

Cochise College Assessment History

Cochise College has an excellent reputation in assessment and a history of assessment efforts that embrace the continuous improvement of course-level, program-level, and institutional-level student learning. Over the last 15 years, there have been numerous initiatives across the College related to assessment process and the enhancement of student learning. We continue to refine the process with the underlying principles of assessment, and to promote a culture of continuous improvement.

This commitment to continuous improvement began in the Fall of 1997, when an initiative was launched to revise all course outlines to include specific learning outcomes and assessment measures. The process was completed in 2001 and continues today. Student learning outcomes for all courses have been established by faculty in every department and the development of student learning outcomes for new courses is established in the curriculum review process.

In 1998, the College formed an Assessment Task Force. Its mission and purpose was to “promote a culture of continuous improvement by expanding awareness of the value of assessment and by ensuring that assessment efforts include self-reflection and strategies for improving student learning, identification of best practices in assessment, facilitation of departmental and program-level efforts to conduct effective assessment activities, evaluation of assessment reports, and connection of assessment to strategic planning and institutional effectiveness.”

The Assessment Task Force evolved into the Assessment Committee and membership included the VPI/Provost and a cross-section of deans, faculty and district-wide counselors. The Assessment Committee [meets monthly](#) during the academic year and is considered one of the most proactive Cochise College committees. During the 2004-2005 academic year, the assessment committee designed a new process for program and discipline assessment. The process was cyclical and allowed each program/discipline to design an assessment plan, implement the plan, analyze the results, and launch an action plan to improve student learning. Referred to as [DIAL](#), this process required faculty members within programs to design [assessment and action plans](#). By the end of the 2006-2007 academic year, all programs and disciplines were in compliance with the new DIAL assessment cycle.

In 2006, CC participated in the Higher Learning Commission’s Academy for Assessment. [The Academy for Assessment of Student Learning](#) offers HLC member institutions a four-year sequence of events and interactions that are focused on student learning, targeted at accelerating and advancing efforts to assess and improve student learning, and designed to build institution-wide commitment to assessment of student learning. CC sent a team to attend

the Academy workshops and the knowledge learned through the Academy are still being used today

As the DIAL system evolved, numerous departments received [Assessment Awards](#) and the Assessment Committee developed questions to add to the [Graduating Student Survey](#) to further their Assessment efforts. The College also developed [Videos and Assessment Presentations](#) that were presented as institutional workshops, the HLC and at National conferences. Members of the Assessment Committee also attended numerous [national conferences on assessment](#).

In the fall semester of 2013, the Assessment Committee changed its name to the [Learning Improvement Committee](#) to better reflect the mission of the committee. To facilitate the improvement of student learning in programs and disciplines at Cochise College, the Learning Improvement Committee revised the DIAL system of assessment with the [CLIP system](#) of learning improvement.

CLIP stands for Cochise Learning Improvement Project. CLIP was the next phase in the evolution of Cochise College's efforts to improve student learning. The project built upon the DIAL process in two important ways: the CLIP system allows faculty and staff to file assessment documents online and it extends the cycle beyond the DIAL process in an effort to better help programs and disciplines "close the loop" and ensure improvement in student learning.

CLIP does this by engaging faculty and staff in a three-stage project: Investigation, Experimentation and Integration. The goal is to integrate successful strategies and actions for improving student learning permanently into the program's curriculum or operation. Faculty and staff devise an integration plan for doing so and confirm that the integration has been completed. Each stage of the project is analyzed, and must be approved by, the Assessment Review Group (ARG), a subcommittee of the Learning Improvement Committee made up of the VPI and cross-sectional faculty. Now every program and discipline is actively working on an [assessment project](#).

Resources

Assessment History

Last Complete Year of Committee Meeting Minutes

DIAL Handbook

Sample Assessment and Action Plans (DIAL)

[Academy of Assessment for Student Learning Website](#)

(<https://www.ncahlc.org/About-the-Commission/assessment-academy.html>)

Assessment Award

Graduating Student Survey

Assessment Videos

Assessment Presentations

National Conferences on Assessment

Learning Improvement Handbook

CLIP System checklist

College Units Conducting Assessment Projects

Sample Assessment and Action Plans (CLIP) coming soon