To:	Edmonds Community College Beth Farley
Purpose:	EdCC Course to PLO Project Review and JAD Modeling Session
Date and Time:	Friday, June 15, 2012 2:50 – 5:50 pm
Location:	Edmonds Community College, Snohomish Hall, room 124

Please join us for a project review and JAD modeling session where we will be discussing the needs and requirements of a standardized course to PLO mapping system for EdCC. This meeting is a major milestone in our requirements gathering process, designed to ensure that the mapping system is understood at this point and that we are heading in the right direction. Your input is critical and we cannot proceed without it.

Our analysts, Sue Blocker, Diana Brown, Bruce Norman and Carrie Thornton, will present a quick summary of our findings, and review with you a couple of diagrams of the mapping process. We will use a Swimlane diagram and an IDEF0 diagram. We use modeling to aid in communication because "a picture is worth 1,000 words" in coming to a common understanding of requirements.

Our agenda is as follows, with allowed adjustments for other presenting teams:

3:00 – 3:05	Introductions and agenda review: Review of the agenda and purpose of the meeting. Introduce the analysis team and their roles.
3:06 – 3:10	Business Function: A brief review of the EdCC approval and mapping process.
3:11 – 3:15	Modeling Methods: A quick presentation on Swimlane and IDEF0 Diagram models.
3:26 – 3:30	Feedback: Round robin opinion check and model approval, review items for follow-up. Set date for next meeting.

BUSINESS REQUIREMENT MODELS

FOR

EDMONDS COMMUNITY COLLEGE

COURSE TO PLO MAPPING

Prepared by ModelThis:

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JUNE 15, 2012

CIS 235 Requirements Modeling
Instructor: Beth Farley

CHANGE CONTROL

Date	Updated By	Revision Notes
6-8-2012	Sue Blocker	Initial Version
6-6-2012	Carrie Thornton	Formatting, diagrams inserted, inputs, notes
6-7-2012	Carrie Thornton	Glossary, notes
6-9-2012	Sue Blocker	Use Cases
6-14-2012	Bruce Norman	Update context model and Swimlane diagram

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EXECUTIVE OVERVIEW

OVERVIEW

Edmonds Community College (EdCC) is an established educational Institution providing courses and degree programs to the citizens of Washington State. The school is currently going through an evaluation and assessment process for the seven-year cycle of accreditation. The goal of accreditation is to ensure that education provided by the institution meets acceptable levels of quality. EdCC is using the guidelines, standards and policies from the Northwest Commission on Colleges and Universities (NWCCU), the Intercollege Relations Commission (ICRC) and the Washington State Board for Community and Technical Colleges (SBCTC) for their course and program evaluations. The faculty has already defined the objectives of each course, the courses that make up each program, and the outcomes of each program. The next step is to map each program level outcome to the specific required categories of courses within a program.

SCOPE STATEMENT

The scope of this project is the defining of requirements for a system to provide mapping of EdCC Program Level Outcomes (PLO) to EdCC Courses in the context of degree programs. This system will provide a standard for the college that currently does not exist. The EdCC staff will be the only ones to use the system.

The following are within the scope of the project:

- Define the requirements for a system to map PLOs to Courses, meeting these business needs
    - Standardize nomenclature
    - Meet ICRC, NWCCU, & SBCTC guidelines
    - Align degree program outcomes with course
    - Standardize program sheets

The following are beyond the scope of the project:

- Functional design and implementation of the system
- Hardware or Software suggestions
- Publishing the catalog

MODELING METHODS USED

The ModelThis team has used different modeling methods to reveal information and different aspects about the Zachman Framework elements of what, how, where, who, when and why related to data, function, network, people, time and motivation regarding the courses and programs offered at EdCC. Each modeling method takes a different look at the data or activity it is describing. By examining the details in each model, we get a better picture of the system as a whole.

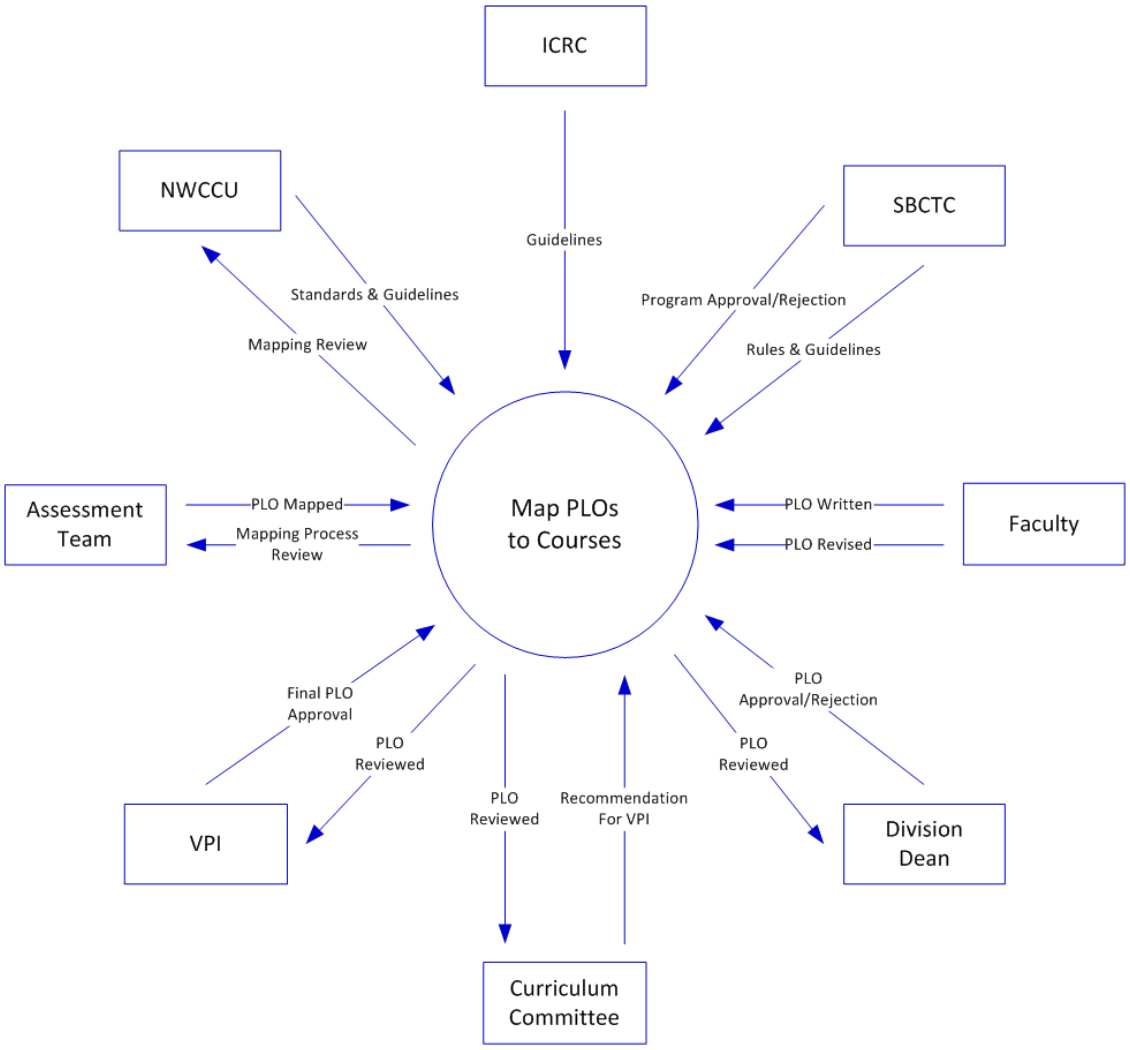
CONTEXT MODEL

The context model is a top-level view of an information system that shows the boundaries and scope of the system. The symbol in the center of the diagram represents the entire information system. The symbols around the center represent the entities that interact with the central process. The named arrows represent the data that flows between the entities and the central process.

DESCRIPTION:

The context diagram is the highest level of a DFD. It does not show data stores, but it includes all entities within the system. A data flow diagram (DFD) is a graphical representation of the "flow" of data through an information system. It shows the interaction of between the system and outside entities or actors. It helps users visualize how the system will operate. We chose this type of context-level diagram for its simplicity and familiarity.

DIAGRAM:



EdCC Context-level DFD diagram

DOCUMENTATION:

MODEL COMPONENTS:

The central process of the system maps Program Level Outcomes to Courses.
The external entities of the system consist of the following:

- NWCCU – provides standards and guidelines as input and monitors as output the procedure of linking PLOs to Courses.
- ICRC – provides guidelines as input.
- SBCTC – provides rules and guidelines as input, approve/deny courses/programs.
- Faculty – who submit PLOs as input and review PLOs as output.
- Division Deans – review PLO output and give PLO approval as input.
- Curriculum Committee – review PLO output and provide a recommendation to the VPI as input.
- VPI – reviews PLO output and gives final PLO approval as input.
- Assessment Team – reviews PLOs as input, maps PLOs to courses

MODEL ASSUMPTIONS:

- Faculty write and revise PLOs
- A PLO must be submitted and approved before it can be mapped
- NWCCU provides guidelines
- SBCTC approves courses (see SBCTC Policy Manual Chapter 4: Instructional Program and Course Development, Section 4.10.00 Course Requirements).
- SBCTC approves all professional-technical degree and certificate programs prior to program implementation

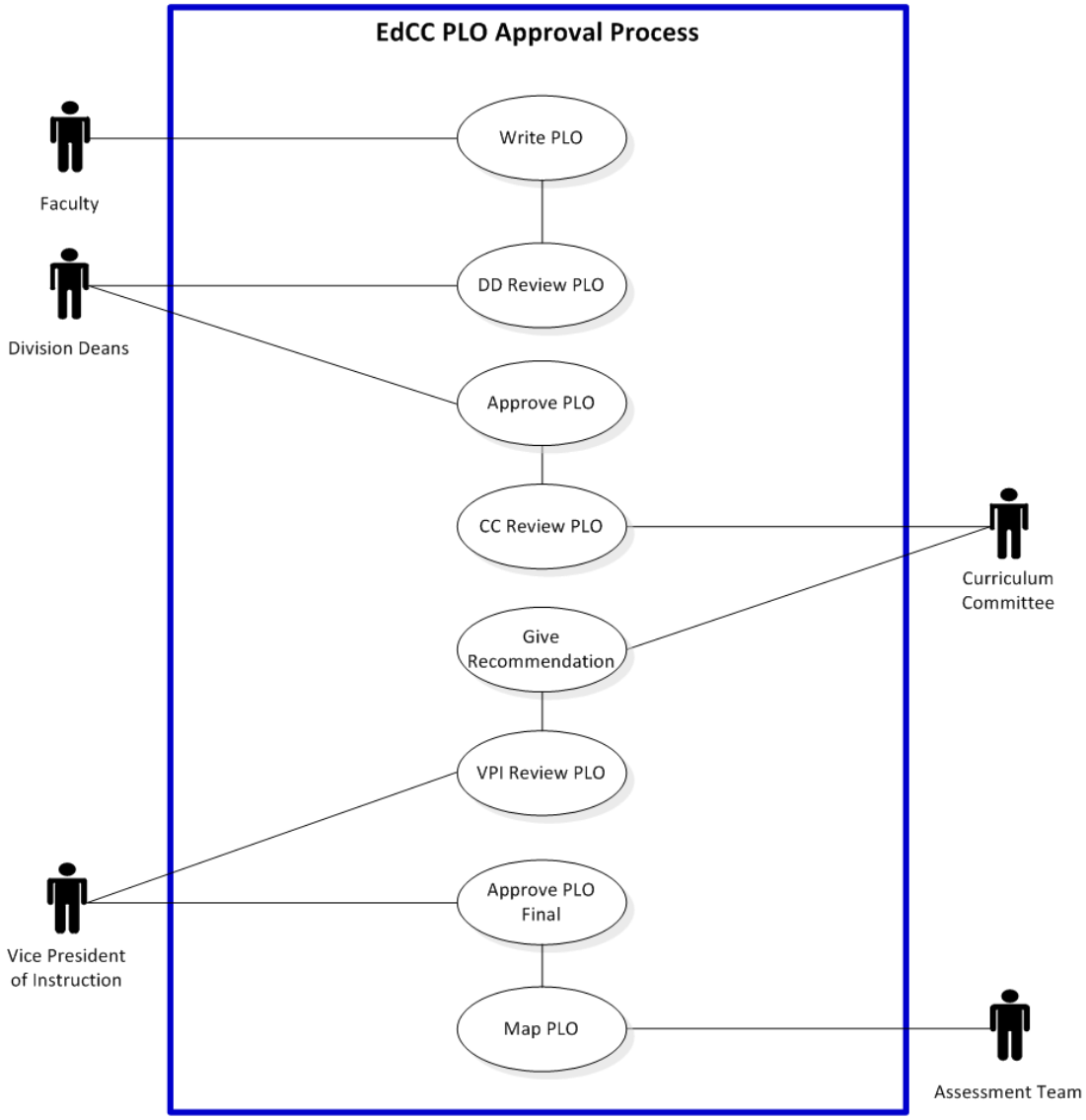
USE CASES

A Use Case represents the steps in a specific business function or process in UML (Unified Modeling Language). An external entity, called an actor, initiates a use case by requesting the system to perform a function or process. The UML symbol for a use case is an oval with a label that describes the action or event. The actor is shown as a stick figure, with a label that identifies the actor's role. The line from the actor to the use case is called an association, because it links a particular actor to an action within a use case.

DESCRIPTION

The Use case diagram shown below is a visual summary of several related use cases that represent interaction between the actors and the system involved in the EdCC PLO approval process.

DIAGRAM



EdCC Use Case diagram

DOCUMENTATION

ACTORS:

Faculty
Faculty in this diagram refers to members of the college who are responsible for writing and revising the PLO's. These faculty members are usually the teachers or course professors.

Division Deans
The Deans are the heads of the department divisions who are responsible for the initial review and approval of the PLO's. This is not to say that a Dean cannot give a recommendation.

Curriculum Committee
The Curriculum Committee is responsible for reviewing the PLO's and drafting a recommendation for the Vice President of Instruction for its approval or rejection.

Vice President of Instruction
The Vice President of Instruction reviews the PLO using guidelines provided by the ICRC and NWCCU and gives the final approval of the PLO before it is sent to the Assessment Team for mapping. This is not to say the VPI cannot give a recommendation.

Assessment Team
The Assessment Team is responsible for mapping the alignment between PLO's and Courses. The Assessment Team also provides written documentation and reports to the NWCCU to earn or retain accreditation for courses at the college.

USE CASE DESCRIPTIONS:

Write PLO
The college Faculty members write and submit PLO statements for each of their degree programs.

DD Review PLO

The Division Deans review the PLO statements for each degree program within their division.

Approve PLO
The Division Deans approve or deny approval for each PLO. If approval is denied, reasons are given and the Faculty can revise and resubmit the PLO.

CC Review PLO
The Curriculum Committee reviews the PLOs that have been approved by the Division Deans.

Give Recommendation
The Curriculum Committee can either approve or deny approval of a PLO. If approval is denied, the PLO is sent back to the Faculty for revision, after which the Faculty would restart the submission process, sending it to the Division Dean again for approval.

VPI Review PLO
The Vice President of Instruction reviews the PLOs that have been approved/recommended by the Curriculum Committee.

Approve PLO Final
The Vice President of Instruction gives the final approval of a PLO. If approval is denied, the PLO is sent back to the Faculty for revision, after which the Faculty would restart the submission process all over again.

Map PLO
Once the VPI has given final approval of a PLO, each PLO is mapped to one or more courses.

MODEL ASSUMPTIONS:

- The Division Deans, Curriculum Committee and Vice President of Instruction use the standards, guidelines and rules received from the NWCCU, ICRC and SBCTC for making their approval decisions.
- There is a sequence of approvals where the Division Deans give the first approval, followed by the Curriculum Committee, and then with final approval given by the Vice President of Instruction.
- PLOs must have all approvals before they can be mapped to one or more courses.

ACTIVITIES

The type of Activity Diagram included in this section is a Swimlane diagram. It describes a workflow, or a sequence of processes from initiation to completion.

Because the Use Case diagram included in this requirements document represents only one aspect of the system, our Swimlane diagram does as well. It represents the single use case “PLO Approval.”

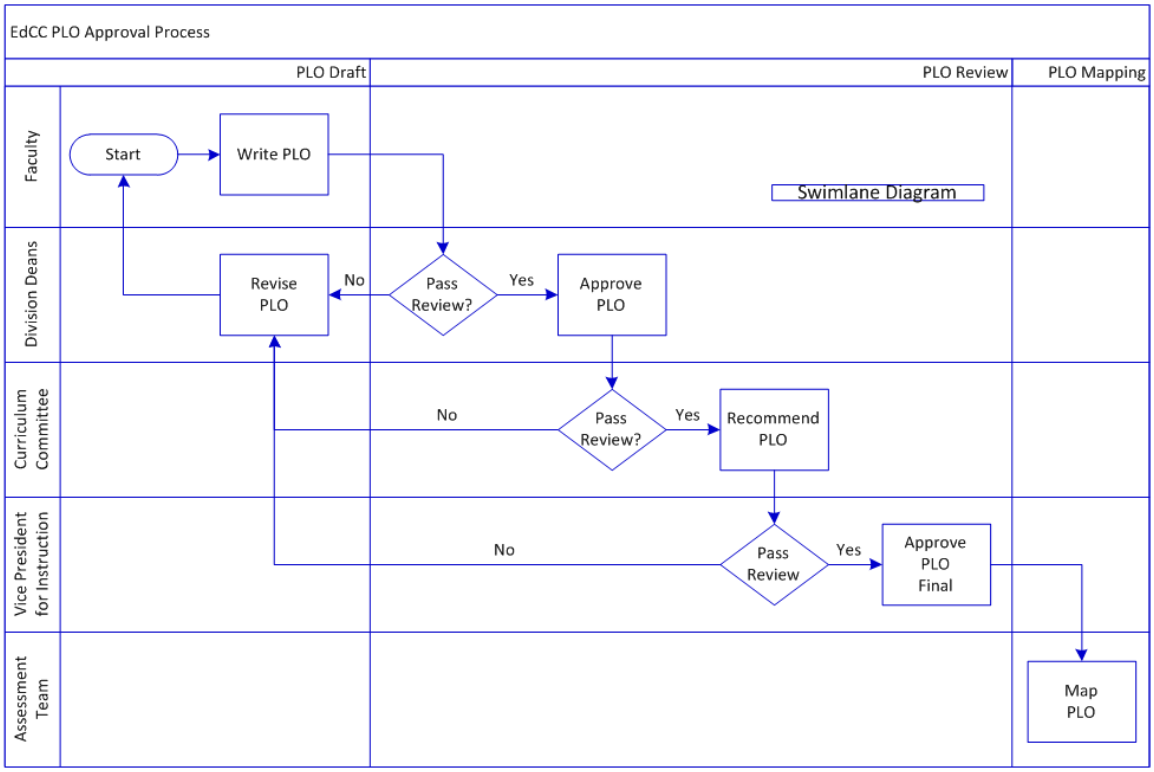
DESCRIPTION

The Swimlane diagram for the PLO approval process represents the steps necessary to have a PLO approved. It begins with the submission of a new PLO and is considered complete at the final approval.

This model describes how the business requirements of EdCC are being met for the approval of a PLO. The following business rules are considered “met” within the depiction of this diagram:

1. Faculty submits the PLO to Division Dean for approval.
2. If Division Dean does not approve the PLO, the PLO is denied approval and sent back to Faculty for revisions, after which Faculty would re-submit to Division Dean for approval.
3. Upon approval from Division Dean, the PLO is sent to the Curriculum Committee for approval.
4. If the Curriculum Committee does not approve the PLO, it is denied approval and sent back to Faculty for revisions, after which Faculty would restart submission process, sending it to the Division Dean for approval.
5. Upon approval from the Curriculum Committee, the PLO is sent to the Vice President of Instruction for final approval. If denied approval, the PLO would be sent back to faculty to make necessary revisions and to start the submission process over again.
6. Upon final approval from the Vice President of Instruction, the PLO is considered approved and the approval process is complete. It is at this point the PLO can enter the mapping process.

DIAGRAM



EdCC Swim Lane diagram

DOCUMENTATION

MODEL DESCRIPTION:

This Swimlane diagram represents each step of the PLO approval process from initiation to completion. Initiation is marked by an oblong shape and the inner text “Start.”

The name Swimlane comes from the look of this diagram; like a swimming pool with lap lanes, it has horizontal “lanes” with titles listed on the left end of the “lane.” The titles represent the actors within the system and each of these actors has specific roles to perform in order to complete the process successfully.

In this particular Swimlane, a vertical line separates all of the lanes. This line is the division between the PLO being in draft form (left side of diagram) and being under review (right side of diagram).

It contains states displayed in the shape of squares. A state is a “step” in this step-by-step process. All of the steps together represent sequence of steps within a complete workflow. The arrows display the direction from which the subsequent step came and to which step it will progress.

This Swimlane diagram represents decisions in the shape of diamonds. These decisions represent choices made by actors within the system that have the obligation to approve or deny a PLO.

NARRATIVE DESCRIPTION:

The faculty writes the PLO and submits it for approval, then the Division Dean reviews it and either approves or denies it, then passing it back to faculty for necessary revisions. If the Dean approves the PLO, it is forwarded to the Curriculum Committee for review. Upon approval the Curriculum Committee recommends the PLO to the VP of Instruction for final approval. In the event the VPI approves the PLO, the approval process is complete and the PLO is forwarded on to the Assessment Team for the mapping process, of which is another use case in itself.

MODEL ASSUMPTIONS:

- Faculty submits the PLO to Division Dean for approval.
- If Division Dean does not approve the PLO, the PLO is denied approval and sent back to Faculty for revisions, after which Faculty would re-submit to Division Dean for approval.
- Upon approval from Division Dean, the PLO is sent to the Curriculum Committee for approval.
- If the Curriculum Committee does not approve the PLO, it is denied approval and sent back to Faculty for revisions, after which Faculty would restart submission process, sending it to the Division Dean for approval.
- Upon approval from the Curriculum Committee, the PLO is sent to the Vice President of Instruction for final approval. If denied approval, the PLO would be sent back to faculty to make necessary revisions and to start the submission process over again.

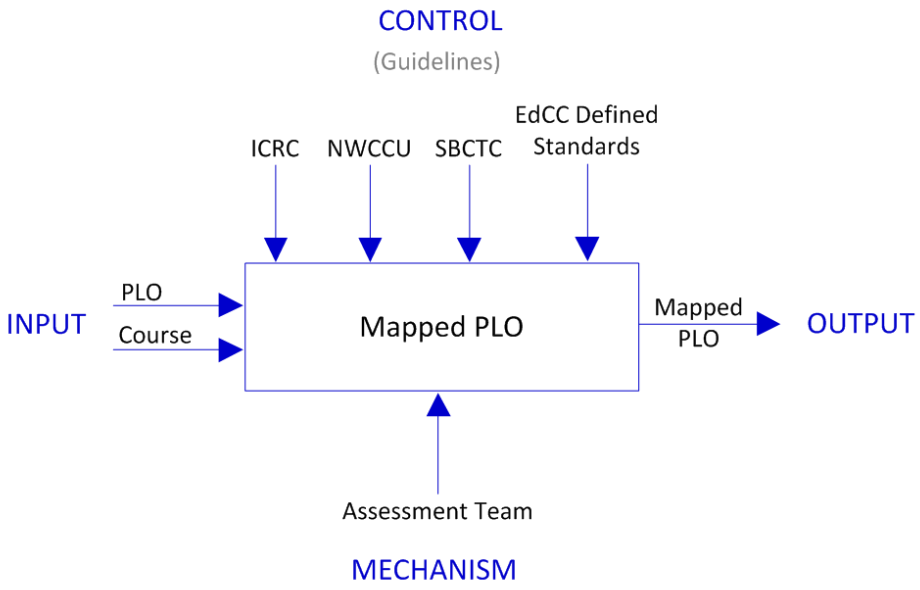
- Upon final approval from the Vice President of Instruction, the PLO is considered approved and the approval process is complete. It is at this point the PLO can enter the mapping process.

DATA MODELS

DESCRIPTION – IDEF0 DIAGRAM

The IDEF0 diagram documents an activity, process, or transformation that must be accomplished and defines the scope of the diagram. This process is represented by the rectangular box at the center of the graphic image. The IDEF0 method is designed to provide a high-level model of the decisions, actions, and activities of an organization or system in order to establish the scope for a functional analysis. It does this by documenting the inputs, controls, and mechanisms that affect the activity, process, or transformation at the center of the diagram and what the final Outputs of the system are.

DIAGRAM



EdCC IDEF0 diagram

DOCUMENTATION

DATA NEEDS OVERVIEW:

The scope of this project is to develop a process that allows the Assessment Team to determine and map the appropriate alignments between courses and Program Level Outcomes (PLO's). While the broader overview of this project includes the development of a standardized nomenclature that can be used by faculty when drafting PLO's and related documentation such as program sheets, this diagram specifically relates to the requirements of the mapping process itself and assumes that those standards have already been defined and implemented.

ENTITY DEFINITIONS:

Inputs for this diagram include **Course** and **PLO**. A course is a class for an established program that is attended by students in order to learn and become proficient with the knowledge of a specific subject that is related to or supports the program's intended outcomes. PLO's are those proficiencies that a student is intended to learn and that can be determined with measurable results.

Controls for this diagram include:

The Intercollege Relations Commission (ICRC)
The ICRC provides guidelines for transfer degrees. Their goal is to make it possible for the courses and credits from community colleges to be transferable to 4-yr colleges.

Northwest Commission on Colleges and Universities (NWCCU)
The NWCCU monitors what, why and how a college is doing. They set the guidelines that a college must follow in order to earn accreditation by ensuring that the courses used for a degree program meet or provide the objectives (learning outcome) that the college says the student will get out of the program.

Washington State Board for Community & Technical Colleges (SBCTC)
The SBCTC sets the rules and requirements for defining course and approves those proposed courses that have been developed.

EdCC Defined Standards

Standardized nomenclature defined by the Assessment Team to ensure consistency in program documentation and development practices.

The Mechanism for this process is the **Assessment Team**, who is responsible for mapping the alignment between program courses and program level outcomes.

The Outcome for the diagram is a mapped PLO. By using the established guidelines and standards, the Assessment team will determine the appropriate mapping alignment between a course and the PLO's that it can be measurably documented to show that it supports.

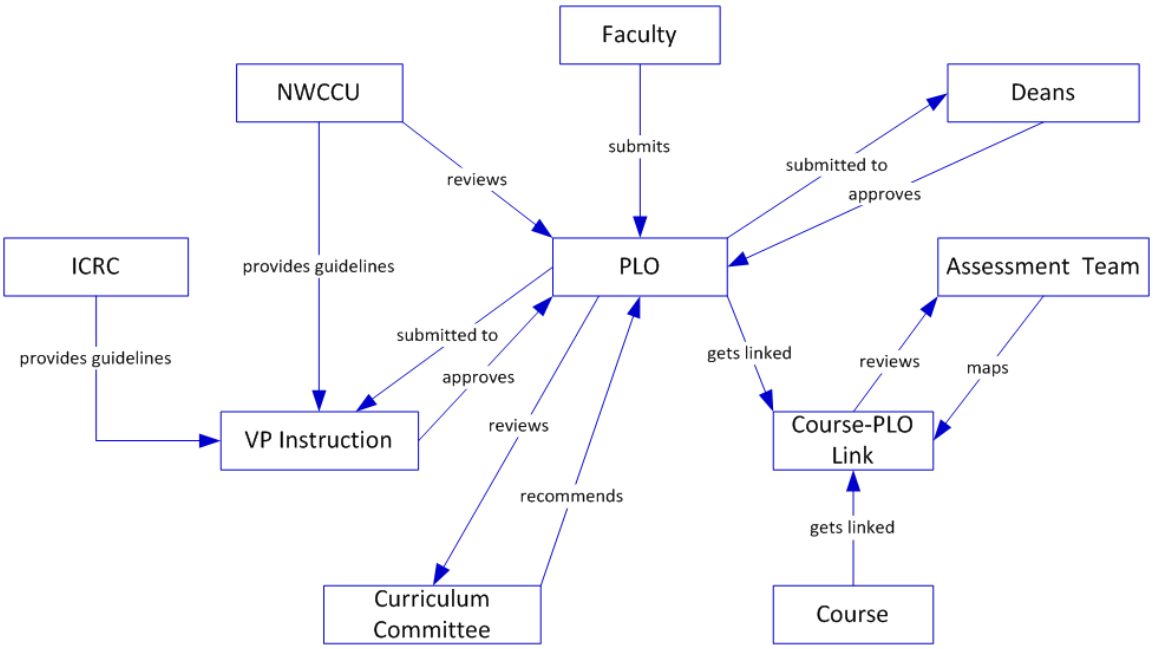
MODEL ASSUMPTIONS:

- The Assessment Team is responsible for mapping the alignment between PLO's and Courses.
- The mapping process must follow established guidelines and standards.
- The college website and catalog are out of scope for the mapping process; they are a tool for publishing the results of the process.

DESCRIPTION – CONCEPTUAL DATA MODEL

A conceptual data model provides a map of relationships between entities that describes the semantics of an organization through assertions that represent its nature. The system usually collects fundamental information about the entities of significance in this model as well as their attributes, while creating a broad overview of their associations.

DIAGRAM



EdCC Conceptual Data model

DOCUMENTATION

DATA NEEDS OVERVIEW:

This diagram documents the interaction between the entities and how their actions or roles relate to the PLO approval and mapping process. This is a high-level assessment of those roles and processes, thus it lacks specific process details or requirements.

ENTITY DEFINITIONS:

The Intercollege Relations Commission (ICRC)
The ICRC provides guidelines for transfer degrees. Their goal is to make it possible for the courses and credits from community colleges to be transferable to 4-yr colleges.

Northwest Commission On Colleges and Universities (NWCCU)
The NWCCU monitors what, why and how a college is doing. They set the guidelines that a college must follow in order to earn accreditation by ensuring that the courses used for a degree program meet or provide the objectives (learning outcome) that the college says the student will get out of the program.

PLO
Program Level Outcomes are the measurable results that can be observed of a student's knowledge or retention of subject matter after the student has taken a course and how those results relate to the expected learning outcomes.

Course
A course is a class for an established program that is attended by students in order to learn and become proficient with the knowledge of a specific subject that is related to or supports the program's intended outcomes.

Course-PLO Map
The Course-PLO Map is the process of mapping the alignment between courses and how they fulfill the program level outcomes.

Faculty
Faculty in this diagram refers to members of the college who are responsible for writing and revising the PLO's. These faculty members are usually the teachers or course professors.

Deans
The Deans are the heads of the department divisions who are responsible for the initial review and approval of the PLO's.

Curriculum Committee
The Curriculum Committee is responsible for reviewing the PLO's and drafting a recommendation for the Vice President of Instruction for its approval or rejection.

Vice President for Instruction
The Vice President of Instruction reviews the PLO using guidelines provided by the ICRC and NWCCU and gives the final approval of the PLO before it is sent to the Assessment Team for mapping.

Assessment Team
The Assessment Team is responsible for mapping the alignment between PLO's and Courses. The Assessment Team also provides written documentation and reports to the NWCCU to earn or retain accreditation for courses at the college.

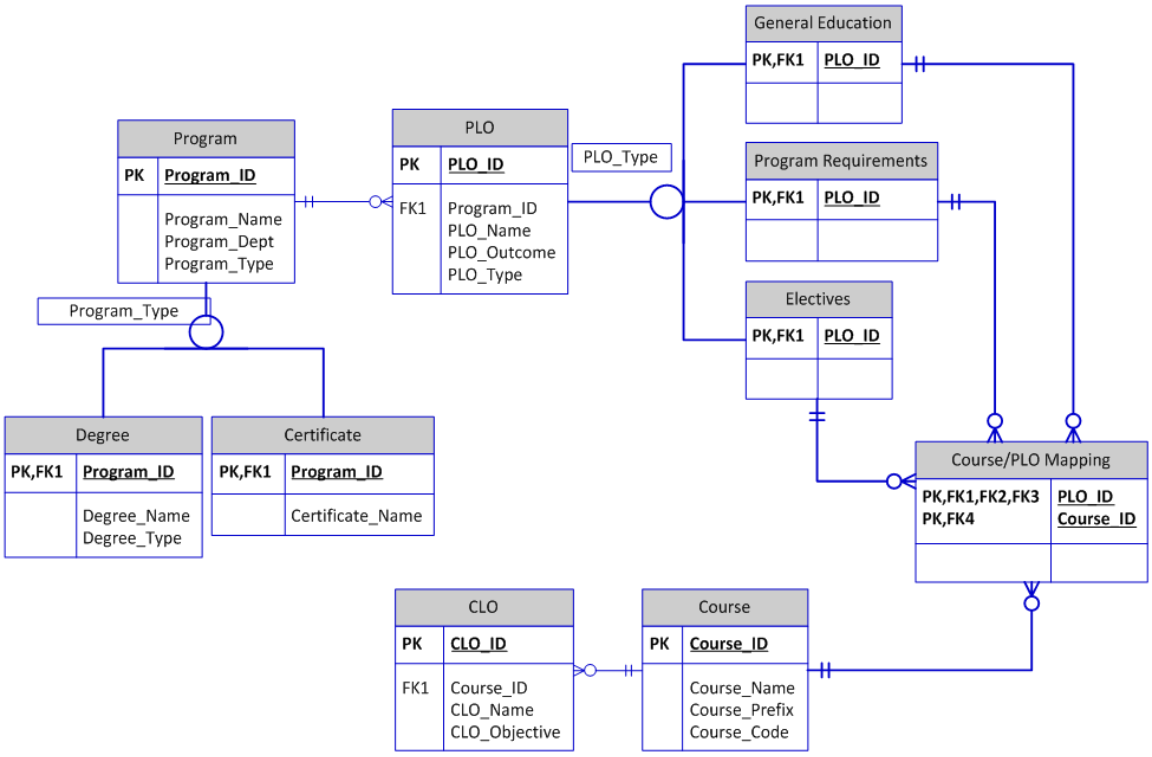
MODEL ASSUMPTIONS:

- The Vice President for Instruction reviews the PLOs using guidelines set forth by the ICRC and NWCCU
- The Vice President for Instruction provides the final approval of PLOs.
- A course is mapped to a PLO; not a CLO to PLO

DESCRIPTION – ENTITY RELATIONSHIP DIAGRAM (ERD)

The Entity-Relation Diagram (ERD) is a conceptual representation of data used to document the model of a system or relational database. Depending upon the level of complexity, an ERD can be used to define the entities of a system, the attributes of those entities, how those entities relate to one another, and what cardinality those relationships have. ERD's can provide a simple, high level overview of a system while more detailed versions can be used to instantiate the metadata of a relational database system.

DIAGRAM



EdCC Entity Relationship diagram

DOCUMENTATION

DATA NEEDS OVERVIEW:

The scope of this project is defined by the need to establish a process to align program courses with program level outcomes. In order to accomplish this, information about the courses, programs, and program level outcomes must be documented and maintained in order to determine how these entities relate to each other and how a course supports a programs expected learning outcomes.

ENTITY DEFINITIONS:

Degree
The Degree table identifies the name and type of degree programs available at the college.

Certificate
The Certificate table identifies the name of certificate programs available at the college

Program
The Program table identifies the name, department, and type of programs available at the college. Program types include the categories Degree and Certificate.

PLO
The PLO table documents the program the PLO belongs to, its name, content, and it type. PLO types include General Education, Program Requirements, and Electives.

General Education
The General Education table lists PLO's that fit into the general education category.

Program Requirements
The Program Requirements table lists PLO's that are considered core classes specific to a program.

Electives
The Electives table lists PLO's that are considered to be elective classes that support a programs core requirement classes.

Course/PLO Mapping
The Course/PLO Mapping table is a linking table that allows multiple courses to be mapped to multiple PLO's.

Course
The Course table identifies the Course name, department prefix, and code number.

CLO
The CLO table identifies Course CLO's and their specific content.

DESCRIPTION – CRUD MATRIX

A create, read, update, delete (CRUD) matrix is a special type of association matrix, that shows the relationship between information entities and the processes that affect those entities. Specifically, a CRUD matrix is a matrix with information entities across the top and processes down the side. If a particular process uses a particular entity, the appropriate cell is filled in with the letters C, R, U, or D.

A "C" in the cell of a CRUD matrix indicates that the process sometimes creates new instances of the corresponding entity type. An "R" in the cell indicates that the process sometimes reads existing instances of the entity type. A "U" in the cell indicates that the process sometimes updates instances of the corresponding entity type. A "D" in the cell indicates that the process sometimes deletes instances of the corresponding entity type.

DIAGRAM

CRUD Matrix	Faculty	Division Dean	Vice President of Instruction	Assessment Team	Curriculum Committee	NWCCU	SBCTC	ICRC
Program	CUD	R	R				R	
Course	CUD	R	R			R		
PLO	CUD	R	R	RU	R			
CLO	CUD	R	R	RU	R			
Map				U		R		

EdCC CRUD Matrix

ENTITY DESCRIPTION:

Faculty
Faculty in this diagram refers to members of the college who are responsible for writing and revising the PLO's. These faculty members are usually the teachers or course professors.

Deans
The Deans are the heads of the department divisions who are responsible for the initial review and approval of the PLO's.

Vice President of Instruction
The Vice President of Instruction reviews the PLO using guidelines provided by the ICRC and NWCCU and gives the final approval of the PLO before it is sent to the Assessment Team for mapping.

Assessment Team
The Assessment Team is responsible for mapping the alignment between PLO's and Courses. The Assessment Team also provides written documentation and reports to the NWCCU to earn or retain accreditation for courses at the college.

Curriculum Committee
The Curriculum Committee is responsible for reviewing the PLO's and drafting a recommendation for the Vice President of Instruction for its approval or rejection.

Northwest Commission On Colleges and Universities (NWCCU)
The NWCCU monitors what, why and how a college is doing. They set the guidelines that a college must follow in order to earn accreditation by ensuring that the courses used for a degree program meet or provide the objectives (learning outcome) that the college says the student will get out of the program.

Washington State Board for Community & Technical Colleges (SBCTC)
The SBCTC sets the rules and requirements for defining courses and approves those proposed courses that have been developed.

The Intercollege Relations Commission (ICRC)
The ICRC provides guidelines for transfer degrees. Their goal is to make it possible for the courses and credits from community colleges to be transferable to 4-yr colleges.

LIST OF PROCESSES:

Program
A program is either a degree or certificate and consists of a curriculum of academic study.

Course
A course is a class for an established program that is attended by students in order to learn and become proficient with the knowledge of a specific subject that is related to or supports the program's intended outcomes.

PLO
Program Level Outcomes are the measurable results that can be observed of a student's knowledge or retention of subject matter after the student has taken a course and how those results relate to the expected learning outcomes.

CLO
Each course has Course Level Objectives that prepare students in learning specific skills and knowledge.

MAP
Mapping is the alignment between courses and program level outcomes.

MODEL ASSUMPTIONS:

- A course does not determine how it is mapped to a program.
- A program determines how a course is mapped to it.
- A program is mapped to a course though its PLO type.
- The program determines the PLO type.
- A course can be mapped to many PLO types, but a program can only have one PLO type for that course.

APPENDICES

GLOSSARY

Term	Definition
Assessment Team	The Assessment Team is responsible for mapping the alignment between PLO's and Courses. The Assessment Team also provides written documentation and reports to the NWCCU to earn or retain accreditation for courses at the college.
Context Diagram	A top-level view of an information system that shows the boundaries and scope of the system, external entities and the data that flows between entities and the system.
CRUD Matrix	A create, read, update, delete (CRUD) matrix is a special type of association matrix, that shows the relationship between information entities and the processes that affect those entities.
Curriculum Committee	Responsible for reviewing the PLO's and drafting a recommendation for the Vice President of Instruction for its approval or rejection.
Entity Relationship Diagram (ERD)	A graphical representation of the entities, and the relationships between the entities, within a information system.
Faculty	Faculty refers to members of the college who are responsible for writing and revising PLO's. These faculty members are usually the teachers or course professors.
ICRC	The Intercollege Relations Commission (ICRC) provides guidelines for transfer degrees. Their goal is to make it possible for the courses and credits from community colleges to be transferable to 4-yr colleges.
IDEF0	Integration Definition for Process Modeling, a public-domain methodology used to model businesses and their processes so they can be understood and improved.
IDEF0 Diagram	The IDEF0 diagram documents an activity, process, or transformation that must be accomplished and defines the scope of the diagram.

NWCCU	The Northwest Commission On Colleges and Universities (NWCCU) monitors what, why and how a college is doing. They set the guidelines that a college must follow in order to earn accreditation by ensuring that the courses used for a degree program meet or provide the objectives (learning outcome) that the college says the student will get out of the program.
Program Level Outcome (PLO)	Program Level Outcomes are the measurable results that can be observed of a student's knowledge or retention of subject matter after the student has taken a course and how those results relate to the expected learning outcomes.
SBCTC	The Washington State Board for Community & Technical Colleges (SBCTC) sets the rules and requirements for defining courses and approves those proposed courses that have been developed.
Swimlane Diagram	Also sometime called a cross-functional diagram, it documents the steps or activities of a process flow or workflow. More specifically, a Swimlane diagram groups these activities into Swimlane, which are horizontal or vertical columns that contain all of the activities that fit into the category represented by that Swimlane.
Unified Modeling Language (UML)	UML is a visual language for specifying, constructing, and documenting the artifacts of systems.
Use Case Diagram	Represents the steps in a specific business function or process in UML (Unified Modeling Language).
Vice President for Instruction (VPI)	Marty Cavalluzzi - current VPI In this system; reviews the PLO using guidelines provided by the ICRC and NWCCU and gives the final approval of the PLO before it is sent to the Assessment Team for mapping.

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MEETING NOTES

<JAD session hand-written notes will be provided directly after the JAD session>

QUESTIONS FOR THE CLIENT

1. Does the VPI give the final approval before or after the assessment team does the mapping?
    a. No, the VPI gives the approval of the PLO before it is mapped by the assessment team.
2. Is there an internal approval process (outside of the Assessment Team) for PLO to Course mapping before it is sent to NWCCU? If so, who approves the mapping?
3. Have we come close to meeting your expectations for assessing the system requirements? Do you feel as though we heard your request clearly?
4. Has a standard for the program sheet categories been established?
5. Have skill sets within the categories been set yet?

INITIAL INTERVIEW QUESTIONS FOR THE CLIENT

What (Data)

What is the issue?

What accreditation issues are there with the EdCC catalog?

What pieces of data are you concerned about?

Is there a problem with inconsistency?

Is our focus just on transfers to a 4 year college?

How (Function/Process)

Is there a standard process for defining degrees or accreditation?

What work/process(es) is/are being done to fix this?

Is there a process to maintain this (the fix)?

Where (Network)

How broad is the focus of accreditation - NW, Washington or beyond?

Who (People)

Who are the stakeholders?

Who are the team members?

Are other college's faculty or staff involved?

Are there other people we could or should talk to?

Who is the project sponsor?

When (Time)

Is accreditation a process that is done on a time schedule?

Is there a deadline? When?

Are there phases to this project?

Why (Motivation)

(Q#1) What are the business goals and objectives for EdCC?

How did this situation come about?

What happens if this project fails?

How would you define success for this project?

What is the business need?

EDCC POWERPOINT PRESENTATION