/faculty member will decide which G courses to be assessed during the upcoming academic year cycle. Faculty members will develop Assessment Plans, using approved rubrics, to compare the assessment results of all administered G courses and formulate plans for continuous improvement. This information will be input into the Findings, Reflections, and Recommendations area of the assessment platform at the end of the academic year.

August (Fall semester starts): Departments and faculty members implement the G course assessment plans.
January (Spring semester starts): Departments and faculty members implement the G course assessment plans.
May: Departments and faculty members record the assessment findings and make further improvement recommendations.
August (Fall semester begins): course assessment results will be shared across the campus on the next Assessment Day.

APPENDIXES

Appendix A-1: Course Learning Outcomes Reporting Form

Assessment Plan and Assessment Findings Report

Details/Descriptions (of artifact):

Acceptable Target: Note: While percentages can be used to define Acceptable and Ideal Targets, their inherent value should be justified (e.g., why was this percentage value selected, and how will it be used to create a baseline, show improvement, etc?). Temporal studies and/or comparative analyses between multiple sections or courses of the same subject matter are also appropriate or useful to tracking and measuring continuous improvement.

Ideal Target: Note: While percentages can be used to define Acceptable and Ideal Targets, their inherent value should be justified (e.g., why was this percentage value selected, and how will it be used to create a baseline, show improvement, etc?). Temporal studies and/or comparative analyses between multiple sections or courses of the same subject matter are also appropriate or useful to tracking and measuring continuous improvement.

Semester and Year:
Course Instructor(s):
Supporting Attachments (uploaded):

Summary of Findings: Students performed quantitatively at or above on this core competency/course outcome. Note: Please do not rely on arbitrary percentages assigned to pass and fail rates. For example, a temporal study might be appropriate, or a comparative analysis between multiple courses of the same subject matter could also be useful.

Results: Acceptable Target Achievement: (select appropriate result) and

Ideal Target Achievement: (select appropriate result).

*Recommendations: Overview of recommendations derived from the above data and results.

*Reflections/Note: Reflection derived from the above data and results.

*Overall Recommendations: (Extensive recommendations for improvements in the course, assignments, SLOs, etc.)

*Overall Reflections/Notes: (An extensive overview of future implementations and improvements to increase student achievement of Acceptable and/or Ideal Targets—e.g. utilizing new assignments or assessments more efficiently and effectives, delivering the material in an alternative manner (hybrid, traditional, dual-credit, online), etc.

(*You may elect to complete one area or the other, but ensure that extensive Recommendations and Reflections occur in at least one section of the Course Assessment.)

Appendix A-2: Program Outcomes Assessment Reporting Form

Program Name: Click here to enter text.
Person Submitting Form: Click here to enter text.
Date: Click here to enter text.

Program Outcomes: 1) Click here to enter text. 2) Click here to enter text. 3) Click here to enter text.
Description of Program Assessment: Click here to enter text.
How many students participated in the program assessment? Click here to enter text.
Results:_____% of students performed at_____% or above on stated program outcomes.
What program improvements will you make based upon assessment results? Click here to enter text.
What improvements will you make in the program assessment? Click here to enter text.
Briefly describe the discussion you have had with program faculty regarding program assessment results: Click here to enter text.

Appendix A-3: Program Review Reporting Form

Program or Department Name: Click here to enter text. **Date:** Click here to enter text.

Person Completing Form: Click here to enter text.

Executive Summary

- Identify the critical recommendations for your program.

Click here to enter text.

- Identify the strengths and weaknesses of your program.

Click here to enter text.

- Identify your program's curricular needs based upon the population you serve.

Click here to enter text.

- Identify any resources (facilities, equipment, financing) your program needs.

Click here to enter text.

- Identify any specific staffing needs your program has.

Click here to enter text.

Program Goals

Click here to enter text.

Program Outcomes

Click here to enter text.

Program Outcomes and Program Matrix

- Please attach curriculum map showing courses offered and program outcomes addressed in each course.

Program Assessment

- Please attach the program's most recently completed program outcomes assessment form.

Program Data and Trends

What is the current number of first-year students in your program?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.
What is the current number of sophomores in your program?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.
How many students graduated from your program last year?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.

Curriculum

- Please attach a list of your program's current class offerings which includes their measurable course outcomes or core competencies addressed.
    - What is the number of online versus face-to-face courses offered by your program? _____
    - What is the number of support versus program classes offered by your program? _____
- Are there any courses in the catalog that have not been offered in the past three years? If yes, identify the courses and discuss your plans regarding these courses.

Click here to enter text.

- Briefly describe how your courses meet the NMHED general education transfer requirements.

  Click here to enter text.

- Summarize the results of your course assessment efforts and improvements made to courses based upon assessment results.

  Click here to enter text.

Resources

- Facilities
  - Identify the primary facilities (buildings, classrooms, laboratories) used by the program.

    Click here to enter text.

  - Are current buildings, classrooms, laboratories, and offices sufficient to meet the needs of your program? If no, explain what deficiencies exist?

    Click here to enter text.

  - How might any deficiencies identified above be addressed by the program? By the college?

    Click here to enter text.

- Equipment
  - Briefly describe current equipment used by your program and indicate whether it is adequate or inadequate.

    Click here to enter text.

  - Is additional equipment required to support this program? If so, please explain.

    Click here to enter text.

- Budget/Finances
  - Is adequate financial support available to meet the needs of this program? If not, please explain?

    Click here to enter text.

- Advising
  - What are your program's current efforts and responsibilities in advising students?

    Click here to enter text.

Faculty

- Identify trends in staffing using information for full-time faculty, adjunct faculty, overload faculty, and staff. How have these changed over time?

  Click here to enter text.

- Based on the trends identified above, identify specific program staffing needs. If the program reports a need for additional positions, specify how any additional faculty/staff will enhance program performance and student success.

  Click here to enter text.

- Briefly describe departmental faculty members' qualifications and recent professional development activity

Appendix A-4: Co-curricular Assessment Forms

Forms in this appendix are available in electronic form in the SENMC website under faculty and staff resources.

Information Form

This document presents information on what constitutes a co-curricular activity. Activities that do not meet the requirements described here will be considered extra-curricular.

When deciding if an activity is co-curricular, it is helpful to consult this document. Please, address any questions to the Chair of the Assessment Committee, the Chair of the Curriculum Committee, or the VPAA.

The application form for requesting an activity to be considered co-curricular and the assessment form for such activities are separate documents.

I. Requirement for an activity to be considered co-curricular

For an activity to be considered co-curricular, it needs to satisfy all the following criteria.

- Activity needs to be student-led or organized in partnership with students.
- Activity needs to be open to all students. Though there may be academic criteria for a student to qualify to participate (e.g., meeting a certain GPA threshold or having taken the mathematics class for which they are tutoring), there should not be any programmatic or other criteria (e.g., being a certain major, being a first- or second-year student, etc.)
- Activity needs to be recurring for the students. For example, if a student club is organizing a series of field trips to different locations, even though each trip is at a different location, the activity (field trip) is recurring.
- Only the SENMC students who are leading/organizing the event are assessed. The participants to the event are not assessed. For example, if a group of students (group A) is leading a mathematics tutoring event where other SENMC students (group B) can drop in to get help with their homework, group A will be the one assessed in terms of whether the co-curricular activity has met the outcomes, not group B. Of course, group B can be assessed on whether the event has been successful for this group B, but this assessment will not be a co-curricular assessment.

II. Possible Outcomes

In addition to the requirements described in Section I, for an activity to be considered co-curricular, it must address one or more of the following learning outcomes. The last five outcomes represent General Education outcomes:

- Leadership
- Communication
- Quantitative reasoning
- Critical thinking
- Personal and social responsibility (this includes teamwork, DEI awareness, etc.)
- Information and Digital Literacy

III. List of co-curricular activities

The activities listed in this section represent activities that already meet (or can easily meet) the requirements listed in Sections I and II above. This is an example (not a comprehensive) list to show the variety of activities that can qualify.

- PTK
- Math summer bootcamp*
- Math movement*
- STEM club
- Peer mentors
- Student Government Association
- Financial literacy events (multiple, not just one)

- Mind control events
- Sensory activities (Early Childhood Education)**
- Criminal justice club**

* Student tutors need to be hired to satisfy the requirement that there is partnership with students.

** These need to become a club open to all students (not just the students majoring in Early Childhood Education or Criminal Justice)

Southeast New Mexico College
1500 University Drive
Carlsbad, NM 88220
(575) 234-9200, Fax: (575) 885-4951

Co-Curricular Activity Application Form

Before proceeding with the application form, please review the Co-Curricular Information document for essential details and guidance.

* Required

1. Name of Applicant: *

   Full Name

   Click here to enter text.

2. SENMC Email: *

   Click here to enter text.

3. Department/Group/Club: *

   Click here to enter text.

4. Name of Proposed Co-Curricular Activity: *

   Click here to enter text.

5. Activity Description: *

   Provide a short description of the co-curricular activity

   Click here to enter text.

6. Event Dates *

   Click here to enter text.

7. Describe the Frequency (e.g., weekly, monthly, or annually). *

   Click here to enter text.

8. Does this activity satisfy all the criteria for it to be considered a co-curricular activity? *

   Refer to the co-curricular Information Form Section I.

9. Which of the following outcomes do you aim to achieve through this activity? *

   Refer to the co-curricular Information Form Section II. (Check all that apply)

10. Explain how each previously selected outcome will be achieved. *

    Example Response for Outcome Selected:

    Communication: Students will practice verbal and written communication through structured presentations and discussions.
    Refer to the co-curricular Information Form Section I.

Click here to enter text.

11. Would you like to award Merit badges at the end of this activity? *

12. By submitting this form, I confirm that the information provided is accurate and complete to the best of my knowledge. I have reviewed the Co-Curricular Information form and fully understand the definition, purpose, and requirements of a co-curricular activity at SENMC. I understand that this form will be reviewed to determine eligibility as a co-curricular activity; however, submission does not guarantee approval. I acknowledge that only SENMC students who are leading or organizing the event will be assessed, while participants will not be assessed. Following the activity, I agree to complete the Co-Curricular Assessment Form to evaluate the outcomes achieved. If I have any questions or require clarification regarding the criteria or process, I will seek guidance from the Chair of the Assessment Committee, the Chair of the Curriculum Committee, or the VPAA before submitting this form. *

Co-Curricular Activity Assessment Form

Name of the co-curricular activity: _____
Purpose of the co-curricular activity: _____
How many semesters have you been a college student? _____
Rate the degree to which you agree or disagree with the following statements:

	Not applicable N/A	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly agree**
Because of my involvement in this activity:						
Leadership						
a) I feel more confident in my ability to take initiative on a project	N/A	1	2	3	4	5
b) I feel more confident in my ability to motivate and encourage others	N/A	1	2	3	4	5
c) I feel more confident in my ability to resolve conflicts	N/A	1	2	3	4	5
Communication						
d) I feel that I have improved my oral communication skills	N/A	1	2	3	4	5
e) I feel that I have improved my written communication skills	N/A	1	2	3	4	5
Quantitative Reasoning						
f) I feel more confident in my ability to estimate the resources needed to accomplish an event	N/A	1	2	3	4	5
g) I feel more confident in my ability to use numerical information to make decisions	N/A	1	2	3	4	5
h) I feel more confident in my ability to communicate numerical information	N/A	1	2	3	4	5
i) I can better use my quantitative reasoning skills to solve problems	N/A	1	2	3	4	5
Critical Thinking						
j) I feel more confident in my ability to analyze problems from multiple perspectives	N/A	1	2	3	4	5
k) I feel encouraged to evaluate my own ideas and beliefs more critically	N/A	1	2	3	4	5
l) I can evaluate evidence and arguments more critically before forming conclusions	N/A	1	2	3	4	5
m) I feel more confident in my ability to						

	Not applicable N/A	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly agree**
Because of my involvement in this activity:						
use clear reasoning and evidence to justify my opinions	N/A	1	2	3	4	5
Personal and Social Responsibility						
n) I am more open to learning from others with diverse backgrounds and perspectives	N/A	1	2	3	4	5
o) I consider the impact of my actions on others	N/A	1	2	3	4	5
p) I take responsibility for my role in group tasks and follow through on commitments	N/A	1	2	3	4	5
q) I seek more opportunities to participate in community service or volunteer activities	N/A	1	2	3	4	5
Information and Digital Literacy						
r) I feel more confident in my ability to define the data and/or information needed to complete a project	N/A	1	2	3	4	5
s) I feel more confident in my ability to assess the relevance and accuracy of online sources	N/A	1	2	3	4	5
t) I can better adapt my digital communication style to suit my audience	N/A	1	2	3	4	5
u) I feel more confident in my ability to facilitate or collaborate using digital tools (e.g., announcements, flyers, videos, etc.)	N/A	1	2	3	4	5
v) I understand better the ethical and legal implications of using digital media, including copyright laws	N/A	1	2	3	4	5

Appendix A-5: User Guide for Approved Assessment Platform

Platform User Guide for Southeast New Mexico College

Appendix A-6: Alignment of Essential Skills with Content Areas

Content Area	Essential Skills Associated with Content Area
Communication	• Communication • Critical Thinking • Information and Digital Literacy
Mathematics	• Communication • Critical Thinking • Quantitative Reasoning
Science	• Critical Thinking • Personal and Social Responsibility • Quantitative Reasoning
Social and Behavioral Science	• Communication • Critical Thinking • Personal and Social Responsibility
Humanities	• Critical Thinking • Information and Digital Literacy • Personal and Social Responsibility
Creative and Fine Arts	• Communication • Critical Thinking • Personal and Social Responsibility

Source: https://hed.nm.gov/resources-for-schools/public_schools/general-education

Appendix A-7: Alignment of Component Skills with Essential Skills

Communication		
1	Genre and Medium Awareness, Application, and Versatility	Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for rhetorical situations (i.e., attending to audience, purpose, and context).
2	Strategies for Understanding and Evaluating Messages	Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).
3	Evaluation and Production of Arguments	Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

Quantitative Reasoning		
1	Communication/Representation of Quantitative Information	Express quantitative information symbolically, graphically, and in written or oral language.
2	Analysis of Quantitative Arguments	Interpret, analyze and critique information or a line of reasoning presented by others.
3	Application of Quantitative Models	Apply appropriate quantitative models to real world or other contextual problems.

Critical Thinking		
1	Problem Setting	Delineate a problem or question. Students state problem/question appropriate to the context.
2	Evidence Acquisition	Identify and gather the information/data necessary to address the problem or question.
3	Evidence Evaluation	Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.
4	Reasoning/Conclusion	Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Personal and Social Responsibility – Address 2 of the 5 Component Skills		
1	Intercultural reasoning and intercultural competence	Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.
2	Sustainability and the natural and human worlds	Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.
3	Ethical Reasoning	Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.
4	Collaboration skills, teamwork and value systems	Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")
5	Civic discourse, civic knowledge and engagement – local and global	Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

Information and Digital Literacy – Address 3 of the 4 Component Skills		
1	Authority and Value of Information	Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.
2	Digital Literacy	Understand, communicate, compute, create, and design in digital environments.
3	Information Structures	Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.
4	Research as Inquiry	Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.

Source: https://hed.nm.gov/resources-for-schools/public_schools/general-education

Appendix A-8: Rubrics for Evaluation of Component Skills

Essential Skill: Communication

These courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.

Component Skill	Emerging	Developing	Proficient	Assessment Suggestions
Genre and Medium Awareness, Application and versatility: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (ie,, attending to audience, purpose, and context)	Students communicate in various genres and mediums,	Students communicate in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths.	Students communicate effectively in several genres and mediums, demonstrate awareness of limitations and strengths of each, and evaluate the effectiveness of their communications with regards to appropriateness to the rhetorical situation.	To demonstrate genre awareness, application, and versatility, students are asked to communicate well in genres such as lab report, and essay, a white paper, a research proposal, a reflective response to readings, a marketing brochure and in varied mediums such as oral presentations, websites, written document.

Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points, seeking key arguments, counter arguments, rebuttals, locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context)	Students use more than one for evaluating and understanding messages. They describe the central idea of a message.	Students use several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies.	Students use a wide range of strategies for understanding and evaluating messages. They also evaluate the effectiveness of strategies they use for interpreting messages in different rhetorical situations.	Use writing or speaking to convey their interpretation of materials and to assess what they have heard, read, or seen after applying strategies for evaluating messages such as reading for main points; seeking key arguments, counter-arguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic). Examples of materials for assessing: Portfolio, presentation, writing assignment, oral presentation, digital assignment. To assess developing and proficient levels, students' work should include reflections in which students evaluate their choices and overall performance
Evaluation and Production of Arguments Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA or APA)	Students understand that sources have varied validity and authority and that claims can be facts, opinions, inferences and supported or unsupported	Students evaluate a sources authority; distinguish among facts, opinions, and inferences, and identify claims that are supported and unsupported.	Students identify and develop claims that are supported by evidence and reasoning; evaluate and integrate arguments of others into their own written and spoken arguments.	Assess for student understanding of the authority (e.g., credibility, soundness) of what they read, hear, or see. Assess students' oral or written work in which they produce arguments of their own after evaluating others' relevant arguments. To demonstrate skills in producing arguments employing others' sound arguments, students effectively employ others' material within their own well-argued texts or presentations. Examples of materials for assessing: Portfolio, presentation, writing assignment, oral presentation, digital assignment.

Essential Skill: Critical Thinking

Critical thinking is the intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.

Because of the process-oriented nature of critical thinking, a course that teaches the skill of critical thinking needs to cover, at least to some extent, all four component skills below, each of which is intimately and logically connected with the others. It is not simply inconsistent with critical thinking to formulate one's conclusions and then go looking for supportive evidence afterward. As students collect and assess evidence, they must have some understanding of the logical relation between the evidence they are collecting and the conclusions they are trying to reach or the problems they are trying to solve. However, it is entirely consistent that some courses place more emphasis on a particular subskill or subskills. A history course emphasizing archival research might place particular emphasis on the evidence acquisition subskill, and a philosophy course might place more emphasis on the reasoning subskill.

Component Skill	Emerging	Developing	Proficient	Assessment Suggestions
Problem Setting: Delineate a problem or question.	Students state problem/question appropriate to the context.	Students state and define an open ended problem/question appropriate to the context.	Students state, define, and describe components of an open ended problem/question appropriate to the context.	Formulate an experiment or research question. Create a concept map. Define a situation that can be addressed by a proof. Describe a problem that will be developed into a paper. Create a problem statement based on a topic of interest. Identify perspectives and views on a problem
Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.	Students gather evidence addressing the problem/question from a mix of sources.	Students gather evidence addressing the problem/question from sources appropriate to the context while demonstrating some awareness of acquisition process, including personal assumptions.	Students gather an appropriate scope and depth of evidence sufficient to address a problem/question in context while demonstrating awareness of acquisition process, including personal assumptions.	Develop an annotated bibliography Collect qualitative and/or quantitative data

Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.	Students are able to describe appropriate sources.	Students are sometimes able to evaluate credibility and relevance of sources in addition to demonstrating some awareness of the evaluation process, including personal assumptions	Students are able to evaluate credibility and relevance of sources in addition to demonstrating an awareness of the evaluation process, including personal assumptions.	Differentiate relevant from irrelevant information Differentiate fact from opinion Assess and defend authority and credibility of data or other evidence dentify minority opinions and critical information. Assess agreement among authorities
Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	Students can sometimes identify common logical flaws. Students can sometimes describe weak and strong arguments.	Students can identify common logical flaws. Students can sometimes differentiate weak and strong arguments. Students can sometimes identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence.	Students can identify common logical fallacies. Students can differentiate weak and strong arguments. Students can identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence.	Assess an argument regarding whether the premises support the conclusion. Assess certainty or probability that a conclusion is true. Formulate a recommendation or persuasive argument supported by credible evidence. Develop a conclusion based on experiments or data gathered

Essential Skill: Information & Digital Literacy

Courses that include the skill of information and digital literacy should begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the four component skills.

Component Skill	Emerging	Developing	Proficiency	Assessment Suggestions
Authority and Value of Information: Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.	Students recognize that information is produced by individuals and communities who may or may not be reliable and who may have a particular point of view; recognize that new knowledge builds upon existing knowledge, give credit through attribution, and do not plagiarize.	Students use established criteria to evaluate information, formats, and sources and to differentiate between reliable and convenient information; make informed choices regarding online actions in awareness of issues related to privacy and the commodification of personal information; safeguard personal information of self and others.	Students evaluate types of authorities and integrate new perspectives and alternative authoritative voices; recognize that citing preserves authority and gives credit through proper attribution; students apply an appropriate citation style	Author's credentials evaluation Source authority evaluation Citation formatting exercise Quoting, paraphrasing, and summarizing exercise Privacy exercise Copyright fair use application Speech or debate Essay Annotated bibliography Research paper

Digital Literacy: Understand, communicate, compute, create, and design in digital environments.	Students know current and common digital vocabulary; understand how to use common digital devices; troubleshoot basic problems associated with operating digital devices	Students select and use appropriate applications to create and effectively communicate; use common digital education and social communication platforms; use current computational tools.	Students demonstrate fluency using common digital education and social communication platforms; design effective digital media; demonstrate fluency in using current computational tools including identifying errors or misleading information.	Digital vocabulary test Demonstration of how to use common devices Demonstration of solving basic problems Presentation project; Communication project Typing test; Computation project Input creation test such as talk to text Digital error analysis – demonstration or report Design project – audio, visual, or both
Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.	Students articulate basic features and functions of common information formats, collections, systems, and applications; search collections and systems using keywords and simple search strategies.	Students select and use information formats, collections, systems, and applications that best match information needs; search collections and systems using advanced iterative search strategies and techniques.	Students use applications to create and organize useful content in appropriate information formats and systems; recognize and explain how information is communicated using distinct formats created for a purpose and recognize that information systems organize and	Close reading, format comparison, format evaluation, primary and secondary source comparison, speech, essay, lab report, web site, blog, news article, critique, business report, literature review, research paper, database and academic collection comparison, academic collection selection exercise, research journal. Personal information system, development of file systems, calendars, contacts, or citation management

			disseminate formats.	systems.
Research as Inquiry: Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.	Students recognize that research is an iterative, non-linear, creative process that leads to new knowledge and requires curiosity, reflection, critical thinking, and persistence.	Students define a problem or pose a question and find and evaluate relevant information; recognize that scholarship is a conversation that occurs over time among communities engaged in research.	Students define an appropriate scope of investigation, formulate research questions, and reframe research questions based on new information; analyze, evaluate, and synthesize ideas gathered from multiple sources to draw reasonable conclusions.	Research question formulation, thesis statement formulation, search statement construction, concept map, information cycle exercise, information evaluation, search result evaluation, critical reading, research journal.

The Information & Digital Literacy essential outcomes were adapted from the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/standards/ilframework) and were blended together and combined with Digital Literacy skills.

Essential Skill: Personal and Social Responsibility

The following rubric describes the progression in skill level and understanding that students should demonstrate as they develop their personal and social responsibility skills in general education classes. It is suggested that a course designated as teaching personal and social responsibility skills include outcomes related to two of the rubric's component skill areas. The rubric is intended to provide guidance to faculty members designing courses and assessment tools for evaluating student learning of personal and social responsibility skills; it should not be viewed as establishing expectations for a certain level of achievement at the end of a single general education course.

Component Skill	Emerging	Developing	Proficiency	Assessment Suggestions
Intercultural reasoning and intercultural competence	Students describe a range of personal and social justice issues as they relate to specific contexts.	Students develop strategies for working with one's own and others' perspectives and ethnocentrism.	Students evaluate personal and social justice issues as they relate to specific contexts and compare and contrast multiple solutions across social and cultural relationships.	Presentations, case studies, projects, papers, online discussions, blogs
Sustainability and the natural and human worlds	Students explain the impact our actions have on the sustainability of the natural and human worlds.	Students examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.	Students analyze specific local or global issues and develop strategies for creating just, sustainable systems in the natural and human world.	Papers, projects, presentations, case studies, online discussions, blogs
Ethical reasoning	Students recognize a variety of ethical theories and place them in specific contexts.	Students describe ethical issues in specific contexts and explain the relationship between ethics and ethical systems and moral norms.	Students compare a range of ethical perspectives and propose an ethical solution based on one or more of those perspectives.	Papers, projects, presentations, online discussions, blogs, case Studies

Collaboration skills, teamwork and value systems	As a group member, students demonstrate shared ethical obligations and intercultural sensitivity.	Students demonstrate personal and mutual accountability and make use of individual strengths in meeting group objectives.	Students effectively complete a group project, reflect on the impact and effectiveness of teamwork, and, based on that reflection, describe ways to improve future collaborative work.	Papers and reports, group projects that culminate in a presentation, paper, or other product; evaluation of or reflection paper on teamwork collaboration, including a self-assessment.
Civic discourse, civic knowledge and engagement – local and global	Students explain diverse positions on issues, values, or practices and present one's own position on a specific problem related to one or more of the issues, values, or practices studied.	Students demonstrate the ability to participate in respectful civic dialogue that shares differing perspectives and recognize that there are multiple valid responses to local and global issues.	Students critically inquire into and deduce from evidence the organizational, cultural, economic, or political factors that hinder or support solutions to local and global problems.	Discussions, projects, blogs, debates, papers incorporating and responding to multiple perspectives

Sources: the WICHE Passport rubrics, PDQ, LEAP Value Rubrics, and the Carnegie Foundation. Examples of assessments are described in the "Passport Learning Outcomes and Proficiency Criteria" that could be used to measure the achievement of personal and social responsibility skills in discipline-specific contexts (see http://www.wiche.edu/passport/interstate_passport_components.)

Essential Skill: Quantitative Reasoning

Quantitative reasoning involves representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content (e.g. economics, psychology, chemistry) or otherwise accessible to students. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.

Component Skill	Emerging	Developing	Proficiency	Assessment Suggestions
Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language.	Students explain the meaning of graphics, numbers, or algebraic symbols within a given context.	Emerging skill descriptions plus: Students translate mathematical graphics and symbolism into written or oral language; translate written or oral language into mathematical symbols and graphics.	Developing skill descriptions plus: Students integrate written and symbolic mathematical constructs in describing particular contexts.	Exam Laboratory report Project Critique of media articles Written assignment: • Report • Paper • Letter • Article
Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.	Students summarize quantitative arguments presented by others.	Emerging skill descriptions plus: Students differentiate and describe the parts of a quantitative argument presented by others; compare the conclusions of a quantitative argument with conclusions from other	Developing skill descriptions plus: Using appropriate techniques of mathematical proof or statistical analysis, students evaluate each component of a quantitative argument for mathematical validity and demonstrate whether an overall quantitative argument is valid,	

		reliable sources.	invalid, or questionable.	
Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.	Students identify, describe, and classify quantitative information needed to address contextual problems.	Emerging skill descriptions plus: Students identify appropriate mathematical or statistical models to represent quantitative information in contextual problems; apply those models to generate numeric predictions.	Developing skill descriptions plus: Students assess the validity of numeric predictions and correct unreasonable findings; analyze and interpret results; use them in a quantitative argument to support a position or line of reasoning or solve a contextual problem.	

Appendix A-9: Program Review Cycle (2025-2032)

Key:
X: Program Review Year;

Inactive Program

PROGRAM	Degree or Certificate	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Agriculture	AAS		X			X		
Associate of Arts Degree	AA		X			X		
Associate of Science	AS	X			X			X
Associate of Arts (Psychology Emphasis)	AA				X			
Auto Body Collision Repair	AAS			X		X	X	
Automotive Refinishing	Certificate			X		X	X	
Automotive Technology	AAS			X			X	
Automotive Technology	Certificate			X			X	
Banking	Certificate	X			X			X
Building Technology	AAS	X			X			X
Building Trades	Certificate			X			X	
Business (formerly Pre-Business)	AAS				X			X
Business Management	AAS	X			X			X
Business Administration (Accounting)	AAS	X			X			X
Business Office Technology (Administrative Asst.)	AAS	X			X			X
Business Office Technology	Certificate	X			X			X
Cocurricular Activities					X			
Computer & Information Technology (IT Specialist)	AAS			X			X	
Computer & Information Technology (Networking)	AAS			X			X	
Computer & Information Technology (Programming) AAS	AAS			X			X	
Criminal Justice	AA		X			X		

PROGRAM	Degree or Certificate	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Culinary Arts	Certificate			X				
Cybersecurity	Certificate				X			X
Digital Animation	Certificate			X			X	
Digital Graphics	Certificate			X			X	
Digital Media Technology (Digital Animation)	AAS			X			X	
Digital Media Technology (Digital Graphics)	AAS			X			X	
Digital Media Technology (Digital Video)	AAS			X			X	
Digital Video	Certificate			X			X	
Digital Video Game Animation	Certificate			X			X	
Drafting and Graphics Tech. (Architectural Tech)	AAS			X			X	
Drafting and Graphics Tech. (General Drafting)	AAS			X			X	
Drafting and Graphics Technology	Certificate			X			X	
Early Childhood Education	AA			X		X		
Early Childhood Education	Certificate			X		X		
Education	AA			X		X		
Emergency Medical Technician Basic	Certificate		X			X		
Emergency Medical Technician Intermediate	Certificate		X			X		
Emergency Medical Technician	AAS		X			X		
Emergency Medical Technician Paramedic	Certificate		X			X		
Engineering	AS	X			X			X
Environmental Management Technician	AA					X		
Fire Science	AA				X			
FYEX-First Year Experience				X				
General Studies	AA		X			X		
Geographical Information Systems	Certificate			X			X	
Health Information Technology	AAS	X			X			X
Health Information Technology	Certificate	X			X			X
Heritage Interpretation	AA		X			X		

PROGRAM	Degree or Certificate	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Heritage Interpretation	Certificate		X			X		
Honors Program				X				
Hospitality and Tourism (Food & Beverage)	AAS			X			X	
Hospitality and Tourism (Lodging & Tourism)	AAS			X			X	
Industrial Maintenance Technician (Electrical)	AAS			X			X	
Industrial Maintenance Technician (Mechanical)	AAS			X			X	
Industrial Maintenance Technician (Mechanical)	Certificate			X			X	
Industrial Maintenance Technician (Electrical)	Certificate			X			X	
Instrumentation & Control Technology	Certificate			X			X	
Licensed Practical Nursing	Certificate	X			X			X
Manufacturing Technology (Electronics Assembly)	AAS	X			X			X
Manufacturing Tech. (Manufacturing Processes)	AAS	X			X			X
Medical Assistant	Certificate				X			
Medical Billing and Coding	Certificate				X			
Microcomputer Applications	Certificate			X			X	
Natural Gas Compression Technology	AAS			X			X	
Natural Gas Compression Technology	Certificate			X			X	
Non-Structural Collision Repair	Certificate			X			X	
Nursing	AA	X			X			X
Nursing Assistant	Certificate			X			X	
Phlebotomist Technician	Certificate of Achievement	X			X			X
Public Safety Technician	AA					X		
Radiation Protection Technician	AA					X		
Social Work	AA		X			X		
Structural Collision Repair	Certificate			X			X	
Surgical Technology	AAS	X			X			X
Welding Technology	AAS			X			X	
Welding Technology	Certificate			X			X	

Appendix A-10: Artificial Intelligence (AI) Policy

Faculty members who choose to use Artificial Intelligence or any derivative to improve assessment reports are required to use it ethically and responsibly and carefully consider any and all conclusions drawn from the use of the instrument. To this end, faculty members must review, understand, and abide by the Assessment Handbook's AI Use and Disclosure documents. Fair use of AI includes, but is not limited to, assistance with analyzing assessment data, generating Reflections and Recommendations, defining Acceptable and Ideal target ranges, and/or creating or altering SLOs, PLOs, and assessment narratives. (Reference Appendix A-11 for clarification.)

A) Purpose

This policy establishes guidelines for the ethical and transparent use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Grammarly, AI text or image generators) in assessment processes and creating reports. The goal is to encourage responsible innovation while ensuring that faculty work accurately reflects their own original work, data collection, and subsequent conclusions.

B) Policy Statement

Faculty may use AI assistance for the following:

a) Editing, Clarity, Punctuation, and Grammar.

b) Drafting Narratives.

c) Drafting Findings.

d) Drafting Reflections and Implementations.

e) Initial Data Analysis.

However, AI generated text must not be used for the following:

a) Directly submitting assessment materials without substantial revision.

b) Submitting assessment materials without verification of scholarly claims and evidence.

c) Drawing assessment conclusions.

Faculty members are fully responsible for factchecking and ensuring originality of all submitted materials.

C) Assessment Committee Guidance:

a) Recognize AI as a legitimate tool for improving communication and presentation.

b) Focus on the quality, authenticity, and evidence of assessment, rather than stylistic polish.

c) Ensure fairness by applying this policy consistently across all assessment submissions.

Appendix A-11: Artificial Intelligence (AI) Disclosure Form

Purpose: The use of artificial intelligence (AI) to conduct assessment or produce associated materials must be disclosed. Transparency is paramount and allows the VPAA ample time to evaluate course and program assessment and program reviews with full knowledge of their origination and development.

Policy Statement: The Assessment Committee is not opposed to the reasonable use of AI in preparing materials.

Faculty may use AI assistance for the following:

a) Editing, Clarity, Punctuation, and Grammar.

b) Drafting Narratives.

c) Drafting Findings.

d) Drafting Reflections and Implementations.

e) Initial Data Analysis.

However, AI generated text must not be used for the following:

a) Directly submitting assessment materials without substantial revision.

b) Submitting assessment materials without verification of scholarly claims and evidence.

c) Drawing assessment conclusions.

Instructions: Please complete this form by checking all applicable boxes and providing additional details where requested.

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1. Applicant Information

Name: _____

Department: _____

Date: _____

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2. AI Usage Disclosure

A. Have you used AI tools to prepare or create any of your assessment materials?

a) Yes__

b) No__

B. If yes, please indicate the type(s) of AI tools used:

a) Text generation (e.g., ChatGPT, Jasper)__

b) Data analysis/statistical tools (e.g., AI-assisted analytics)__

c) Image or visual generation (e.g., DALL·E, MidJourney)__

d) Editing or proofreading assistance__

e) Other (please specify): _____

C. Please indicate the capacity in which AI was used:

a. Editing, Clarity, Punctuation, and Grammar.__

b. Drafting Narratives._

c. Drafting Findings.__

d. Drafting Reflections and Implementations.__

e. Initial Data Analysis.__

f. Other (please specify): _____

D. Additional details or context (optional):

Acknowledgment: I hereby certify that the information provided above is accurate and complete to the best of my knowledge. I understand the Assessment Committee's policy regarding the appropriate use of AI in course and program assessments and program review.

Signature: _____

Date: _____