2020-21

Instructional Program Review

Arts and Letters Discipline

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1. PROGRAM/DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

Arts and Letters consists of courses in art, music, literature, philosophy and foreign languages which form a supportive core for college degree programs. Arts and Letters courses promote student success by developing foundational skills in critical thinking, analysis, communication, and creativity. Arts and Letters courses also seek to promote student community with experience in group dynamics, civic awareness, leadership, and professionalism. The Department strives to smooth students' transitions to higher levels of study by building core skills and knowledge, and ensuring transferability.

The department has encountered issues that hindered goal attainment. There have been three different leads in the last three years, and the longest serving lead retired last spring. The newest lead is a new faculty member, and COVID has caused problems with training. Demand for arts and letters classes, other than online courses, has been variable and difficult to predict, and several courses needed to be deactivated. A new rotation of classes based on pre-COVID trends has been developed and is proving to be better aligned with student needs. Once the strategic plan is better aligned with actual goals, including access to robust and diverse offerings, modalities that meet student needs, and a revamped art lab, it will more accurately reflect the work that has been accomplished. In terms of actual goals, the only one that is in progress is the revamping of the art space.

Goal	Goal Title	Initiative	Explanation
1	**Expand diversity offerings to enhance variety of Arts and Letters**	Excellence	Well-rounded and self-sufficient individuals need to be able to collaborate effectively with people very different from themselves. Study of stories, traditions, philosophies, and arts from other cultures can help build empathy and find common ground. Arts and Letters courses should expand students' horizons in these areas.
	Measurable Target		
	Students will have an opportunity to enroll in a wider variety of courses with content that enhances understanding of diversity		
	Action Items		
	• Develop and offer new courses: ENG 108 (World Literature), ENG 195 (Film as Art), ENG 216 (Literature for Children and Young Adults) • Develop and offer existing course ENG 258 (African American Literature)		
	Progress Notes		
	World Literature is on the back burner for now. ENG 195 was offered once, but the instructor is no longer at KCC. ENG 216 is well established. Dr. LaHaie continues to offer this as an online course. **ENG 258 was to be offered in the summer, but Dr. LaHaie is no longer available to teach it. We will be looking for opportunities to offer it as soon as possible.** **Native American Literature did not have enough students to run, but we will no longer be offering two face to face literature classes in the same term. We continue to stress diversity in EVERY literature course, and we successfully offered Latin American Literature in Spring of 2020.** (12/5/2019)		
	Successes		
	Latin American Literature has been developed and taught. Same for Children's Lit.		

Goal	Goal Title	Initiative	Explanation
2	**Enhance variety of Arts & Letters Offerings**	Access	We are continually striving to utilize the expertise of available faculty to target curricula that will be of interest to students, in order to offer the greatest possible balance (between offerings within Arts & Letters) and variety of offerings.
	Measurable Target		
	Music Theory: we hope to attract not only KCC students, but also local high school students who wish to further their studies in music with course offerings that are no longer available in high schools. Art:		
	Action Items		
	• Offer Music Theory sequence		
	Progress Notes		
	This course was developed, and a rudimentary Canvas shell now exists; however, we encountered difficulties finding a qualified instructor. **We continue to struggle to find the right balance between robust offerings and the realistic number of courses we can offer. Recently, the number of arts and letters offerings in the catalog was significantly reduced; therefore, we need to reevaluate this goal to determine whether a smaller number of high-quality classes that meet the needs of our programs might be a better goal. We are currently working with KU to develop theatre classes as a dual credit option.**		
	Successes		
	We have developed and taught several ENG courses.		

Goal	Goal Title	Initiative	Explanation
3	**Enhance quality of art facilities**	Excellence	We want our facilities to enhance our students' learning and enjoyment of the learning process.
	Measurable Target		
	Students will be more satisfied with art classes. They will be more comfortable, have more functional and more attractive working space, and cheaper and better art supplies.		
	Action Items		
	• Rehabilitate Art Lab space to improve appearance and functionality • Work with administration to identify and develop space for 1. Ceramics 2. A more viable art lab 3. Public art display space • Research best practices for management (storage and distribution) of art supplies		
	Progress Notes		
	Improvements have been made to the art space in terms of the projector, and a smartboard was installed this summer. The art space still needs significant improvements as there is a high demand for studio art classes.		
	Successes		
	The kiln ventilation problem has been solved in consultation with facilities, and new ceramics instructor brought on board. Ceramics I was offered Spring Term, and Ceramics II is on tap for summer. However, the instructor was not a good fit, and we are choosing to focus on classes that are more immediately applicable to student success including Art for Teachers and 3-D Design.		

1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☐Yes

☒No

Due to turnover, the Arts and Letters Department strategic plan needs significant overhaul to reflect the ways in which the department is working towards student success. We are increasingly scheduling online courses in order to meet student demand, and this strategy has resulted in better enrollment. We have been more strategic about scheduling classes, particularly in terms of modality, and we have made progress on revamping the art space. These more realistic goals have largely been met.

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

Arts and Letters courses (Music, Philosophy, Foreign Language, Art, and Literature) do not constitute a program, but they share the following mission with other general education courses:

GENERAL EDUCATION MISSION

Collectively, general education courses promote student success in program courses by developing foundational skills in thinking, communication, computation, computer literacy, information literacy, and the scientific method. General education courses offer access to specialized instruction in subject areas not encompassed in other programs.

By preparing students for success in college degree programs, general education departments promote community and career success with training in civic awareness, leadership, communication skills, and professionalism. Furthermore, by combining skills development and interdisciplinary instruction for transfer to university degrees, the general education departments support students' future success.

2B. DESCRIBE HOW AND TO WHAT DEGREE THE PROGRAM DESCRIPTION REFLECTS THE PROGRAM'S OVERALL GOALS. IF IT DOES NOT, REVISE PROGRAM DESCRIPTION.

Not applicable to program review for general education courses; however, the above description accurate represents the goals of Arts and Letters courses.

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

Not specifically applicable to program review for general education courses. Arts and Letters classes contribute to the Institutional Learning Outcome of Cultural Competence, an important employability skill.

2C.i. Has the demand for graduates changed in the past five years? If so how and to what degree?

☐Yes

☒No

Not applicable to program review for general education disciplines.

2C.II. WHAT IS THE EXPECTED MARKET DEMAND FOR THE FUTURE? HOW MIGHT THE LABOR MARKET NEED PROJECTION AFFECT THE PROGRAM? HOW MIGHT THE PROGRAM ADJUST TO THESE PROJECTIONS?

Not applicable

2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

Curricular Work

Course	Date	Change
ART 115 Basic 2D design	1/2018	Title/Description changes to better align with program needs
ART 117 Basic 2D design	1/2018	Title/Description changes to better align with program needs
ART 154 Ceramics	3/2019	Description Change to align with other colleges
ART 204, 205	11/2017	Deactivation to streamline offerings for students
ENG 104 Intro to Literature, Fiction	1/2018	Description and prerequisite changes – better aligns for transfer and ensures student success
ENG 105 Intro to Literature, Drama	1/2018	Description and prerequisite changes – better aligns for transfer and ensures student success
ENG 195 Film Studies: Film as Art	3/2018	Expands transferrable options
ENG 201 Shakespeare's Early and Middle Works	4/2018	Splits Shakespeare into two classes to better align with other schools
ENG 202 Shakespeare's Late Works	4/2018	Creates a new class to better align with other schools
ENG 206, 212, 254	11/2017	Deactivation to streamline choices for students
ENG 216 Introduction to Literature for Children and Young Adults	2/2018	Allows more options for students and to specifically serves the needs of EDU and ECE students

ENG 275 The Bible as Literature	10/2019	Reactivation – expands transferrable options
MUS 201 Intro to Music and its Literature	1/2018	Description and prerequisite changes – better aligns for transfer
SPA 101, 102, 103 First Year Spanish sequence		New course description better aligns for transfer
WRI 241 Creative Writing – Fiction	5/2018	Changed course description for clarity, accuracy, and consistency
WRI 242 Creative Writing – Poetry	5/2018	Changed course description for clarity, accuracy, and consistency
WRI 244 Creative Writing – Advanced Fiction	5/2018	Changed course description for clarity, accuracy, and consistency
WRI 245 Creative Writing – Advanced Poetry	5/2018	Changed course description for clarity, accuracy, and consistency

All Arts and Letters courses will assess for the Cultural Competence Institutional Learning Outcome to ensure all students who graduate with a 2-year degree have met this ILO. We will also be adding program learning outcomes for the AAOT. Once these two processes are put into place, there will be more assessment in Arts and Letters courses.

3. RESOURCES

3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

Instructor	Area	Credential	Professional Development
Rick Ball	Art	BA	Zoom training (2020) Fall Adjunct In-Service (2020)
Christopher Young	Art	BA	Zoom training (2020) Fall Adjunct In-Service (2020)
Jeffrey Bradley	Art/Art History	MFA	Inspire Texas Educator Certification Region 4 (2017)

			American Heart Assoc. Heart Saver CPR AED (2019) Colorado Child Welfare Child Reporter Training (2019) Texas Dept. Child and Family Protective Services: Child Abuse and Neglect (2019) Certificate: Standard Precautions including Prevention and Control of Infectious Diseases and Immunizations: Colorado Shines (2019) Advanced Teaching English as a Foreign Language (TEFL) Certificate (2020) Zoom training (2020) CTL New Faculty Orientation (2020) Fall Adjunct In-Service (2020)
Jeanne LaHaie	ENG	PhD	CCCC Annual Convention (2017) National Council for Teachers of English (2018) AACC Annual Convention (2019) Community College Baccalaureate Association Conference (2020) League of Innovation Conference (2020) Zoom training (2020) NWCCU Peer Evaluator Training (2020)
Jean Knight	ENG	MA	CCCC Annual Convention (2017 Great Northwest Teaching Seminar (2019) Zoom training (2020)

			Fall In-Service (2020)
Ronda Wery	ENG	PhD	CCCC Annual Convention (2017) IFWE Conference – International Forum in E-Learning (2018) Association of Rhetoric & Writing Studies Conference (2019) Zoom training (2020) Fall Adjunct In-Service (2020)
Maggie Wood	ENG/PHL	MA	Zoom training (2020) Fall Adjunct In-Service (2020) Shakespeare in Film (2015) Shakespeare's Works and Plays (2015) CCCC Annual Convention (2017)
Dean Dier	ENG	MFA	Zoom training (2020) Fall Adjunct In-Service (2020)
Lance Vallis	MUS	MFA	Zoom Training (2020) Fall Adjunct In-Service (2020)
Steve Dwinnells	PHL	PhD, M.Div, M.A.	Zoom Training (2020) Fall Adjunct In-Service (2020)
Raquel Poteet	SPA	MA	Zoom Training (2020) Fall Adjunct In-Service (2020) WAESOL (2019) Technology for Teaching and Learning (2019) Intro to Project-Based Learning (2019)

			Curriculum Re-Design: Tools & Resources (2019) The Intersection of Racial Equity and Leadership (2019) Canvas 102: An Equity Teaching Tool (2019) 5 Teaching Fridays: Spring 2019 (2019) Six Weeks for Retention (2019) Flex Course (2020)
Jo Cochran	WRI	MFA	Oregon Indian Educators (2017) Zoom Training (2020) Fall In-Service (2020)

Faculty attend required yearly training, but due to the number of people and trainings, only the most recent in-house training, conferences for the last five years, and current faculty are included.

3A.I. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

Technically Arts and Letters faculty are all part time for the program; however, one is the dean of instruction, one is the LRC director, two are current full-time instructors, and two are previous full-time instructors. Approximately 1/3 work at the college full-time at this moment.

3A.II. DESCRIBE FACULTY DEGREE ATTAINMENT. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENT OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

Minimum degree requirements depend on the course being taught. Studio art classes can be taught by instructors with a bachelor's degree and experience in the subject. This is the case for both our art instructors. Other instructors are required to have a masters or higher. All faculty meet minimum requirements, and Dr. LaHaie, Dr. Wery, and Dr. Dwinnells exceed these requirements; together they are 25% of the total faculty in Arts and Letters.

3A.III. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

- All faculty – regardless of status – are required to attend essential training such as Zoom instruction and In-Service. This ensures that every instructor is prepared to meet minimum standards and it promotes excellence in teaching. Additionally, faculty attend training in their

specialty areas as necessary. For example, Dr. LaHaie attended the National Conference for Teachers of English (NCTE) to remain up to date on trends in children's literature, and Maggie Wood attended several Shakespeare conferences. Jo Cochran attended the Oregon Indian Education conference allowing her to stay updated on current trends in Indigenous education including decolonization in literature.

- Dr. LaHaie's attendance at the **League for Innovation** last March heavily influenced the development of the online best practice rubric. This document sets minimum standards for all classes, online classes, and aspirational standards. All faculty have been trained to use the rubric and are being held to the minimum standards.
- The **Zoom training** required of all faculty made the transition to online classes last spring and the move to distance classes for the upcoming winter term possible. Additionally, it provided a tool to enhance online only courses.
- **CTL New Faculty Orientation** ensures all new faculty understand how to use Canvas, and it gives them assistance with building robust course shells. Since most of the Arts and Letters faculty teach online, this is crucial to their success.
- Jean Knight's participation in the **Great Northwest Teaching Seminar** enriched her connections with other innovators in teaching in the region. This in turn, lead to enhancements in her ENG course offering.

3A.IV. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

☐No

☐Somewhat

3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY THE PROGRAM.

3B.I. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☐Yes

☐No

☒Somewhat

Most of the Arts and Letters courses are taught online; however, the studio art classes remain a popular and important part of our curriculum. The classroom was initially designed for science. Some modifications were made to accommodate the sculpting class, but others that were scheduled, such as the addition of a SmartBoard, were reprioritized due to COVID.

During budget presentations, we will once again be asking for a larger, flexible space that includes storage lockers for student supplies, art benches for drawing, sculpting tables, and a separate sculpting area.

3B.II. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☐Yes

☐No

☒Somewhat

Again, most courses are online, but there are issues with the Art equipment because it was designed for science classes. The tables are too high, and the stools don't work well for art. We will ask for money in next year's budget, but it is an ongoing challenge.

3B.III. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

☐No

☐Somewhat

3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE PROGRAM USES.

Arts and Letters faculty and their students utilize the LRC's computer labs, holdings, placement testing, and tutoring services. Online faculty and students also rely on the Center for Teaching and Learning.

3C.I. REVIEW LRC HOLDINGS FOR RELEVANCY AND CURRENCY TO PROGRAM.

Consortium:

As a member of the Sage Library System, the KCC library provides students and faculty access to the holdings more than 70 libraries in 15 counties of eastern and central Oregon. The library is also a member of the Orbis Cascade Alliance courier system, which provides students access to the holdings of more than 35 academic libraries in Oregon and Washington.

Electronic Resources:

Databases

1. Academic Search Premier – more than 4600 full text journals
2. MasterFile Premier – nearly 1700 full text periodicals & 164,400 primary source documents
3. Academic OneFile – articles from periodicals & scholarly journals
4. Credo Reference Center – full text articles from 1031 titles
5. Biography Reference Center – full text biographies
6. Poetry & Short Story Reference Center – classic & contemporary poems, biographies, short stories
7. Fuente Academica – more than 450 scholarly journals from Latin America, Portugal & Spain
8. Recursos Para Hispanohablantes - reading & writing books and tutorials in spanish
9. Newspaper Source – full text for more than forty U.S. & international newspapers and selective full text 389 regional newspapers
10. Points of View Reference Center – full text articles about current events and issues
11. CQ Researcher – full text articles on a variety of topics in current and international affairs
12. One File: Fine Arts – articles about drama, music, art history, filmmaking and more
13. General OneFile – general periodicals

14. Communications and Mass Media – includes articles about communications, public relations, etc.
15. Opposing Viewpoints – news and articles about important social issues
16. Religion and Philosophy – articles including topics about literature, arts and language
17. Adult Core Skills – reading & writing books, tutorials and practice sets
18. Books and Authors
19. LitFinder – literary works and authors, full text poems, plays, short stories, speeches

eBooks

1. Enduring Legacy: Rhetoric and Ritual of the Lost Cause – W. Stuart Towns
2. Once Upon a Time: A Short History of Fairy Tale – Marina Warner
3. The Elements of Style – William Strunk
4. Painters of the Renaissance – Kathleen Kuiper
5. 101 Textures in Graphite & Charcoal – Steven Pearce
6. The Encyclopedia of Conspiracies and Conspiracy Theories – Michael Newton
7. Drawing on the Right Side of the Brain: The Definitive, 4th Edition – Betty Edwards
8. Eighteenth-Century Women Artists: Their Trials, Tribulation and Triumphs – Caroline Chapman
9. Write Right! A Desktop Digest of Punctuation, Grammar and Style – Jan Venolia

Please see Appendix 8A for the Library's Physical Holdings.

3C.II. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

Arts & Letters courses where students received tutoring are highlighted in yellow.

While the numbers of students accessing tutoring from term to term varies, it is most consistent for the disciplines of ART (Art History and Art for Teachers), Spanish 100 level language courses, Philosophy (Philosophy of Religion and Business Ethics). Even though the usage of tutoring is lower than in other disciplines it remains an important component to student success in these courses.

ARTS &LETTERS	
Winter 2019	**Spring 2019**
WRI 121= 70 WRI 122= 46 WRI 227= 16 WRI 90= 70 WRI 95= 21 ART 213= 1 SPE 111= 18	WRI 121= 20 WRI 122= 30 WRI 227= 12 WRI 90= 7 WRI 95= 69 KCET Lang.arts= 1 SPE 111= 120 PHL 204= 2 Music= 1
Summer 2019	**Fall 2019**

WRI 121= 18 122= 24 227= 0 SPE 111= 9 PHL 209= 1	WRI 121= 27 122=9 227=34 95= 14 SPE 111= 20 SPA 101= 4 SPA 102= 3
Winter 2020	**Spring 2020**
WRI 121= 74 WRI 122= 19 WRI 227= 2 WRI 90= 0 WRI 95= 0 ART 265= 9 SPE 111= 25 SPA 101= 5	WRI 121= 3 WRI 122= 2 WRI 227= 2 WRI 95= 20 SPE 111= 17

3C.III. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

The KCC Testing Center provides the support necessary to administer all instructor exams for the Arts and Letters program. Testing Center personnel are nationally certified. Arts and Letters courses rarely use the testing center because most assignments in these courses are papers, and projects, and when courses include quizzes or exams, those assignments are posted in Canvas.

Below are the exams delivered by the KCC Testing Center. These do not include exams given in classrooms or remotely. We record aggregate totals and do not keep statistics on individual classes.

Courses	2018	2019	2020 up to 11/5/2020 Numbers impacted by Covid-19
Writing/Creative Writing	0	0	0
Literature	0	0	0
Art	39	25	10
Foreign Languages	0	0	0
Music	18	0	0

Philosophy	0	11	1
Math	4,208	3,894	2,166

3C.IV. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

Not applicable to program review for general education disciplines.

3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYBRID).

All Arts and Letters courses (face to face, online, synchronous, and hybrid) utilize the college's LMS, Canvas. In fact, most courses are delivered through Canvas.

4. EFFECTIVENESS

4A. STUDENT LEARNING OUTCOMES ASSESSMENT

4A.I. COURSE LEARNING OUTCOMES (CLO)

The CLO's for these courses are too numerous to individual list here, below is a link to the CCOG assessments for courses:

https://info.klamathcc.edu/IR/_layouts/15/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/IR/Reports/Assessment/CCOG%20Template.rdl

4A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

The chart below reflects strong student proficiency in all but a few courses. Instructor comments explain the extent to which the assessment was a good measure of student performance and detailed changes they would make for student success.

Course	Term	% Proficient	Instructor comments
ART 281	FA 2019	85%	My assessment method was an accurate indicator of the students' ability to demonstrate the painting techniques at the end of the course
MUS 206	WI 2020	86%	My assessment method was accurate because the questions dealt with the concept addressed in the CLO.
ENG 213	SP 2020	47%	This is the first time I've taught the class and these texts. I think my expectations may have been higher than were reasonable given the student

			populace, which indicates that my measures may not be accurate. Additionally, many students admitted that they did not know what they were getting into when they signed up for the class - some thought it was a Latin American history course for the first few weeks. I don't know if I can accurately assess student performance when the students aren't prepared for the course.
PHL 204	SP 2020	86%	The discussion board response was an accurate indicator because it forced the students to sift through the various religions on a number of criteria and then to defend their "favorite" religion.
SPA 102	SP 2020	95%	The prompt questions provided to students covered the content covered the whole term. Students were also provided with a rubric that indicated how they would be evaluated. I was also available answering questions by emails. I specifically ask for videos as final projects and ask them to be as natural as possible. I open my final project two weeks before the end of the term so they are aware of what they are supposed to do. In addition, I talk to them about the purpose of the class and the outcomes expected by the end of the curse and how they will be evaluated. I provide them with extra credit activities when I notice they need to review or reinforce content.
SPA 101M	FA 2018	85%	In my final project, students had to upload their video introducing themselves, talking about their family, physical and psychological characteristics, about their favorites in terms of colors, day of the week and season, at last, but not least describe their favorite food and what they like to eat either for breakfast, lunch or dinner.
SPA 101	FA 2018	92%	My assessment method was accurate because students demonstrated language skills in oral, and writing assessments (speech presentation)
MUS 206	WI 2019	80%	My assessment method of identifying songs by genre by having students listen to them was an accurate indicator because audio of the songs was included in the corresponding weekly content modules. Additionally, five of those songs were further highlighted in the textbook in labeled "Listening Guide" sections.
PHL 209	WI 2019	86%	I feel that the assessment methods I used were somewhat accurate as indicators of student's success. For the assignments, many students understood the issue at hand and were able to give recommendations. However, when it comes to ethics, it is somewhat subjective, so I am not sure that there is an appropriate type of indicator that will give a very accurate picture.

PHL 204	WI 2019	97%	My assessment method of a discussion board was an accurate indicator because I asked a critical thinking question and expected equally critical responses. So their grade was based on the quality of their response to the question and their interaction with others.
ART 131	SP 2019	64%	The quiz went along with what I taught.
PHL 209	WI 2018	90%	Yes, as [the assignment] syntheses all the assignments learned throughout the term into a final case analysis.
SPA 103	SP 2018	97%	My assessment methods complete all expectations of the course learning outcomes, in both oral and written language.
PHL 204M	SP 2018	96%	Yes, I believe my assessment method of an exam was an accurate indicator because it surveyed the breadth of the material covered.

4A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

Since there are no Arts and Letters full time faculty, the lead is a Communication faculty, and that person works with the subject expert to make curriculum changes. CCOGs are reviewed during regularly schedule discipline meetings, and adjuncts are invited to attend.

4A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

Leaning outcomes in Arts and Letters remain relatively constant, and new courses use existing CCOGs from other colleges. In the near future, many of these courses will be made uniform statewide, and some work will undoubtably need to be done. The following changes were made:

- English 206 was divided into two courses, so learning outcomes were revised
- English 275 was reactivated after many years, and the learning outcomes were revised to meet the current format
- ART 204 and 205, ENG 206, 212, and 254 were deactivated to provide streamlined options for students
- ENG 195, 202, and 216 were added to allow students options that transfer seamlessly

4A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Course	Type	Date	Change

2019-2020			
ART 281	CLO	Fall 2019	Added practice sessions to enable students to complete their painting
ART 265	ILO	Fall 2019	Increased opportunities for students to practice
MUS 206	CLO	Winter 2020	More information on the technological forces that contributed to the birth and evolution of rock music were added to the course
PHL 209	ILO	Winter 2020	Reduced the amount of writing to a more reasonable level
ART 265	CLO	Spring 2020	Moved the summative assessment of the CLO earlier in the term to get better data
ENG 213	CLO	Spring 2020	Added drafts to the writing process to increase student success
PHL 204	CLO	Spring 2020	Due to the importance of the topic, changed the position of the assignment to ensure that all students completed it
SPA 102	CLO	Spring 2020	Added themes that students expressed interest in to promote student engagement
2018-2019			
SPA 101	CLO	Fall 2018	Changed project format to accommodate the needs of each class
SPA 101M	CLO	Fall 2018	Added more opportunities for students to practice
ENG 206	ILO	Fall 2018	Changed the final assessment to a portfolio rather than one long paper
ART 211	ILO	Spring 2019	Added additional support including a draft and feedback
MUS 206	CLO	Winter 2019	The instructor highlighted genre/subgenres of songs to ensure student learning
PHL 209	CLO	Winter 2019	Refined directions so students could be successful

PHL 204	CLO	Winter 2019	Continue to tweak questions to ensure they require critical thinking from students
ART 131	CLO	Spring 2019	Added more discussion of color and its properties
2017-2018			
PHL 204M	CLO	Spring 2018	Improved video lectures and assist struggling students earlier in the term
SPA 103	CLO	Spring 2018	Clarified expectations for students and sent additional materials

4A.II PROGRAM LEARNING OUTCOMES (PLO)

Arts and Letters doesn't currently have program learning outcomes; however, next year we expect to embed PLOs from the Associates of Arts Oregon Transfer degree into every course.

4A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Since the PLO work has not yet been done, we have no evidence. Once we embed the PLOs we will assess regularly.

4A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Not applicable at this time.

4B. STUDENT SUCCESS

4B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

Arts and letters courses are required parts of every degree at KCC, so enrollment is driven by student need due to program requirements. Our primary plans to address them center on offering the courses and modalities that students are most interested and that transfer best. For example, enrollment in our face to face offerings for literature courses was very low, but DE was very high. We now offer only one face to face course during the year, but we offer DE options every term. We have a regular 2 year rotation of offerings that we update according to student demand.

Academic Year	Total Registrations
AY 2014-15	698
AY 2015-16	750
AY 2016-17	942
AY 2017-18	777
AY 2018-19	708
AY 2019-20	699

4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

There is no specific degree attached to this discipline.

4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

There is no specific program transferability information because this is a discipline; however, other than fine arts, all courses transfer to our closest colleges, OIT and Southern Oregon University.

4B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

Dual credit courses that transfer from the high schools to KCC to the OUS are:

English Literature Classes (ENG 104-106 Introduction to Literature: Fiction, Drama, Poetry)
Foreign Language Classes (German and Spanish)

Courses that transfer from KCC to OUS:

The following courses are part of the Oregon Transfer Module and guaranteed to transfer to any public college or University in Oregon:

- ART 211 - Mod Art Hist - 19th Century Art in Europe *3.00 credits*
- ART 212 - Mod Art Hist - Early 20th Century Art *3.00 credits*
- ART 213 - Mod Art Hist - Art Since 1945 *3.00 credits*
- ART 131 - Intro to Drawing *3.00 credits*
- ENG 104 - Intro to Literature (Fiction) *3.00 credits*
- ENG 105 - Intro to Literature (Drama) *3.00 credits*
- ENG 106 - Intro to Literature (Poetry) *3.00 credits*
- ENG 201 - Shakespeare's Early and Middle Works *3.00 credits*
- ENG 202 - Shakespeare's Late Works *3.00 credits*
- ENG 213 - Latin American Literature *3.00 credits*
- ENG 240 - Intro to Native American Literature *3.00 credits*
- ENG 261 - Literature of Science Fiction *3.00 credits*
- MUS 201 - Intro to Music & Its Literature I *3.00 credits*
- PHL 204 - Philosophy of Religion *3.00 credits*

- PHL 204M - Philosophy of Religion *5.00 credits*
- PHL 209 - Business Ethics *3.00 credits*
- SPA 201 - Second Year Spanish I *4.00 credits*
- SPA 202 - Second Year Spanish II *4.00 credits*
- SPA 203 - Second Year Spanish III *4.00 credits*

4B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

Yes, the OTM (Oregon Transfer Module) was approved recently, and it is expected to significantly increase the number of transfer credits accepted for our students. Additionally, we expect that more classes will be added as this work continues at the state level.

4C. STUDENT ENGAGEMENT AND SATISFACTION

4C.I. COURSE EVALUATIONS DATA AND ANALYSIS

See Appendices

4C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

We do not specifically track data based on course evaluations, and faculty are responsible for being responsive to student needs. Doing so would be a large undertaking as we would need to survey faculty each term and track the changes they make. Often faculty need to gather input over more than one term, making this data even more difficult to track. The diversity of offerings and disciplines makes tracking for Arts and Letters an especially herculean task. If this information needs to be tracked, it will impact every course on campus.

4C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

Data is not tracked at this time.

4C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

Not available as this is not a program.

5. BUDGET

5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

Fees/Tuitions	SU2019	FA2019	WI2020	SP2020	A Y Total
Tuition	53722	77807	80094	68896	280519
Facility Fee	4221	5580	6246	5553	21600
Technology Fee	3752	4960	5552	4936	19200
Course Fee	400	0	0	0	400
Distance Fee	8998	8206	12716	0	29920
Student Govt Fee	1172.5	1550	1735	1542.5	6000
Lakeview Fee	285	195	480	405	1365
Other Tuition Fees	0	0	0	0	0
Enrollment	124	190	216	169	699
FTE	12.186216	18.441081	18.699868	15.227376	64.554541
Cost In Progress	19188.5895	31083.73289	43702.55522	28470.36811	122445.2457
Margin In Progress	34533.4105	46723.26711	36391.44478	40425.63189	158073.7543
Reimbursable FTE	11.625434	17.25481	18.2685	14.774437	61.923181

The General Education Arts and Letters (GAL) consistently has one of the highest CMAs in the college. This is attributable to two major factors. Most of the classes are taught online and those classes generally fill or are overloaded with 35+ students. Additionally, other than Communication faculty, all instructors are adjunct. All students are required to take at least one Arts and Letters course, and transfer programs require two. This program is on solid financial footing.

5B. SUMMARIZE PREVIOUS ANNUAL PROGRAM VIABILITY STUDY RESULTS AND EXPLAIN HOW CHANGES IMPACTED STUDENT LEARNING OUTCOME PROFICIENCY. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Arts and Letters is a discipline and not a program, so no viability studies have been performed.

5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

There are no budgetary challenges for Arts and Letters, and the only additional funds needed are for an art lab, but ART instructors have been able to offer classes successfully.

6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

Arts and Letters' program strengths are consistently in the ability to provide quality college-level courses along a spectrum of disciplines that allow KCC students to broaden their knowledge and academic experience. Further, the caliber of instruction in these courses maintains the college's high standards for faculty and instruction. Arts & Letters faculty, whether full time or adjunct, meet or exceed assessment goals, and they work to revise and enhance course curriculum with the emphasis on student success, engagement and transferability of credits. Finally, the Arts & Letters faculty have been successful in re-conceptualizing face-to-face courses, transforming them into distance education courses so that students will have the same quality of instruction in the online setting. This began prior to pandemic and will continue because it provides more options for all students at KCC.

6B. DESCRIBE PROGRAM WEAKNESSES.

Arts and Letters program challenges center in the transitions in the program leadership over the last three years. Program leadership has changed more than once, so time has been needed for the new lead to learn all of the aspects of this multi-disciplinary program. In some cases, the program lead is not familiar with the nuances of all the disciplines. This can be overcome, in time, but there is a necessary orientation that needs to be allowed for and continuity in leads to be maintained. Additionally, Arts & Letters has over time gained and lost courses that responded to niche interests. As a result, the Arts & Letters course offerings require a reasoned evaluation whose goal is to hone the course offerings down to a solid diverse core of courses that continue to meet the needs of students, General Education, degree transfer, and KCC's Outcomes (ILO, PLO, CLO).

6C. DESCRIBE SUPPORT NEEDED.

Most of our courses are taught in a DE format with the exception of studio arts classes. These offerings fill every term, and they are popular with students. The current art space is insufficient, and for the past several budget cycles, requests have been made for a dedicated space. While some funds were allocated for a smart board and new stools, this falls short.

The Dean of Instruction and writing program lead are continuing to support the new Arts and Letters lead who is new to KCC. While the situation is not ideal, we are fortunate to mentors with the appropriate background available.

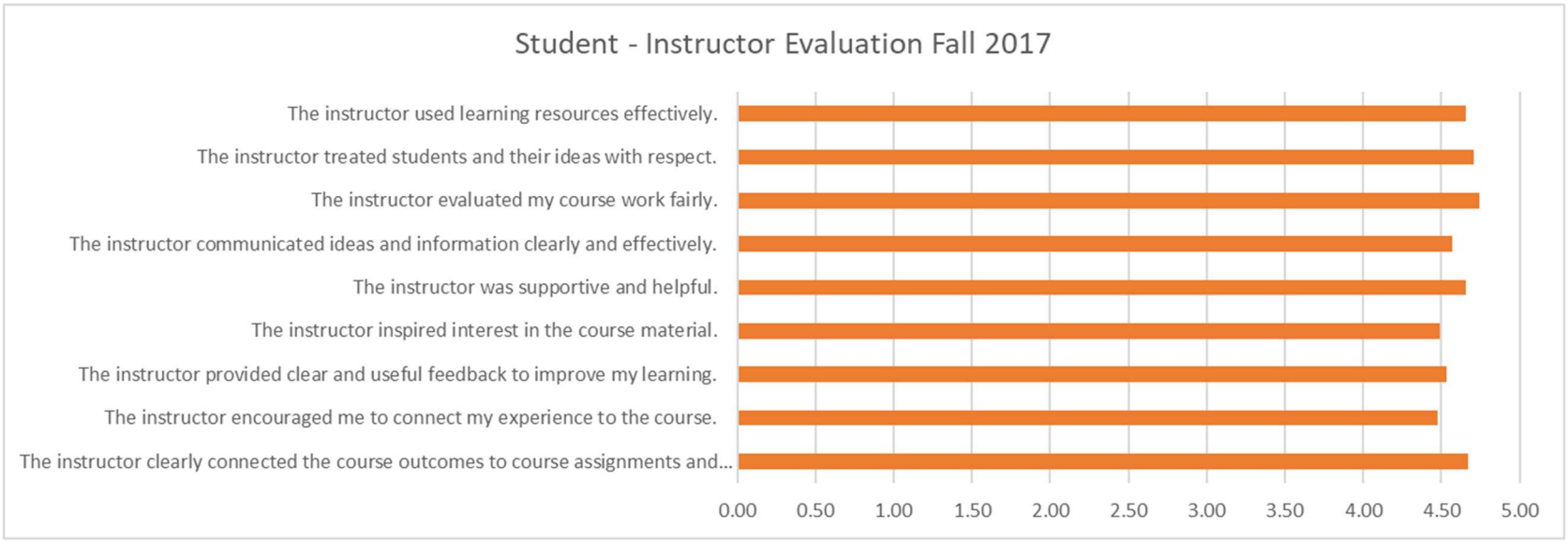
6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

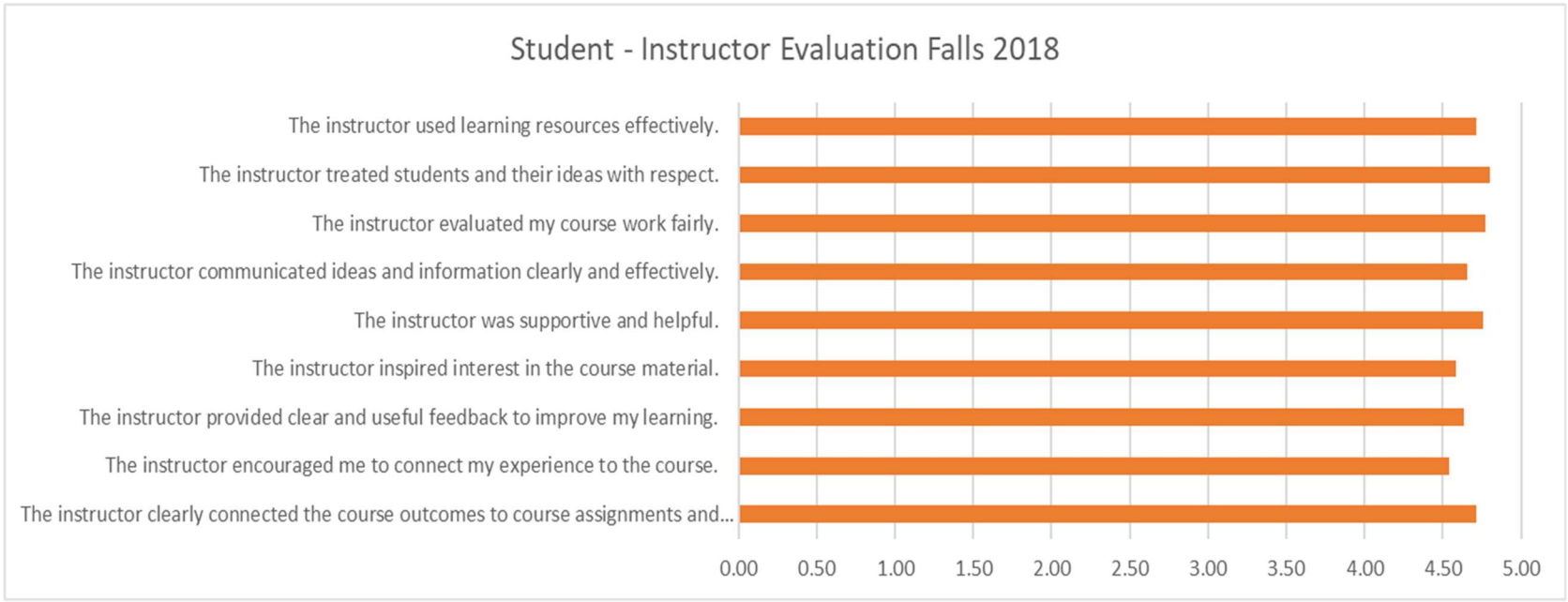
Goal 1: Assess and revise Arts & Letters offerings to articulate and establish a consistent core of offerings to improve General Education student learning and credit transferability. (Excellence)

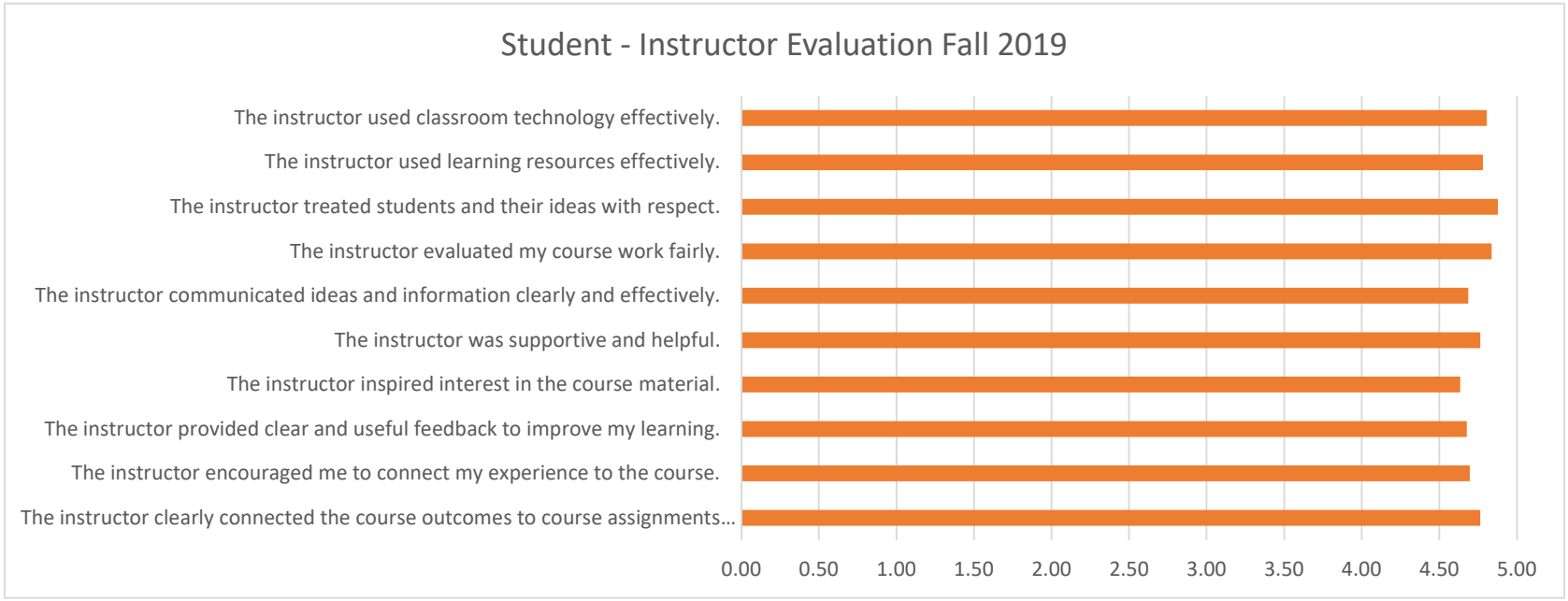
Goal 2: Articulate the Cultural Competency learning outcomes of Arts & Letters offerings. (Access)

8. APPENDICES

4C






Student - Instructor Evaluation Fall 2019
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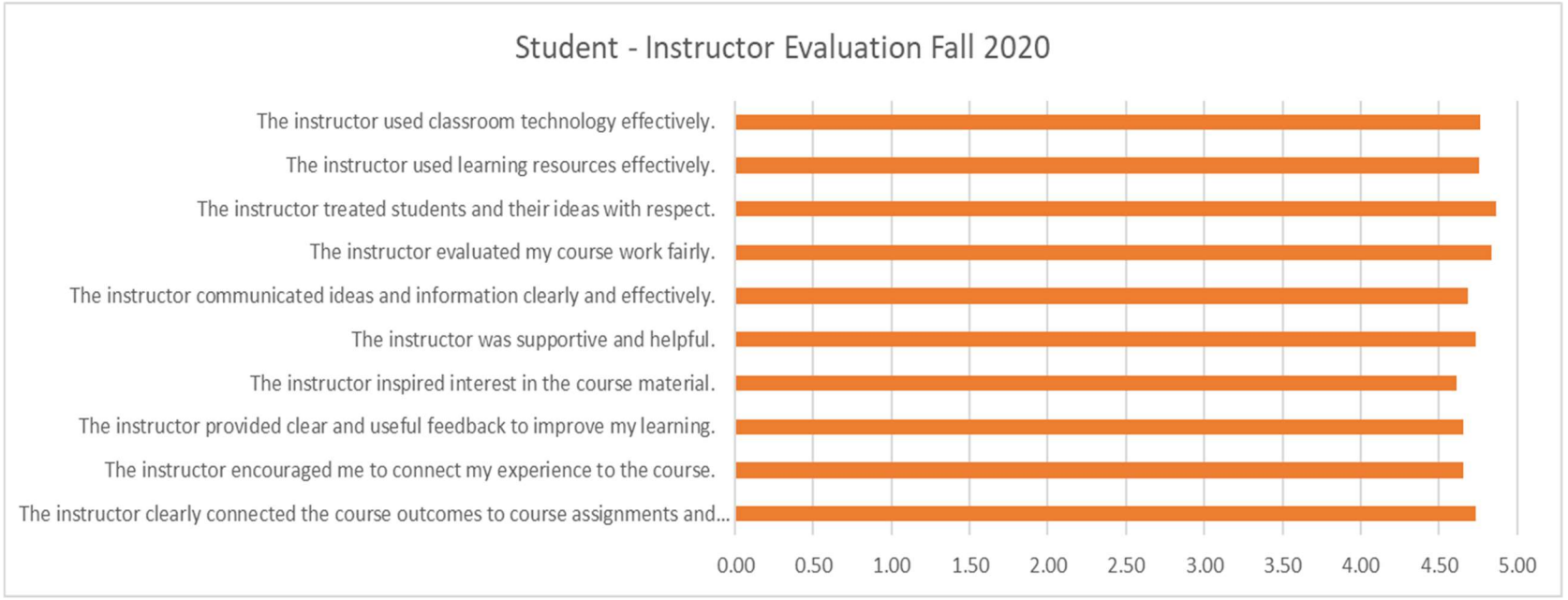
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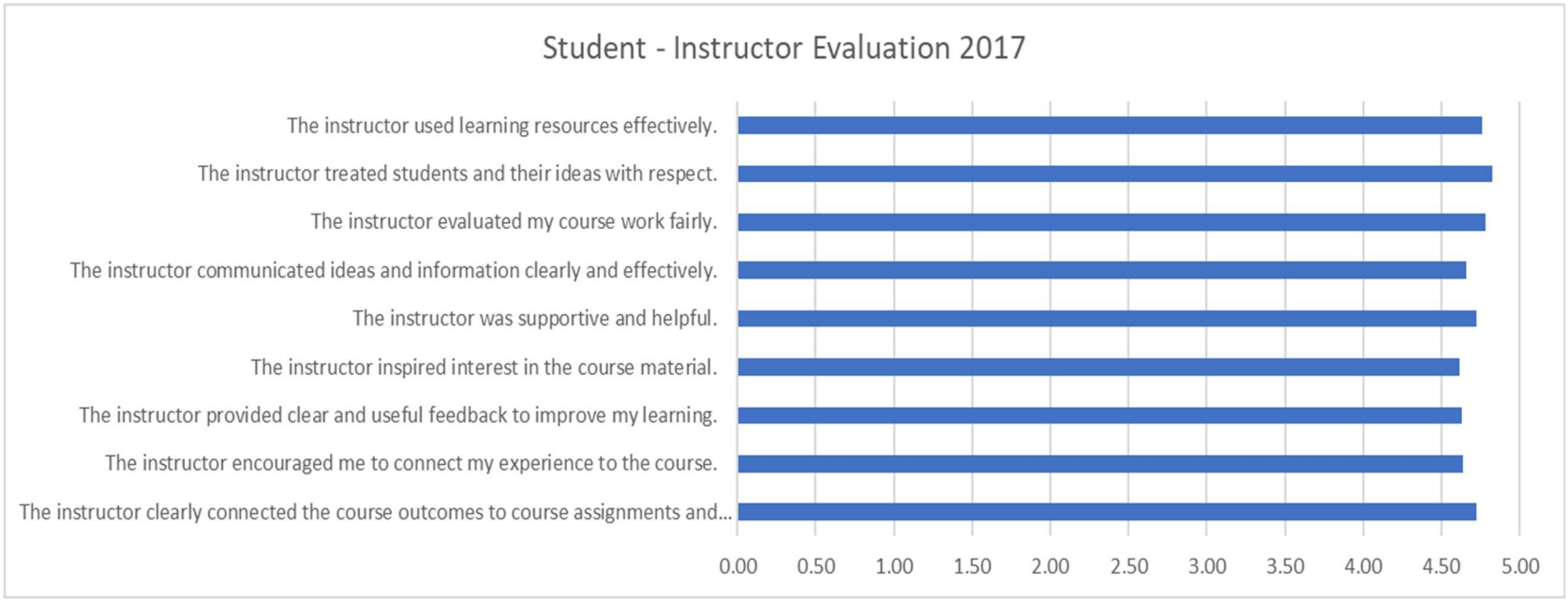
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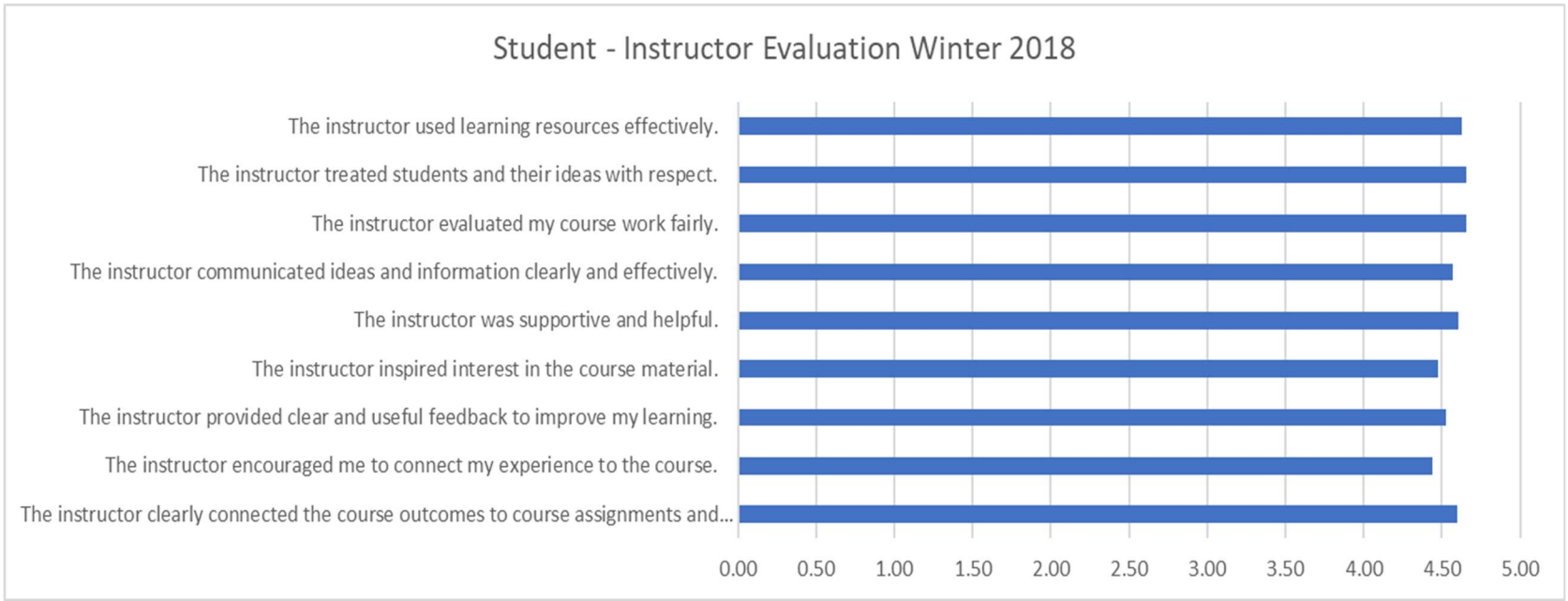
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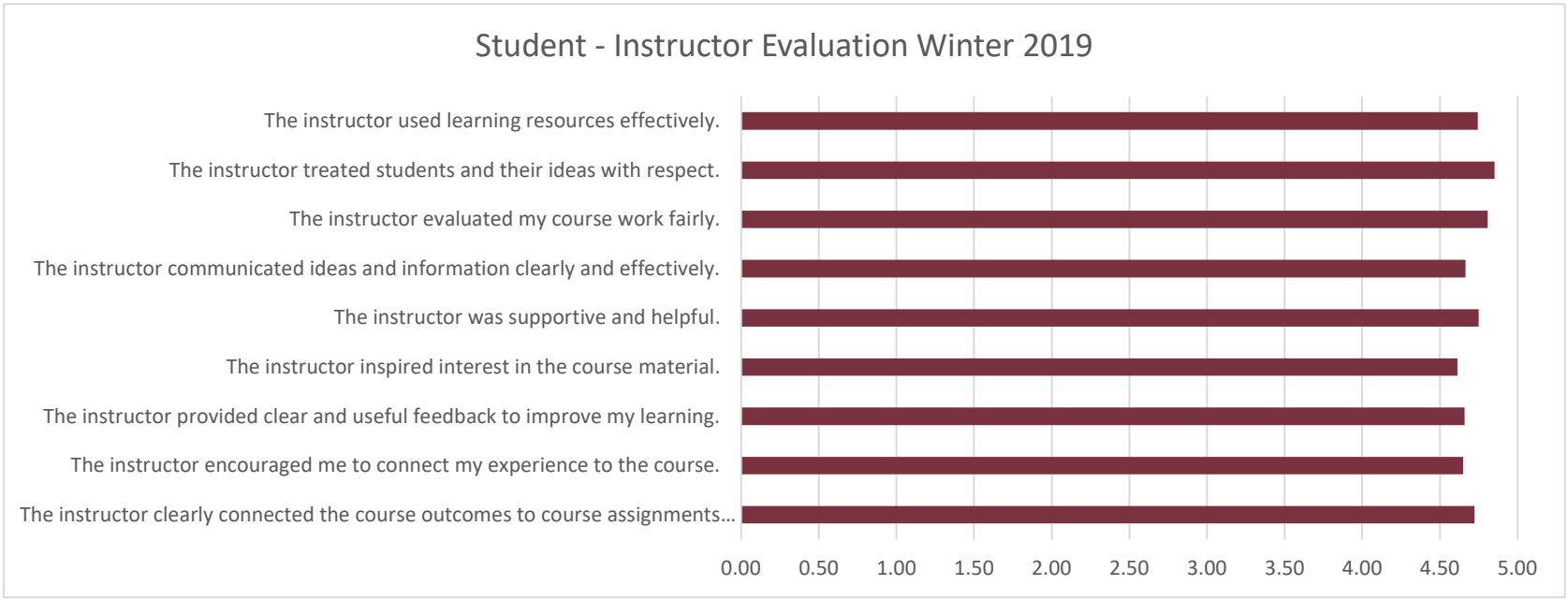
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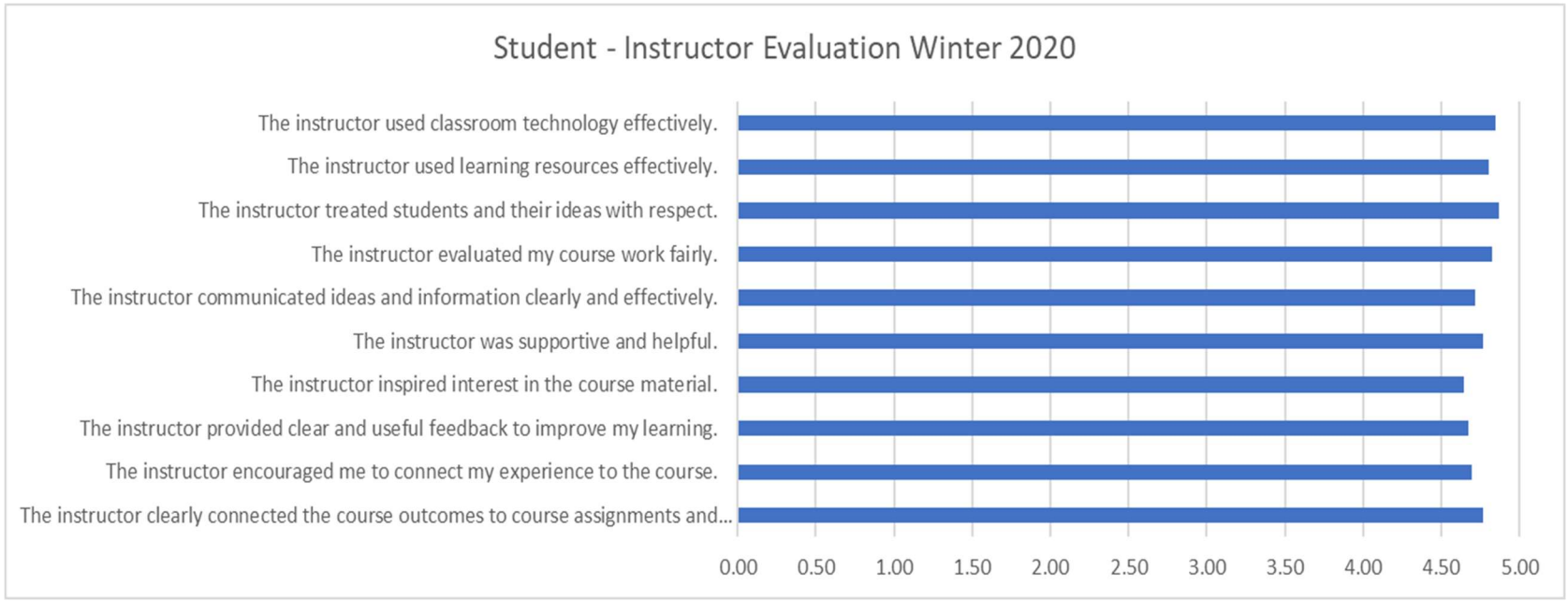
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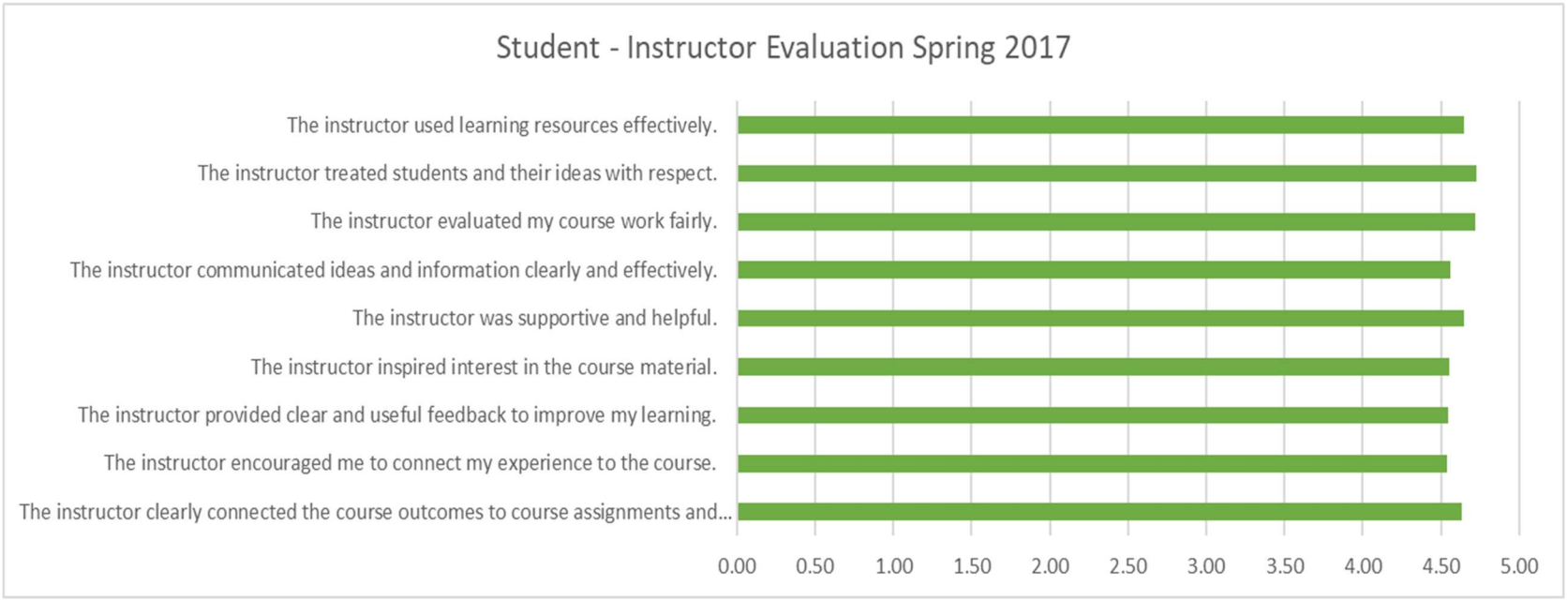
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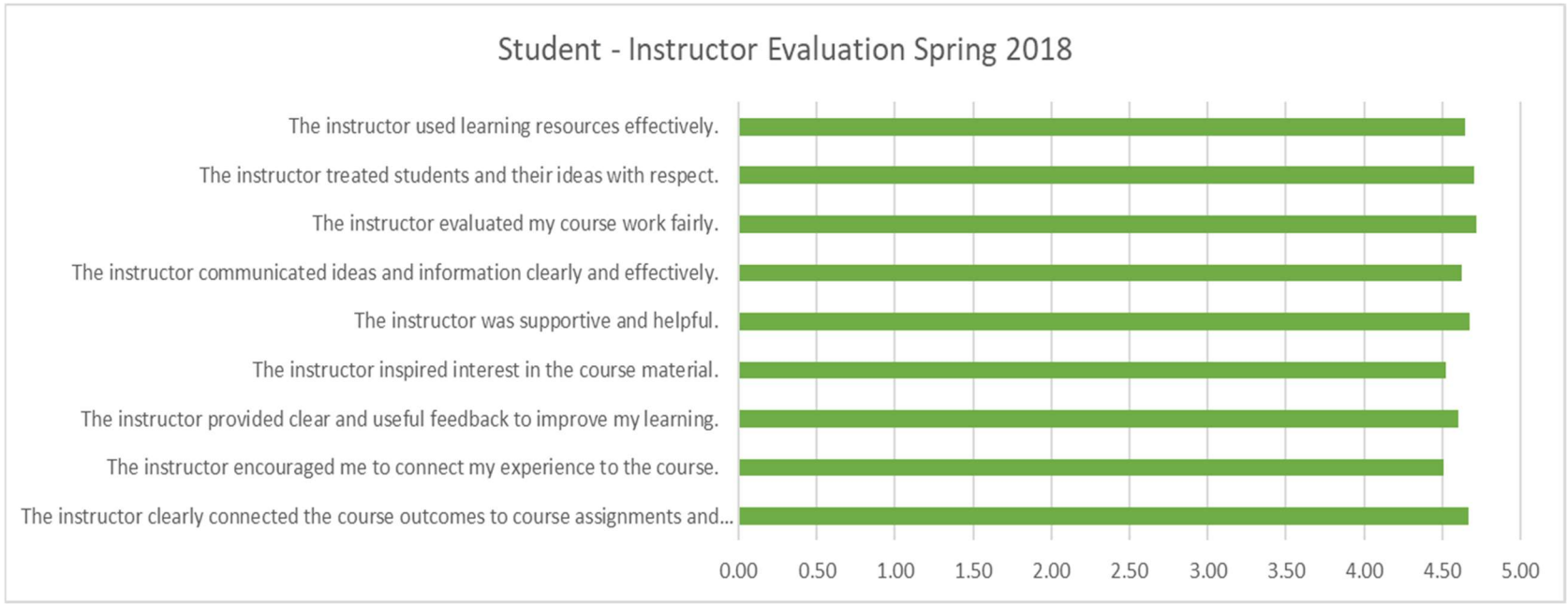
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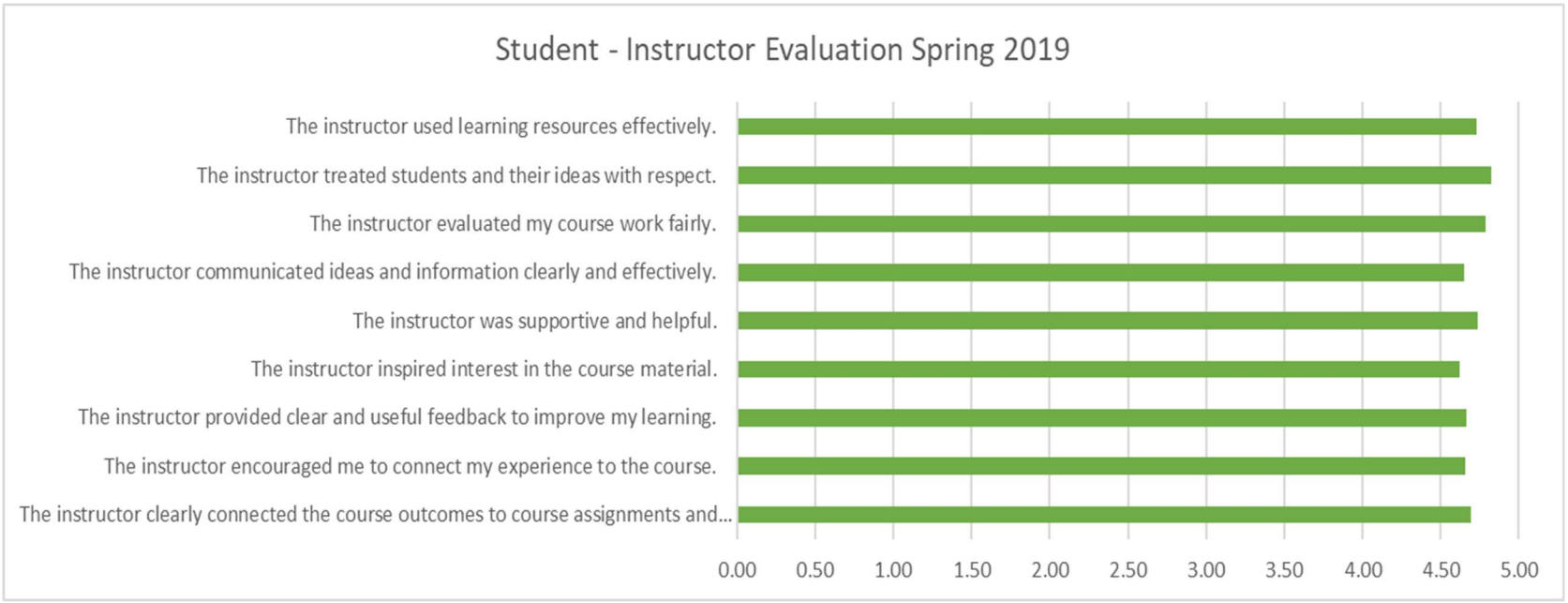
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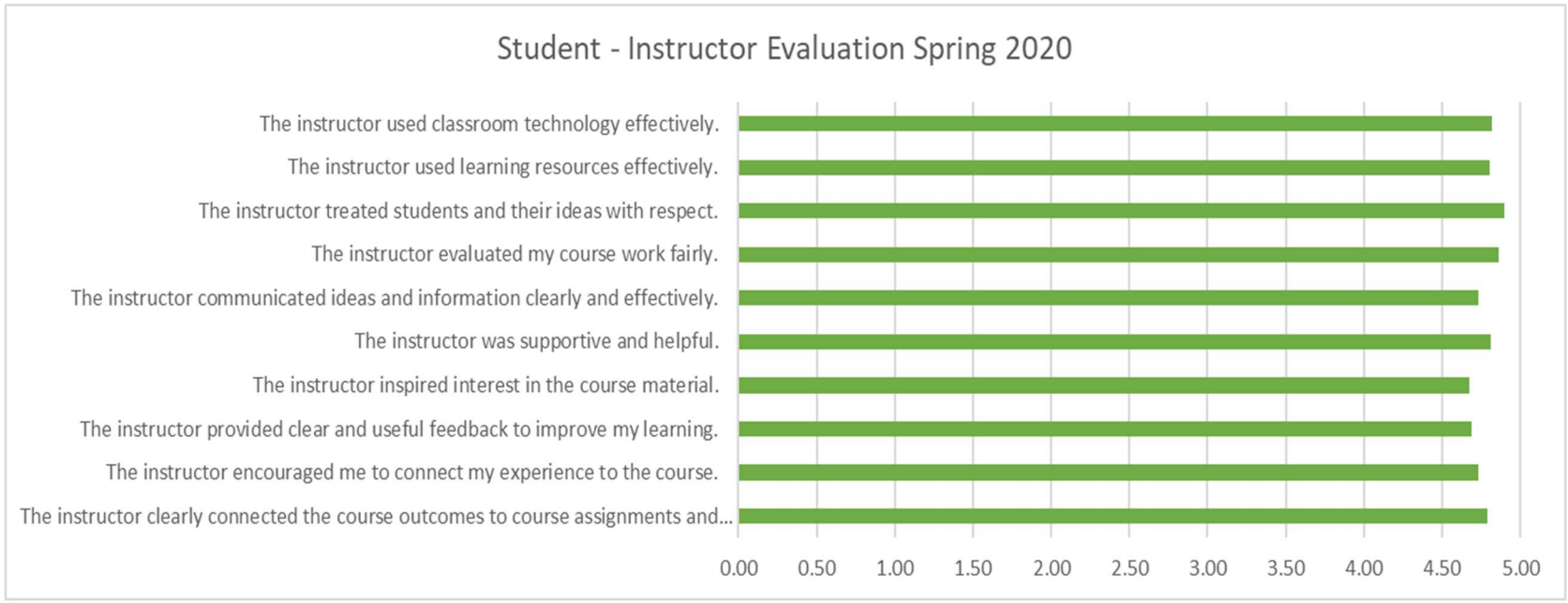
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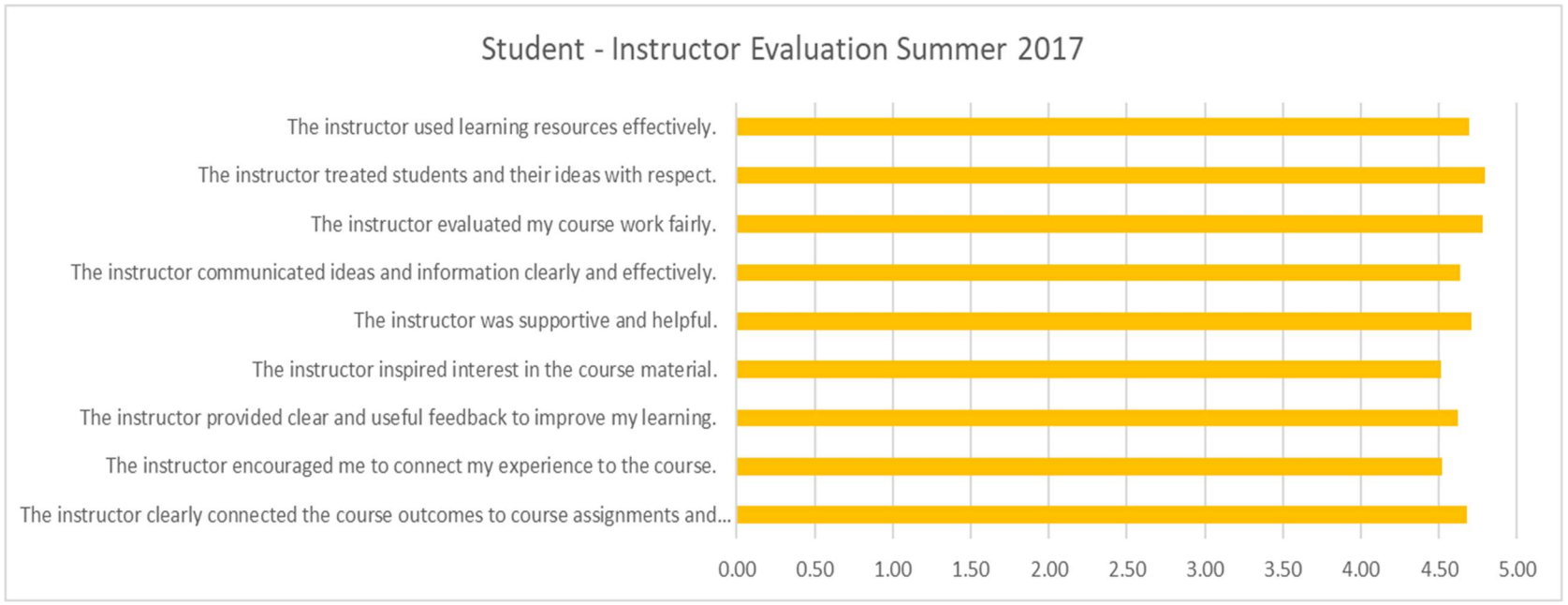
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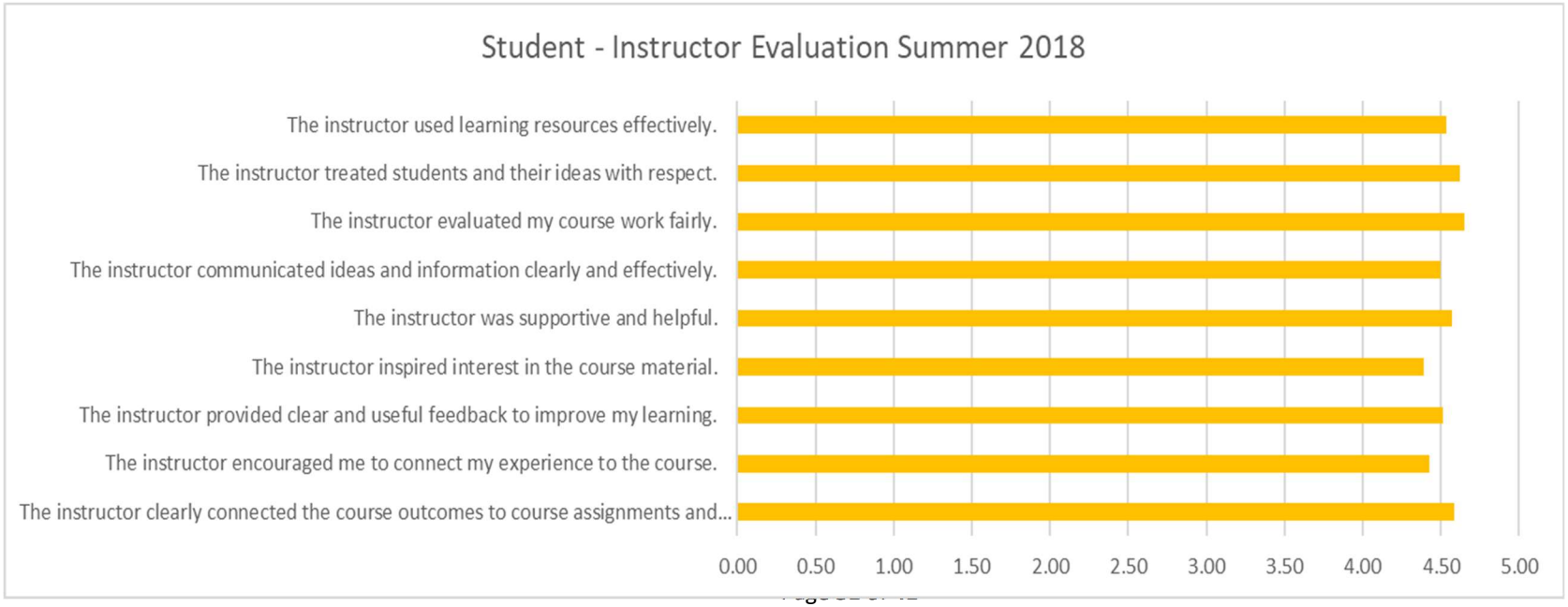
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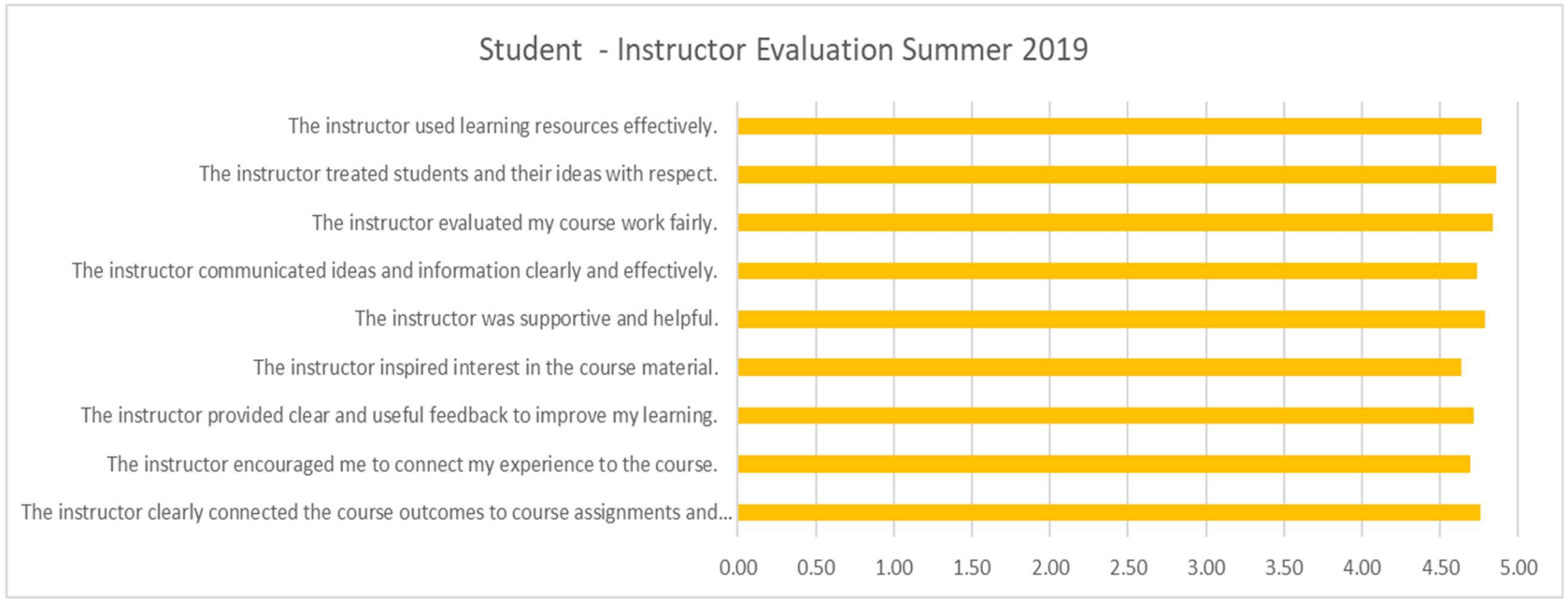
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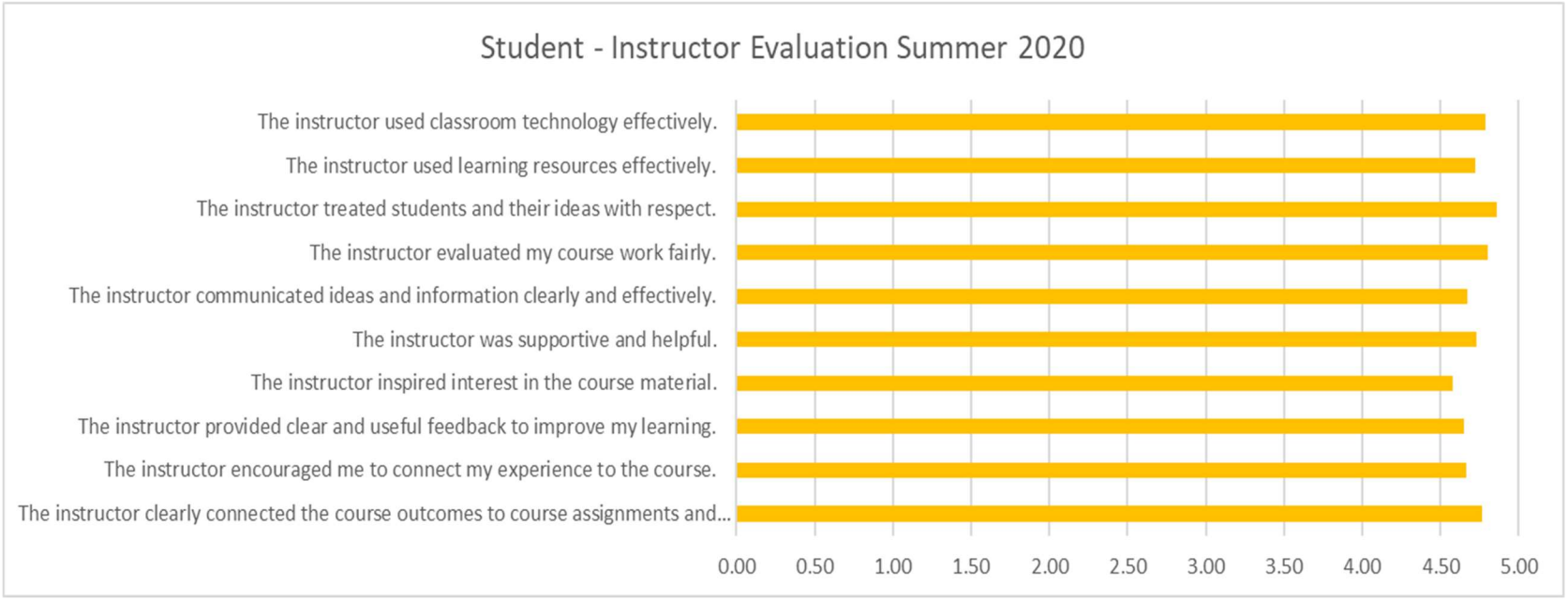
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Physical Holdings: Books, Periodicals, and DVDs

1. Art: Over 2,500 Works from Cave to Contemporary
2. A World of Art – Sayre, Henry M.
3. Artful – Smith, Ali
4. Look Again: How to Experience the Old Masters – Ward, Ossian
5. Gateways to Art: Understanding the Visual Arts – DeWitte, Debra J.
6. The Art of Looking: How to Read Modern and Contemporary Art – Esplund, Lance
7. Stolen, Smuggled, Sold: On the Hunt for Cultural Treasures – Moses, Nancy
8. Can I Say: Living Large, Cheating Death, and Drums, Drums, Drums – Barker, Travis
9. Roots of Wisdom: A Tapestry of Philosophical Traditions – Mitchell, Helen Buss
10. Art 101: From Vincent Van Gogh to Andy Warhol, Key People, Ideas and Moments in the History of Art – Grzymkowski, Eric
11. Byzantine Art – Cormack, Robin
12. Pop Art – James, Jamie
13. Cave Art – Clottes, Jean
14. Classical Art: From Greece to Rome
15. History of Modern Art: Painting, Sculpture, Architecture, Photography – Arnason, H.H.
16. Images of Myth in Classical Antiquity – Woodford, Susan
17. Film Art: An Introduction
18. American Indian Art – Feder, Norman
19. Hearts of Our People: Native Women Artists – Jill Ahlberg Yohe, Teri Greeves
20. Islamic Art in Context: Art, Architecture, and the Literary World – Irwin, Robert
21. A History of Western Art – Adams, Laurie
22. Gardner's Art Through the Ages: A Global History – Kleiner, Fred S.
23. The Art of Ancient Egypt – Robins, Gay
24. Non-Western Art: A Brief Guide – Mackenzie, Lynn
25. Theories of Art – Barasch, Moshe
26. Early Christian and Byzantine Art – Beckwith, John
27. History of Italian Renaissance Art: Painting, Sculpture, Architecture – Hartt, Frederick
28. Nineteenth Century Art: A Critical History – Eisenman, Stephen
29. Poetry as Insurgent Art – Ferlinghetti, Lawrence
30. Art Since 1900: Modernism, Antimodernism, Postmodernism
31. Nineteenth Century European Art – Chu, Petraten-Doesschate
32. Aegean Art and Architecture – Preziosi, Donald
33. Art Since 1940: Strategies of Being – Fineberg, Jonathan David

34. Cubism – Cooper, Philip
35. Rome: Art and Architecture
36. Archaic and Classical Greek Art – Osborne, Robin
37. Snyder's Medieval Art – Snyder James
38. I Know What I Am: The Life and Times of Artemisia Gentileschi – Gina Siciliano
39. The War of Art: Break Through the Blocks and Win Your Inner Creative Battles – Pressfield, Steven
40. The Queens of Animation: the Untold Story of the Women Who Transformed the World of Disney and Made Cinematic History – Nathalia Holt
41. Look Again: How to Experience the Old Masters – Ossian Ward
42. The Hollywood Jim Crow: The Racial Politics of the Movie Industry – Maryann Erigha
43. The World of Music – Willoughby, David
44. The Enjoyment of Music: An Introduction to Perceptive Listening – Forney, Kristine
45. Weaving Music into Young Minds – Miche, Mary
46. What's That Sound? An Introduction to Rock and It's History – Covach, John Rudolph
47. Musicophilia: Tales of Music and the Brain – Sacks, Oliver
48. Introducing American Folk Music: Ethnic and Grassroot Traditions in the United States – Lornell, Kip
49. The Politics of Punk: Protest and Revolt from the Streets – Ensminger, David A.
50. Yeah! Yeah! Yeah! The Story of Pop Music from Bill Haley to Beyonce – Stanley, Bob
51. Look I Made a Hat: Collected Lyrics (1981 – 2011) With Attendant Comments, Amplifications, Dogmas, Harangues, Digressions, Anecdotes and Miscellany – Sondheim, Stephen
52. John Coltrane: His Life and Music – Porter, Lewis
53. Richard Wagner: A Life in Music – Geck, Martin
54. The Beatles: The Biography – Spitz, Bob
55. Romancing the Folk: Public Memory & American Roots Music – Filene, Benjamin
56. A Long Strange Trip: The Inside History of the Grateful Dead – McNally, Dennis
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85. Black Cat Bone: Poems – Burnside, John
86. Minefield: New & Selected Poems – Corso, Gregory
87. Walt Whitman's Leaves of Grass – Whitman, Walt
88. Healing Earthquakes: A Love Story in Poems
89. Beowulf: A New Verse Translation
90. Selected Poems – Brooks, Gwendolyn
91. The Complete Collected Poems of Maya Angelou – Angelou, Maya
92. The Complete Poetical Works of Henry Wadsworth Longfellow – Longfellow, Henry Wadsworth
93. Collected Poems, 1909-1962 – Eliot, T.S.
94. The Dream of a Common Language: Poems, 1974-1977 – Rich Adrienne
95. Loose Woman: Poems – Cisneros, Sandra
96. The Collected Poems – Plath, Sylvia
97. Selected Poems of Ezra Pound – Pound, Ezra
98. The Road Not Taken and Other Poems – Frost, Robert
99. Where the Sidewalk Ends: The Poems & Drawings of Shel Silverstein – Silverstein, Shel
100. Long Journey: Contemporary Northwest Poets
101. Riding the Earthboy 40: Poems – Welch, James
102. Byron's Poetry and Prose: Authoritative Texts, Criticism
103. Byron's Poetry and Prose: Authoritative Texts, Criticism
104. The Selected Poems of William Blake – Blake, William

105.Shaking the Pumpkin: Traditional Poetry of the Indian North Americas – Rothenberg, Jerome

106.The Outlaw Bible of American Poetry

107.Jim Harrison: The Essential Poems – Harrison, Jim

108. Philosophy of Religion – Wainwright, William J.

109. Philosophy of Religion: An Historical Introduction – Zagzebski, Linda Trinkaus

110. Philosophy Made Simple – Popkin, Richard H.

111. Philosophy for Beginners – Osborne, Richare

112. Studying Philosophy: A Guide for the Perplexed – Arthur, John

113. The Complete Works of Aristotle: The Revised Oxford Translation Vol.1 – Aristotle

114. Roots of Wisdom: A Tapestry of Philosophical Traditions – Mitchell, Helen Buss

115.The Consolation of Philosophy – Boethius

116.Philosophy of Religion: An Anthology

117.The Search for Meaning: A Short History – Ford, Dennis

118.Basic Writings of Nietzsche – Nietzsche, Friedrich Wilhelm

119.Philosophy: A Very Short Introduction – Craig, Edward

120.The Story of Philosophy – Durant, Will

121.Philosophy, Contemporary Perspectives on Perennial Issues

122.Quest for Goodness: An Introduction to Ethics

123.Spanish Now! A Level One Worktext – Silverstein, Ruth J.

124.Spanish Now! Level 2

125.Spanish Stories = Cuentos espanoles: Stories in the Original Spanish with New English Translations

126.501 Spanish Verbs – Kendris, Christopher

127.Langenscheidt's Standard Spanish Dictionary: Spanish-English, English-Spanish

128.Spanish Verb Tenses – Richmond, Dorothy Devney

129.Random House Spanish-English, English-Spanish Dictionary

130.First Spanish Reader: A Beginner's Dual Language Book

131. Easy Spanish Phrase Book: Over 700 Phrases for Everyday Use – Loaeza, Pablo Garcia
132. Webster's New World 575+ Spanish Verbs – Pittman, Elsa
133. Easy Spanish Short Novels for Beginners: With 60+ Exercises & 200 Word Vocabulary
134. Easy Spanish Short Stories for Beginners: 8 Unconventional Short Stories to Grow Your Vocabulary and Learn Spanish the Fund Way! – Olly Richards
135. Spanish in 10 Minutes a Day – Kristine Kershul
136. Mexican Spanish
137. Spanish for Reading: a Self-Instructional Course – Fabiola Franco
138. Tu Mundo: Espanol Sin Fronteras – Magdalena Andrade

The Miniature Guide to Critical Thinking Concepts and Tools – Richard Paul and Linda Elder

134. Of Grammatology – Jacques Derrida
135. An Introduction to Language – Victoria Fromkin
136. Metaphors We Live By – George Lakoff
137. The Language Instinct – Steven Pinker
138. Language Awareness: Readings for College Writers
139. On the Origins of Language: An Introduction to the Evolution of Human Speech
140. The Great Ideas of Philosophy (DVD
141. The History of Rock 'n' Roll (DVD)
142. The Music Instinct: Science and Song (DVD)
143. Something from Nothing: The Art of Rap (DVD)
144. Argumentation: the Study of Effective Reasoning (DVD)
145. Eumenides=Furies (DVD)
146. Oedipus at Colonus (DVD)
147. Oedipus the King (DVD)
148. Antigone(DVD)
149. Oregon Historical Quarterly
150. The Artist's Magazine

INSTRUCTIONAL PROGRAM REVIEW RUBRIC				
	Highly Developed	**Developed**	**Emerging**	**Initial**
1—Accomplishments in Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence of goal achievement.	Exhibits some evidence that some goals have been achieved.	Minimal evidence that progress has been made toward achieving goals..
2—Labor Market Projection	Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection.	Explains projected market demand and discusses several possible actions to address projection.	Minimally explains projected market demand and lists one or two actions to address projection.	Presents labor market demand without analysis/explanation and fails to list possible actions to address projection.
3—Resources				
Professional Development	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
Faculty Meeting Instructional Needs	Employs a sufficient number of highly qualified faculty to meet instructional needs.	Employs an adequate number of qualified faculty to meet instructional needs.	Has a plan to employ an adequate number of qualified faculty to meet instructional needs.	Faculty numbers and/or qualifications are insufficient to meet instructional needs.
Facilities and Equipment	Facilities and resources meet current and future needs.	Facilities and resources meet current needs.	Evidence of a plan to have facilities and resources meet current and future needs.	Minimal evidence that facilities and resources meet current and future needs.

4—Effectiveness

Student Learning Outcomes Assessment	Exhibits ongoing and systematic SLO assessment to adjust instruction.	Exhibits student learning outcomes assessment and uses results to change instruction.	Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction.	Minimal evidence of SLO assessment.
Student Success	Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them.	Minimal description of trends and/or fails to formulate plan to address them.
5—Budget	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
6—Strengths and Weaknesses	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
7—New Goals and Plan	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.

8—Overall Evaluation	Evidence of ongoing systematic use of planning in selection of programs and services. **Highly Developed**	Exhibits evidence that planning guides program and services selection that supports the college. **Developed**	There is evidence that planning intermittently informs some selection of services to support the college. **Emerging**	Minimal evidence that plans inform selection the of services to support the college. **Initial**